PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Oran 2 - Mohamed BEN AHMED

Faculty of Foreign Languages

Department of English

POLYCOPIES DE COURS

Tools and Approaches in Didactics: Preliminaries and Distinguishing Features
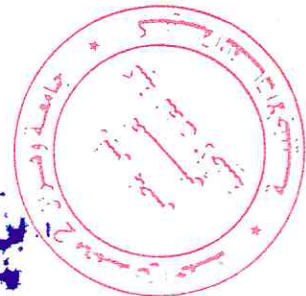
Level: Master II Students (Applied Languages)

By: Dr. ZAGHAR El-Alia Wafaâ

Academic Year: 2022/2023

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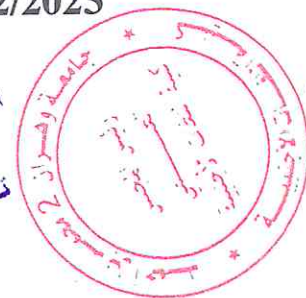Department of English

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Preface

This booklet of handouts offers an approach to the teaching-learning process which considers a number of key criteria that focus on offering outlines on key notions, planning relevant courses, determining learning outcomes, finding out learners' needs, and developing teaching materials. As the world of foreign language teaching in general and English as a foreign language (EFL) in particular is constantly evolving, teachers need more than ever to expand their roles and responsibilities, to enrich their knowledge and develop their careers. Didactics as a crucial discipline whose main concern is the science and art of teaching is also a field subject to huge and rapid changes, as enormous masses of people continue expressing growing interest in learning English as a second or a foreign language throughout the planet. This manuscript is intended as a practical guide for teachers, learners, and all those interested in entering the world of English Language Teaching (ELT). This source seeks essentially to help pre-service and in-service teachers to:

- Familiarize themselves with key notions in the area of ELT.

- Understand how the EFL teaching movements have emerged.

- Understand how teachers' roles can change according to the type of learners.

- Consider the great importance of ongoing professional development for language teachers.

- Review their own language teaching principles.

- Develop a greater awareness about the importance of learning contexts.

- Investigate a wide range of teaching issues.

- Use teaching materials and resources.

- Determine learners' needs and desires.

- Become better informed about the area of ELT.

- Develop numerous ways of learners' assessment.

- Work on collaborative materials-development projects with other teachers.
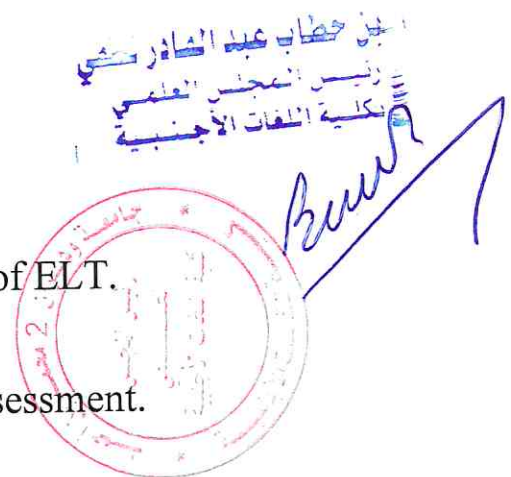
- Plan appropriate activities.

- Be committed to improve the teaching/learning process.

- Determine students' abilities in English.

- Collect key information about specific problems learners are facing.

- Act as a teacher and as a professional.

The courses are addressed to Master II students specialized in Applied Languages and will provide them with a sound grounding in theoretical literature and useful classroom methods and techniques. The syllabus aims at assisting learners in becoming successful practitioners and active members of ELT community. At the end of the courses, learners will be able to:

- Understand some aspects of ELT and its evolutionary roots.

- Get acquainted with the teaching/learning process and its key principles.

- Acquire an awareness of and the diversity of the world's cultures and of the human experiences.

- Teach grammar, vocabulary and pronunciation.

- Develop meaningful and appropriate activities.

- Teach classes of different sizes and ages.

- Acquire knowledge, strategies, cultural awareness and become familiar with methodologies for teaching the four language skills (listening, speaking, reading, and writing), and assessment techniques.

These handouts provide a historical perspective on how the field of didactics has evolved. The different lectures seek to shed light on key notions and issues related to the different trends of teaching in the area of foreign language education, classroom management, course design, material selection, and evaluation processes providing examples, and annexes by way of illustration. This booklet seeks to be a useful resource for all language teachers, and needs to be examined critically. Any errors or omissions are the author's total responsibility.

Handouts Addressed to Master II Students: Applied Languages

Tools and Approaches in Didactics: Preliminaries and Distinguishing Features

Instructor: Dr. ZAGHAR El-Alia Wafaâ

Syllabus: Master II Students

Lecture One:

Didactics: An Overview

Lecture Two:

Didactics and Pedagogy: Establishing the Relationship

Lecture Three:

What is teaching?

Lecture Four:

ELT: Major Concepts

Lecture Five:

Approach, Method, and Technique: Establishing the Difference

Lecture Fifteen:

Learning Styles and Strategies

Lecture One:

Didactics: An Overview

Course Description:

This course intends to offer Master students a profound description of Didactics as being a discipline that focuses on the study of teaching. At the end of the course, the learners will be able to:

- Understand the meaning of Didactics.

- Get acquainted with its historical background.

I- Definition of Didactics:

The roots of the word didactics come from the Greek adjective (didaktikos) which means 'able to teach' in the 17th century (1613). Didactics is a branch of the Sciences of Education which gives great importance to the discipline taught.

1- Other definitions:

1-Robert Lafon, university linguist and historian:

defines didactics as the art of teaching practised by an adult (1963).

2- Gaston Mialaret, president of the French Group of New Education (GFEN) and one of the founders of the sciences of Education in France:

explains that didactics has to do with all the methods, techniques and procedures for teaching (1979).

3-Adrien Douady, great French mathematician:
points out that the didactics of mathematics is the study of the processes of transmission and acquisition of the different contents of this science.

So, we can conclude that didactics is a science which focuses on the methods and the contents of the taught information. It explains how the contents of a given discipline are conveyed and how the learners acquire these information.

Didactics, therefore, studies pedagogical practices and then leads to an understanding of the requirements of teaching. Through its interest, and its comprehension activities, we can deduce that didactics intends to offer an effective transmission of knowledge specific to a discipline. Thus, it gives priority to the teachers' key role.

However, throughout time this science has evolved and is no longer only interested in "how to teach", it also tries to understand what is going on in the student's mind and seeks to explore other aspects of the learning process as well. This means that didactics focuses also on the learners' needs, main interests, preferences, feelings, personalities, etc.

II-Difference between "Teaching" and "Learning":

What Is Teaching?

Teaching is defined as the process of delivering knowledge and transmitting skills to one individual or a group of people. The one who practises this job is named a teacher and is described as an instructor, whose role involves multiple functions such as conveying information, providing proper guidance, and assessing.

The following excerpt from the treatise on the sciences and techniques of training describes the situations in which one wants to transmit, teach, instruct, train, and transform:

"From the outside, the student is pulled out of his childish state, he is directed, he is modeled, and he is equipped. Knowledge is organized and education consists of the application of external productions intended to the material to be taught that is divided into elements which will be so many instruments through which the action of the teacher on the trainee will be exerted. Traditional methods (expositive, demonstrative, and even interrogative) most often correspond to this categorization and we then speak of:

"transmission of knowledge" = (TEACH)

The decomposition of the material (discipline) into different distinct elements, that is to say, the organization of this knowledge: to transmit it and transform it from a "scholarly knowledge" into a "teachable knowledge". This therefore corresponds to the work didactics carried out by the teacher.

Let's continue reading this excerpt:

"From the other perspective, pedagogues put the learner's own action at the origin of all knowledge. For this reason, the methods they recommend are said to be active, in so far as the learner is himself, the craftsman of his own

construction. The individual acts by his own action. The determinant of the action is the learner. We will then speak of acquisition and of:

"knowledge building" = (LEARN)

The technical choices made by the teacher according to the elements of knowledge that he wishes to transmit would also fall within the didactic field. Thus, the process that occurs between the teacher, the student and the knowledge is described as a system: this system is named:

"The Didactic System"

Thoughtful Practice:

.Highlight in a short way the distinction between learning and teaching.

Lecture Two:

Didactics and Pedagogy: Establishing the Relationship

Course Description:

In the area of teaching, the two notions didactics and pedagogy are often used interchangeably, yet these two terms are not synonyms. This lecture seeks to highlight the difference between them. At the end of this course, the learners will be able to:

- Understand clearly that didactics and pedagogy are not equivalent words.

- Make the distinction between these two notions.

I-<u>The Relationship between Pedagogy and Didactics</u>:

Didactics defined as an auxiliary science of pedagogy means that there is a form of complementarity between the two and, if this is the case, what distinguishes them then?

Again, let us focus on some definitions:

Jean-Marie Labelle, lecturer in education sciences at Louis Pasteur University in Strasbourg, states that:

"Pedagogy is the conduct or accompaniment of those who are educating themselves. It emphasizes the relational aspects of learning."

For Jean-Claude Filloux:

The pedagogy was first considered as an "art" has become "science of bring human beings up" because it is a question of developing a body of knowledge on the psychological problems at stake in the relationship teacher / taught as well as on the relationship of the learner to the contents.

Finally, for other authors, there is a link of subordination of pedagogy to didactics because the first constitutes the applied component of the second.

Since didactics is closely linked to a discipline, we could situate it as the dimension which is interested in the phenomenon "to learn something" this

would lead us to consider pedagogy as the dimension which is more particularly interested in the phenomenon "to learn something to someone".

We then understand that it is also the relationship between the teacher, the student and knowledge that is at stake and that makes up a situation: the pedagogical situation. Pedagogy therefore puts more emphasis on the posture of the teacher in action, his style and his way of acting to be a facilitator, a mediator of the acquisition of knowledge by students.

II-Some Differences between Didactics and Pedagogy:

Didactics	Pedagogy
Related to disciplinary research	Related to practical implementation
Content-focused	Action-focused
Information	Communication and Mediation
Teacher/Knowledge	Teacher/Learner
Cognitive Aspects	Interpersonal Aspects
Consideration of the Object	Consideration of the Subject

III- The Didactic Triangle:

According to Yves Chevallard, the didactic triangle is a schematic representation of the didactic system. Indeed, the dynamic of any educational action is based on the interaction between subject content, the student and a teacher. In the case of classical education, the teacher is the one who possesses the knowledge and who delivers it. The student acquires this fragmented knowledge, decontextualized and arranged on a time scale from the teacher. It should be noted that in this situation, everything happens as if we favour a relationship between two poles of the didactic triangle; the third being set aside momentarily. It is a reciprocal system of expectations, of negotiation, mainly tacit between the professor and the students which concerns all aspects of their relationship to knowledge (Schubauer-Leoni, 1988; Amigues, 1988).

To conclude, the didactic triangle in which student, teacher, and content form the vertices of a triangle is the classical pattern used to conceptualize teaching and learning – especially in the formal education sector .It is usually depicted as an equilateral triangle, which is to show that all three relations are equally important or should be seen as equal. In reality the axes can shift quite a bit if for example the focus is exclusively on the content (or the process) or the teacher/trainer or the learner.

Thoughtful Practice:

.Describe briefly the resemblances and the differences between pedagogy and

didactics.

Lecture Three: What Is Teaching?

Course Description:

Teaching as a science and as an art should be well defined and explained. This course aims at offering a profound overview about the meaning of teaching. At the end of the course, the learners will be able to:

- Grasp the meaning of teaching.

- Discover the fundamental components that build up the process of teaching.

1-Definition of Teaching:

Teaching is the process of helping people learn, understand and acquire specific information about a given topic. A good teaching is the one that provides a supportive learning environment, motivates the learners, and leads to enhanced learner achievement. Coe et al. (2014) believe that an effective teaching involves six major elements that are recapitulated as follows:

a- Pedagogical Content Knowledge:

Competent teachers are those who possess profound knowledge of the subjects they teach (content knowledge), have thorough information about the instructional methods and are able to make a connection between them. They must also be aware of their learners' specific needs and how to satisfy them.

b- Quality of Teaching:

Designing sound syllabi with clear objectives, establishing positive rapports with students, keeping them engaged in the learning process, and furthering ongoing relevant professional development are basic characteristics of high- quality teaching that help educators refine professional knowledge, competence and effectiveness.

c- Classroom Climate:

An effective teacher shows concern and builds trusting relationships with his/her students. He/she has the skills to lessen the degree of anxiety and to offer a safe encouraging classroom atmosphere.

d- Classroom Management:

Classroom management is a multitude of skills that teachers utilize to fit in with the allotted time frame, keep students organized, focused and productive. It also entails establishing discipline and specific rules, as well as making learners feel comfortable to keep them less likely to misbehave and boost up their confidence and interest.

e- Teacher's Beliefs:

To ensure a good teaching, instructors need to hold solid beliefs about what makes successful teaching and learning. For instance, many educators attribute poor achievements and lack of motivation to the students' deficiency but never to their methods of teaching. Therefore, being aware of the learning styles and strategies, the learner's autonomy, and grasping that in teaching we have to change beliefs through reflecting on our own practices, methodologies, and behaviours are key elements for an efficient teaching process.

f- Professional Behaviours:

Great teachers should continuously make efforts to become directly involved in their own learning and professional growth. Through professional development, they can build stronger collegial liaisons between their peers and other educators, and deepen their instruction and classroom practices. Teachers have to keep abreast of the basic and latest advances that are occurring in the area of education, because even veteran instructors need support and training in pedagogy and content to meet today's learners' expectations and to overcome their weaknesses in some fields.

Thoughtful Practice:

.Explain concisely the meaning of teaching.

Lecture Four:

ELT: Major Concepts

Course Description:

The world of ELT is vast and rich. This lecture will provide a considerable amount of abbreviations, acronyms and basic concepts that need to be defined. At the end of the course, the learners will be able to:

- Acquire a valuable amount of key notions related to the area of ELT.

- Make the difference between many technical terms which may sometimes be considered as synonyms.

I- Abbreviations and Acronyms:

1- Acronym: By definition, an acronym is a term formed from the first letters of the words that compose the name of something.

Example: TEFL is an acronym for Teaching English as a Foreign Language.

2- Abbreviation: It is a short form of a word.

Example: BBC refers to British Broadcasting Corporation which is a large British Television Company.

3- Common Abbreviations and Acronyms in ELT:

ELT: It is an abbreviation for English Language Teaching which refers to the practice and theory of language teaching and learning for the people whose native language is not English.

L1: First Language

ESL: It stands for English as a Second Language.

EFL: It stands for English for English as a Foreign Language.

4- The Difference between ESL and EFL:

The major differences between EFL and ESL include two main elements:

a- The type of learners who are being taught.

b- The context where the English is being taught.

To illustrate better, we can consider the following examples:

*An English teacher who lives and teaches English to speakers of other languages in a non-English speaking country like France is teaching EFL. His/ her students' first language L1 is most essentially French and they are therefore learning EFL.

*Another example could be of an English teacher living and teaching English in an English speaking country like UK, USA, and New Zealand. This teacher's students are from non-English countries, but for the time-being they are living (either for visit or residence) and learning English in an English speaking country, therefore they are learning ESL.

TESL: It signifies Teaching English as a Second Language.

TESOL: It means Teaching English for Speakers of Other Languages.

TOEFL: It implies Test Of English as a Foreign Language, which is a standardized test developed to assess the English language skills of non-native speaking learners who want to apply for higher-education institutions where the means of instruction is English.

TOEIC: It refers to Test Of English for International Communication. It is an English language test designed to evaluate the language abilities of the individuals who work in an international context.

ELF: It means English as a Lingua Franca. It refers to the utilization of English as a means of communication between speakers of different languages.

II-<u>Key Concepts in ELT</u>:

a- <u>Course:</u> A course is a series of lessons or lectures on a specific subject.

b- <u>Curriculum</u>: It means all the subjects that are taught in a school, university, etc.

c- <u>Syllabus</u>: It is a list of the main topics to be dealt with in a specific subject at school or college.

Thoughtful Practice:

In the area of ELT, you often encounter some key notions, abbreviations, and acronyms that can be used.

.In the light of what you have studied, cite some examples.

Lecture Five:

Approach, Method, and Technique: Establishing the Difference

Course Description:

In the area of English language teaching, the terms approach, method and technique are frequently used. Given their importance, this lecture seeks to offer an insightful description of their meaning. At the end of the course, the learners will be able to:

- Understand the meaning of and the key differences between the three notions method, approach, and technique.

- Be acquainted with well-known and most important teaching approaches in the area of ELT.

I- Approach, Method and Technique:

1- Approach:

An approach refers to the theoretical beliefs and assumptions about the nature of language, the nature of language learning (cognitive and psycholinguistic processes included) and the applicability of both to pedagogical settings. According to Miliani (2003), an approach is:

> The sum of assumptions course designers make about language and language learning. This term gives a description of the many ways psychologists look at language..............it is a combined theory involving both language and the learning process (p.20).

This means that a teaching approach tells us about the theoreticians' opinion of language and how it should be taught. It provides the key principles to decide about the content and the method that are appropriate for a teaching context.

Anthony (in Allen and Campbell, 1965) describes it as:

> A set of correlative assumptions dealing with the
> nature of language teaching and learning. An approach
> is axiomatic. It describes the nature of the subject
> matter to be taught. It states a point of view, a
> philosophy, an article of faith-something which one
> believes but cannot necessarily prove. It is often
> unarguable except in terms of the effectiveness of the
> method which grows out of it (p.94).

2- Method:

A method is a set of classroom specifications and is primarily concerned with teacher and student's roles and behaviours and secondarily with features like linguistic and subject matter objectives and materials. It's the practical process that realizes an approach. Richards and Rogers (1986) explain:

> A method is the level at which theory is put into
> practice and at which choices are made about the
> particular skills to be taught, and the order in which the
> content will be presented (p.15).

3- Technique:

A technique deals with an important range of exercises, tasks or tricks utilized in language classrooms for achieving lesson goals. In this regard Miliani (2003) states:

> Contrary to approach and method which cannot be apparent, techniques can be seen since they are what happens during a class session. Audio-visual aids such as language laboratories, tape recorders, ...are techniques. The teacher's savoir-faire comes to the fore when he chooses judiciously the right technique to be used at a particular moment in classroom with a particular group of learners: a technique may work with a given learner and not with another (p.24).
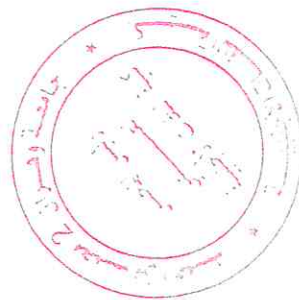
Therefore, technique has to do with the teacher's own art of performance.

Thoughtful Practice:

.In your own words, explain how it is possible to differentiate between approach, method and technique.

Lecture Six:

The Traditional Language Teaching Trend

Course Description:

It is important to deal with the main movements that have contributed in the development of the world of foreign language education. At the end of this course, learners will be able to:

- Get acquainted with the traditional teaching movement that has marked the world of foreign language teaching.

- Learn and understand some of the major teaching methods that belong to this movement.
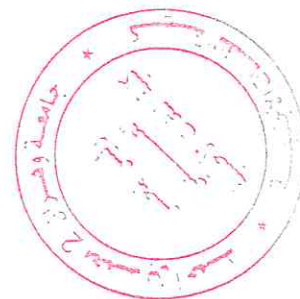
I) Traditional Language Teaching Trend:

Traditional language teaching methods (such as the Grammar Translation Method, the Direct Method, and the Audio-lingual Method) have been included because they still strongly influence English teaching in many parts of the world.

1- The Grammar-Translation Approach (GTM): Ascham, Ollendorf, Meindinger are among its advocates.

1-a) Historical Background:

This method is considered as the oldest one used for the teaching of foreign languages. In the 18th century, it was commonly utilized to teach Latin, its purpose was to help learners understand the grammar of the foreign language.

1-b) Main Characteristics:

Grammar Translation classes are characterized by an emphasis on reading and listening, with a focus on accuracy rather than fluency. Students are given some passages from literary texts to be read. The reading activity is followed by comprehension questions to be answered, orally then through writing. Grammar is taught deductively through the study of the rules and their
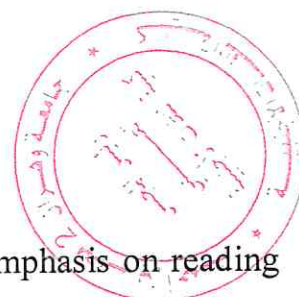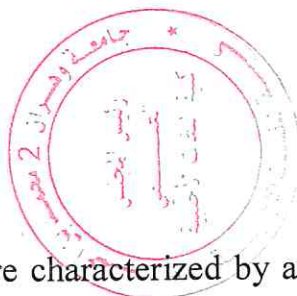
explanation in the mother tongue,   then the students are asked to produce

sentences using translation .The source of knowledge is the teacher.

**2- The Direct Method (DM):**   SAUVER is considered as its prominent

proponent.

2-a) Historical Background:

Some critics of the Grammar-Translation Method (GTM) argued that a

foreign language could be taught   without the use of translation or the student's

native language. The direct method was developed to help the learners'

communicate directly in the target language, with a basic rule that insists on a

prohibition against the use of translation. The BERLITZ School is among the

defenders of this method.

2-b) Main Characteristics:

The Direct Method states that classroom instruction is conducted in the

target language. Grammar is taught inductively (Grammar rules are never given

explicitly).Concrete vocabulary is taught through objects (realia or pictures) and

demonstration, abstract vocabulary is taught by association of ideas. The

speaking and listening skills are taught. Correct pronunciation and grammar are
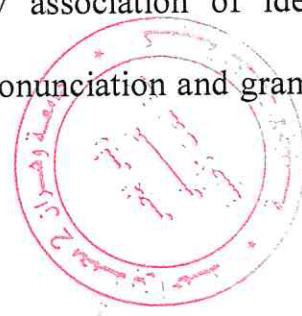
emphasized. Translation is disallowed. Vocabulary is acquired more naturally using it in complete sentences.
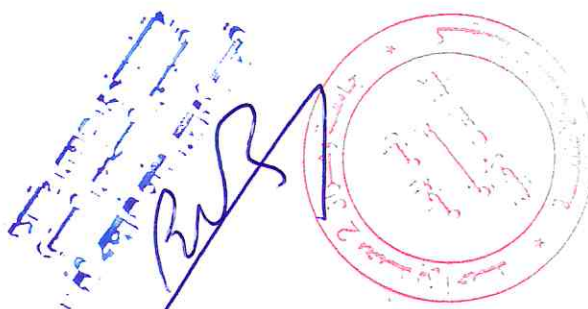
3- The Audio-Lingual Method (ALM): Among its key supporters is Bloomfield.

3-a) Historical Background:

During the Second World War, American military staff were urged to learn foreign languages such as German, Japanese, French, etc. The priority was given to develop aural-oral competency, this method was based on these principles.

3-b) Main Characteristics:

In this method, the language skills have to be presented in the natural order of acquisition: listening, speaking, reading and writing. In Audio-Lingual classes, teachers start their courses by giving a dialogue that introduces the lesson's sentence patterns. Pronouncing words accurately is stressed through minimal pair drills .The learners are encouraged to learn whole sentences by heart and to memorize them. Moreover, this method claims that foreign language learning is essentially a process of mechanical habit formation.

Thoughtful Practice:

.Using a table, try to shed light on the major teaching methods that belong to the

traditional language teaching movement.
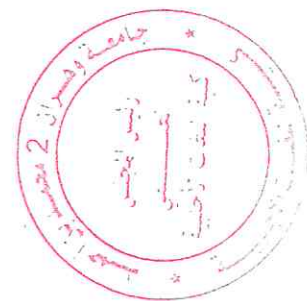
Lecture Seven:

The Communicative Language Teaching Trend
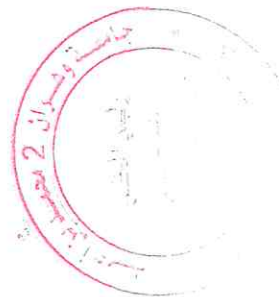
Course Description:

The area of foreign language teaching has known many trends, among them the communicative teaching movement. At the end of this course, learners will be able to:

- Get acquainted with the communicative teaching movement that has also marked the world of foreign language teaching.

- Learn and understand some of the major teaching methods that belong to this trend.
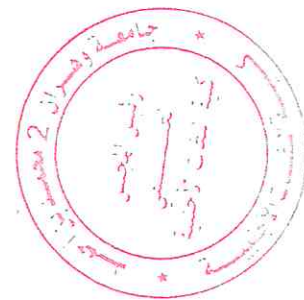
I) Communicative Language Teaching Trend:

The period of the late1960s was marked by a shift in interest from the Audio-Lingual Method to Communicative Language Teaching which aims to make communication the goal of language teaching.

1- The Communicative Approach (CA):

The main theorists of this approach are Wilkins and Sinclair.

1-a) Historical Background:

Among its basic principles is the use of the target language to perform certain tasks such as asking for a favour, offering advice, etc. This method places great focus on the social context in which these tasks occur. For example, different language will be used when talking to a parent than when addressing one's self to a boss.

1-b) Main Characteristics:

This approach stresses the teaching of the four skills from the start, with a central importance given to the development of the speaking abilities. The type of activities that are presented include problem-solving, role-play, group work, etc.

2- The Total Physical Response (TPR): ASHER is considered as its main supporter.

2-a) Historical Background:

The central tenets of this method are to relate speech and action. It tends to teach the language through physical activity.

2-b) Main Characteristics:

This method is characterized by teaching the language skills in the natural order of acquisition: listening, speaking, reading and writing. The student's native language is rarely used. This method claims that language is acquired not learned. Teachers using the TPR are advised to offer a learning environment that lessens anxiety and increases motivation.

3- The Competency-Based Approach(CBA): Norton and Houston are among its important supporters.

3-a) Historical Background:

Being based on theories of adult learning, the Competency-Based Approach believes that for a successful learning to happen, adults need to know that the knowledge they will acquire will enhance their lives.
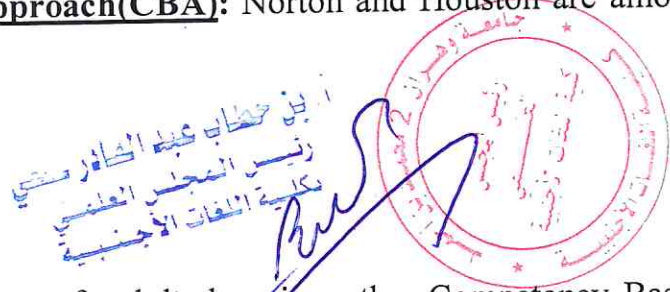
3-b) <u>**Main Characteristics**</u>:

In this approach, meeting the learners' needs comes at the top of priorities. In. this method, the activities are based on classroom interaction. The students are also encouraged to practice the language in real contexts outside their classrooms.

Thoughtful Practice:

.Give your own explanation of the communicative language teaching movement.

Lecture Eight:

The Innovative Language Teaching Trend

Course Description:

Another trend known as the innovative language teaching movement has been identified in the field of foreign language teaching .This course is devoted to give a deep description of its key characteristics. At the end of this course, the learners will be able to:

- Discover the innovative teaching movement that has also characterized the world of foreign language teaching.

- Learn and understand some of the major teaching methods that belong to this trend.

I) **The Innovative Language Teaching Trend**: During training, would-be teachers may encounter some innovative teaching methods; it would be very useful to have an overview on them.

1- The Silent way: Gattegno is its famous advocates.

1-a) Historical Background: In the silent way the students should lead their own learning. One chief aspect of this method is that the teacher should speak as little as possible and has to encourage the learners to speak a lot.

1-b) Main Characteristics: This method works best in small groups and demands specific qualifications for its teachers. It stresses the four macro skills, and requires from the teachers to propose group work in which all the members should contribute and be involved in the learning process.

2- The Suggestopedia: The founder of Suggestopedia is the psychotherapist Georgi Lozanov.

2-a) Historical Background: Lozanov claimed that for a successful language learning process, psychological obstacles (such as anxiety, stress, fear, reluctance, etc.) should be decreased.

2-b) <u>**Main Characteristics:**</u> The teaching environment is the capital element to be taken into account in Suggestopedia. The seats should be really comfortable, posters showing nice places in the target language country should be attached to the walls of the classroom, and the lighting should not be unpleasant.

Thoughtful Practice:

.Give a brief description of the innovative language teaching trend.

Lecture Nine:

Eclecticism

Course Description:

Being aware that there is no unique way of teaching, eclecticism has emerged as a new trend that took into consideration the weaknesses of the previous teaching methods. At the end of the course, the learners will be able to:

- Discover the new trend termed Eclecticism.

- Understand its main characteristics.

I) <u>Eclecticism</u>: Mackey is its main proponent.

a) <u>Historical Background</u>:

It is strongly believed that there is no one unique way to convey knowledge to the learners, that's why teachers tried to implement a strategy that helps them select what is appropriate for their specific teaching settings. This new trend of teaching is "Eclecticism" or "Méthode Active" as it is called in France.

b) <u>Main Characteristics</u>:

Eclecticism is the principle or practice of selecting and using objects and ideas from diverse sources. Eclectic teachers take into consideration all the characteristics that are suitable to their educational situation with special emphasis on the speaking skill.

Thoughtful Practice:

.Do you think that eclecticism was a real recourse to language teaching?

Lecture Ten:

The Teacher's Roles

Course Description:

Being the most important agent of change in the teaching/learning process and the one who offers us the beneficial knowledge and great values that are the basic foundations of good achievements in life, the teacher holds many roles and responsibilities. At the end of this course, the learners will be able to:

- Better understand the real meaning of the term role.

- Better understand the teacher's roles.

I) What is a role?

A role is more than just performing a task or a job. It is something governed by our expectations and the way we behave. Essentially, teachers have two major roles in the classroom:

- To create the best conditions under which learning can take place: the social side of teaching: **Management**

- To convey, by various instruments, knowledge to their learners: the task-oriented side: **Instruction**

1) Management Role:

1-a) Motivation:

A fundamental function of teachers' management role is to motivate the learners who are demotivated and to nurture those who are already well motivated to the task of learning a foreign language. There are a lot of strategies through which teachers can achieve this:

- Maintaining discipline to the extent that a reasonable working atmosphere is established.

- Giving learners meaningful and relevant activities to do.

- Adopting a positive attitude towards the learners.

1-b) <u>Control and Discipline</u>:

It is argued that teachers have a great deal of power over their learners. In fact, there are two kinds of control employed by teachers:

- Control of the social behaviour of the class.

- Control over the class through the learning activity (by choosing the suitable activities and organizing the learning group to do the activities.

2) <u>Instruction</u>:

Instruction includes two modes:

- The use of instructional materials and resources.

- The management of knowledge.

Thoughtful Practice:

.Explain the chief roles of a teacher in a classroom.

Lecture Eleven:

Teaching the Listening Skill

Course Description:

To teach the English language, means to deal with the four language skills namely listening, speaking, reading, and writing. At the end of this course, the learners will be able to:

- Understand the importance of listening as a receptive skill.

- Discover the main phases that should be included in the teaching of listening.

1- Introduction:

By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

2- The Fundamental framework:

The basic framework on which you can construct a listening lesson can be divided into three main stages.

. Pre-listening:

This refers to the stage during which we help our students prepare to listen.

.While listening:

During which we help to focus their attention on the listening text and guide the development of their understanding of it.

. Post-listening:

During which we help our students integrate what they have learnt from the text into their existing knowledge.

2-a- Pre-listening Phase:

There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualisation, and preparation.

2-a-1. Motivation:

It is enormously important that before listening students are motivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

2-a-2. Contextualisation:

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to contextualise the listening and access their existing knowledge and expectations to help them understand the text.

2-a-3. <u>Preparation</u>:

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do.

2-b- <u>While listening Phase</u>:

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their listening skills they will need to listen a number of times - three or four usually works quite well - as I've found that the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking.

Ideally the listening tasks we design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure.

The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task doesn't demand too much of a response. Writing long responses as they listen can be very demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response.

The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text.

Listening to a foreign language is a very intensive and demanding activity and for this reason I think it's very important that students should have 'breathing' or 'thinking' space between listenings. I usually get my students to compare their answers between listenings as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.

2-c- <u>Post-Listening Phase</u>:

There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

2-c-1. Reaction to the text:

Of these two I find that tasks that focus students' reaction to the content are most important. Again this is something that we naturally do in our everyday lives. Because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard.

2-c-2. Analysis of language:

The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier.

3- Applying the framework to a text:

.Here is an example of how you could use this framework to exploit a text:

. Pre-listening:

-Students brainstorm kinds of texts.

-Students describe one of their favourite texts and what they like about it.

-Students predict some word or expressions that might be in a scientific text.

. While-listening:

Students listen carefully to the text.

Students listen again and order the lines of the text.

Students listen again to check their answers or read a summary of text with errors in and correct them.

. Post-listening:

. Focus on content

-Discuss what they liked / didn't like about the text.

-Write a summary of the text.

. Focus on form

-Students look at the words from the text and identify the verb forms.

-Students find new words in the text and find out what they mean.

-Students make notes of common collocations within the text.

Thoughtful Practice:

.According to what you have learned, answer the following questions:

1- What is the significance of the listening skill?

2- Explain how to teaching listening?

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Lecture Twelve:

Teaching the Speaking Skill

Course Description:

It is widely acknowledged that the speaking skill is the most demanded one by the great majority of people; being able to speak good English means having a good control of the language. At the end of the course, the learners will be able to:

- Understand the significant importance of teaching the skill of speaking.

- Discover the main stages of teaching speaking.

I- Introduction:

For an effective course that seeks to help learners develop their listening skills, there are typically the three stages of "pre", "while" and "post".

1-The pre-stage:

It allows us time to prepare learners for the final speaking task. The pre-stage often includes some kind of reading or listening.

2-The while-stage:

It is the speaking task itself. It allows learners to actually practice speaking (or a specific feature of speaking/writing).

3-The post-stage:

It allows learners to get feedback on their performance and conclusion to the task. This often includes some reading or writing as well. Many speaking and writing lessons in coursebooks follow this kind of format.

Example:

In Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), the focus of the lesson is on

the use of authentic language and on asking students to do meaningful tasks using the target language. These tasks can include visiting a dentist, solving a problem, etc.

Feedback for these types of speaking lessons is based on task completion rather than on accuracy. For example, did the learner communicate successfully with customer services? TBLL is known for developing fluency with key language features or vocabulary and building student confidence.

4- Suggested Activities to Develop the Speaking Skills:

-Discussions:

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the teacher sets the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

For example, learners can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works

on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

The teacher can either assign the group members or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

-Information gap:

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because

everybody has the opportunity to talk extensively in the target language. Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

-Storytelling:

Students can briefly summarize a story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

-Interviews:

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should

prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

-Story completion:

This is a free-speaking activity. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

-Reporting:

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Thoughtful Practice:

.Being a productive skill, give your own description of the main phases in the teaching of the speaking skill.

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Lecture Thirteen:

Teaching the Reading Skill

Course Description:

It should recognized that the reading skill is the one that strongly need to be developed for all the learners. Given its huge importance, this course provides useful insights into the ways reading has to be taught. At the end of the course, the learners will be able to:

- Understand the fundamental importance of teaching the skill of reading.

- Discover the main stages of teaching reading.

1- Introduction:

Reading extensively inside and outside classrooms helps to improve the learners' reading skills. When preparing a lesson plan, teachers need to think that learners want various skills at different ages and competency levels. Teachers should use learner-related contexts whenever possible, as this will help them motivate students to read. Some of your learners have complained that reading is boring and they do not want to read the texts they have been given - what should the teacher do? He can choose the same types of texts that learners enjoy reading outside the classroom and design motivating pre-reading and post-reading tasks to go with them. They would probably enjoy doing the reading task as they are acquainted with it already. After relieving their boredom, the teacher could introduce academic reading comprehension.

2-Developing Reading Skills:

Basically reading can be of two types: extensive and intensive, and the idea is to impart some skills needed for both. Teaching reading skills could be easy when taught with nuances and strategies with continuous practice. Reading skills become boring for many when they are not given the correct strategies. In a classroom structure, students use reading for different purposes; it may be

instructions, to do lists, course books, blogs, websites, newspapers and magazines. Here the question is how to develop their reading skill in the above structure? There are six strategies to be taught to the students for enhancing their reading capabilities in different contexts. The below six techniques are some procedures essential for effective reading.

2-a- Prediction:

Prediction is a preparation task by guessing the genre of the text before reading it. Use titles, subtitles and pictures to find out what the text is broadly about (using also previous knowledge and experience). The teacher could set up preparation tasks by setting up general questions to get acquainted with the lesson or passage to be worked with.

2-b- Skimming:

Skimming is a fast reading process to get the general information of a passage. During skimming, ask your students to underline the nouns, starters and conjunctions in order to make it easy to pick out the general idea and concepts.

2-c- Scanning:

Scanning is done for grabbing the specific information of the passage. Here the students ought to be taught the nuances of picking up

specific information to underline the text for picking up dates, years, names, important vocabulary etc. You read your marked highlights in the text to search for your answers. For example, if your learners are reading a museum website just in order to find out how much the entrance fee is, they could use this scanning strategy.

2-d- Cohesive devices:

Look for connectors and starters like 'on the other hand', 'in spite' and 'even though', where the writer wants to take the text in a different direction.

2-e- Guessing the meaning of vocabulary:

Having read an article, your intermediate-level learners have found some words that they don't understand. In this situation, ask learners to think about the linguistic context of each word. Ask them to use the words or vocabulary before and after the text to get clues about the meaning of new words.

2-f- Intensive Reading:

You take time to read a text carefully to find out the authors perspective, to search for abstract concepts, to find out hidden answers, and to synthesize the text as a whole. This type of reading comes easily after constant practice of all the above strategies put together.

Thoughtful Practice:

.As a receptive skill, stress the importance of teaching reading.

Lecture Fourteen:

Teaching the Writing Skill

Course Description:

Being a very powerful productive skill that enables learners to express themselves and produce language, writing is a kill that needs to be highly promoted. This course allows the students to have a profound comprehension about the necessity to focus on enhancing writing. At the end of the course, the learners will be able to:

- Understand the basic importance of teaching the skill of writing.

- Discover the main stages of teaching writing.

- Grasp the necessity to improve the skill of writing mainly during this time of technological advancement.

1-<u>Introduction</u>:

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

2-<u>The Process of Writing</u>:

2-a- <u>Prewriting</u>:

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data). Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

2-b- <u>Drafting</u>:

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications. Don't pay attention to

such things as spelling at this stage. This draft tends to be writer-centered, that is the writer is the one who can know and think about the topic.

2-c- <u>Revising</u>:

Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

2-d- <u>Editing</u>:

Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to check it. Don't edit your writing until the other steps in the writing process are complete.

*<u>Some Useful Ways to Improve Writing</u>:

.Consider the improvement of students' writing as your priority

Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all. Let students know that you value good writing. Stress the importance of clear, thoughtful writing. Faculty

who tell students that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don't make such demands.

In the syllabus, on the first day, and throughout the term, remind students that they must make their best effort in expressing themselves on paper. Back up your statements with comments on early assignments that show you really mean it, and your students will respond. Regularly assign brief writing exercises in your classes. To vary the pace of a lecture course, ask students to write a few minutes during class. Some mixture of in-class writing, outside writing assignments, and exams with open-ended questions will give students the practice they need to improve their skills.

.Provide guidance throughout the writing process

After you have made the assignment, discuss the value of outlines and notes, explain how to select and narrow a topic, and critique the first draft, define plagiarism as well. Don't feel as though you have to read and grade every piece of your students' writing. Ask students to analyze each other's work during class, or ask them to critique their work in small groups. Students will learn that they are writing in order to think more clearly, not obtain a grade.

Keep in mind, you can collect students' papers and skim their work. Pool ideas about ways in which writing can help students learn more about the subject matter. See if there is sufficient interest in your discipline to warrant drawing up guidelines. Students welcome handouts that give them specific

instructions on how to write papers for a particular course or in a particular subject area.

.Teach students that writing is a process that helps us develop new ideas

Tell students that writing is a way of learning, not an end in itself. Also let them know that writing is a complicated, messy, nonlinear process filled with false starts. Help them to identify the writer's key activities:

*Developing ideas

*Finding a focus

*Composing a draft

*Getting feedback and comments from others

*Revising the draft by expanding ideas, clarifying meaning, reorganizing

*Editing

*Presenting the finished work to readers

.Allow students to talk about their writing

Students need to talk about papers in progress so that they can formulate their thoughts, generate ideas, and focus their topics. Take five or ten minutes of class time for students to read their writing to each other in small groups or pairs. It's important for students to hear what their peers have written.

.Encourage students to revise their work

Provide formal steps for revision by asking students to submit first drafts of papers for your review or for peer critique. You can also give your students

the option of revising and rewriting one assignment during the semester for a higher grade.

.Deal with thesis statements

A thesis statement makes an assertion about some issue. A common student problem is to write papers that present overviews of facts with no thesis statement or that have a diffuse thesis statement.

.Stress clarity and specificity

The more the abstract and difficult the topic, the more concrete the student's language should be. Inflated language and academic jargon camouflage rather than clarify their point. Explain the importance of grammar and sentence structure, as well as content. Students shouldn't think that English teachers are the only judges of grammar and style. Tell your students that you will be looking at both quality of their writing and the content.

.Assigning In-Class Writing Activities

Ask students to write what they know about a topic before you discuss it. Ask your students to write a brief summary of what they already know or what opinions they hold regarding the subject you are about to discuss. The purpose of this is to focus the students' attention; there is no need to collect the summaries. Ask students to respond in writing to questions you pose during class.

Prior to class starting, list two or three short-answer questions on the board and ask your students to write down their responses. Your questions might call for a review of material you have already discussed or recalling information from assigned readings.

.Ask students to write from a pro or con position

When presenting an argument, stop and ask your students to write down all the reasons and evidence they can think of that supports one side or the other. These statements can be used as the basis for discussion.

.During class, pause for a three-minute write

Periodically ask students to write freely for three minutes on a specific question or topic. They should write whatever pops into their mind without worrying about grammar, spelling, phrasing, or organization. This kind of free writing, according to writing experts, helps students synthesize diverse ideas and identify points they may not understand. There is no need to collect these exercises.

.Have students write a brief summary at the end of class

At the end of the class period, give your students index cards to jot down the key themes, major points, or general principles of the day's discussion. You can easily collect the index cards and review them to see whether the class understood the discussion.

Have one student keep minutes to be read at the next class meeting.

By taking minutes, students get a chance to develop their listening, synthesizing, and writing skills. Boris (1983) suggests the following:

Prepare your students by having everyone take careful notes for the class period, go home and rework them into minutes, and hand them in for comments. It can be the students' discretion whether the minutes are in outline or narrative form.

.Structure small group discussion around a writing task

For example, have your students pick three words that are of major importance to the day's session. Ask your class to write freely for two to three minutes on just one of the words. Next, give the students five to ten minutes to meet in groups to share what they have written and generate questions to ask in class.

.Ask students to identify the characteristics of effective writing

After completing the read-around activity, ask your students to reconsider those papers which were voted as excellent by the entire class and to write down features that made each paper outstanding. Write their comments on the board, asking for elaboration and probing vague generalities. In pairs, the students discuss the comments on the board and try to put them into categories such as organization, awareness of audience, thoroughness of detail, etc. You might need to help your students arrange the characteristics into meaningful categories.

Thoughtful Practice:

.Give insightful details about the necessity to teach writing as a prerequisite to successful learning.

Lecture Fifteen:

The Learning Styles and Strategies

Course Description:

For a successful teaching /learning experience, being aware of the learning styles is paramount for both teachers and learners. For this purpose, this lecture sheds light on the most well-known learning styles and their basic characteristics. At the end of the course, the learners will be able to:

- Get familiar with the most significant learning styles and strategies.

- Discover their own learning styles and strategies.

I) What is a Learning Style?

A learning style is a variety of theories that show the differences in people's way of learning and understanding information. According to specialists, there are generally seven main learning styles that learners can possess:

1) The Visual Learner:

These learners prefer information that is experienced through the use of graphs, pictures, maps, slide shows, posters, and other visual instruments.

2) The Auditory Learner (or Aural Learner):

These learners prefer receiving knowledge through verbal lectures, debates, oral discussions, oral presentations, etc.

3) The Verbal Learner (Linguistic):

The students belonging to this category prefer learning by using written information and spoken words. They like participating in classroom discussions, asking questions, working in groups, and acquiring new vocabulary.

4) Physical (Kinesthetic) Learners:

These learners are likely to use their bodies and senses of touch in their learning process. These students need to move and be active when acquiring knowledge. They have good levels of energy, and are good at practical activities.

5) Logical (Mathematical) Learners:

Logical learners tend always to seek the reasons behind information they are given. The kind of questions and curiosity help them understand and memorize many details. They like using logic and reasoning.

6) Social (Interpersonal) Learners:

Working with others, sharing and exchanging information with peers are key characteristics of social learners. To encourage these learners who communicate well with people, teachers can integrate discussions and debates in the classroom.

7) Intrapersonal (Solitary) Learners:

Intrapersonal learners enjoy learning alone using self-sturdy. They prefer comprehending things with their own creative ways with little help of the teacher.

II) <u>What is a Learning Strategy</u>?

A learning strategy refers to a person's manner of utilizing a multitude of abilities in order to acquire a given knowledge and perform specific tasks. To this respect, Oxford (1989) identifies six broad categories of strategies:

1- Metacognitive (e.g. self-monitoring, paying attention).

2- Affective (e.g. self-encouragement, anxiety reduction).

3- Social (e.g. ask questions, become culturally aware).

4- Memory (e.g. grouping, imagery, associating things).

5- Cognitive (e.g. reasoning, analyzing, summarizing).

6- Compensation (e.g. guessing meanings, using synonyms).

Thoughtful Practice:

.Explain why is it elemental to understand each student's learning style (s) and strategy (es).

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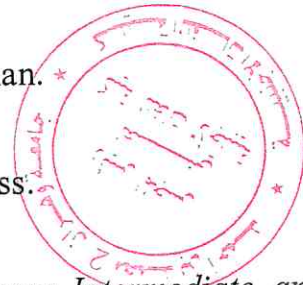
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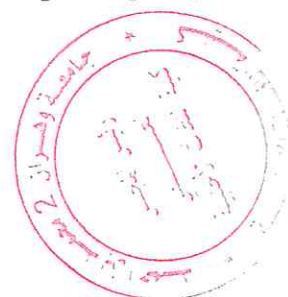
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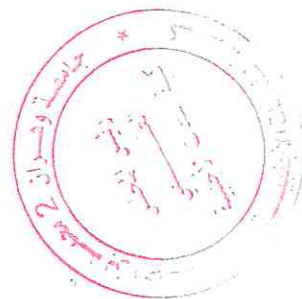
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