TEFL

TEACHING ENGLISH AS A FOREIGN LANGUAGE

PEDAGOGICAL HANDOUT

MASTER ONE

Prepared by: Dr. DJARI Walid
walid.djari@cu-barika.dz

COURSE DESCRIPTION AND OBJECTIVES

This TEFL handout follows the syllabus provided by the Department of English Language and Literature in the University Center of Barika. It provides the learners with a general understanding of the subject of Teaching English as a Foreign Language (TEFL) and a deeper understanding of the fundamental concepts related to EFL instruction to develop their knowledge during their MA education. Therefore, the objectives of the course are:

- To provide general concepts and notions on the nature of foreign language teaching in general and English as a Foreign Language in particular

- To explain and elaborate the process of teaching and learning English in practical terms

- To highlight the objectives of Teaching EFL

- To teach notions on didactics, pedagogy and the triangle of didactics that includes the teacher, the lesson and the student

- To teach methods and techniques of TEFL

- To explain the teaching of productive and receptive skills

Additionally, the course description details are provided in the table below:

SUBJECT	Teaching English as a Foreign Language (TEFL)
CREDIT	6
COEFFICIENT	3
COURSE DURATION	82:30 Hours
LECTURE LENGTH	1:30 Hour
TD LENGTH	3 Hours
EVALUATION	50% Exam 50% Continuous Evaluation

GENERAL INTRODUCTION TO THE COURSE

Teaching English as a foreign language is a rapidly growing and dynamic field that combines theory and practice to provide educators and teachers with the required competence and knowledge to teach English to speakers of other languages. As a result, the role of the teacher has evolved from providing only instruction to the dual role of facilitator and mentor. Therefore, this course stresses not only the fundamental ideas of language instruction but also the creative strategies modern teachers could apply to improve the learning experience.

Therefore, the course and handout equip the learners with a deep understanding of teaching English as a foreign language, the nature of language skills and systems, lesson planning, classroom management and methodology of teaching. It incorporates the triangle of didactics that includes the teacher, the student and the content (the lesson) for better understanding of TEFL.

Thus, the primary aim is to allow the learners to grow as reflective practitioners who can be flexible in their teaching styles to cater to the various needs of the English language teaching. Consequently, by completing the course, learners will have the required knowledge and tools to create effective, engaging and inclusive meaningful and communicative lessons by moving from linguistic systems and skills, effective lesson planning, incorporating the four skills in lessons and flexible classroom management.

TABLE OF CONTENTS

THE FIRST Lecture: AN INTRODUCTION TO TEFL

1. *General Introduction to the Lecture*

Teaching English as a foreign language is thriving business around the world, it has been growing and becoming more important to many economies around the world since the early demands for English language learning. Teaching English was historically linked to the world and the events happening globally since English became a Lingua Franca. The teaching of English started like any other language, traditional and limited to its native speakers in their native countries. Grammar Translation Method (GTM) and other traditional ways of teaching dominated and neglected any kind of sociocultural aspects of learning and teaching. This however has changed with more people from different nationalities becoming more interested in learning English for a variety of different reasons mainly immigration, business, communication, pop culture and entertainment.

Additionally, the shift from the focus on environment and the language itself to the learner and the psychological and sociocultural factors related to the individual learner gave a great depth to the field of TEFL. This field is now more popular than ever, taking a drastic change from being a science and a means to teach mainly in government schools to a vocation where practice dominates theory.

This drastic change in the nature of TEFL allowed teachers to take on less traditional roles such as teaching to becoming sources of knowledge for academics and scholars as well. The hierarchy has always been the other way around, with teachers being passive learning from scholars to becoming 'reflective practitioners. This term summarizes the state of TEFL where teaching became

more of a reflective practice with teachers taking change of their professional development through practice, reflection and experience rather than just books and theories.

Furthermore, more private language schools are open today more than any other time in history. These schools offer general English courses rather than just extra back up classes for learners to excel in English. The main belief is that if the learners gain native-speaker competence in the English language they will definitely excel in English at school. Communicative language teaching and task-based learning are the major methods used in the coursebooks used in these schools where grammar is taught implicitly and speaking is often the dominant skill.

In addition to general English classes, these schools offer special courses for other vocations such as ESP courses for doctors, businessmen and engineers. International Proficiency tests such as IELTS, TOEFL and Cambridge Tests are also in great demands and offered by these schools under the umbrella of ESP and English for Academic Purposes EAP. These schools tend to vary from big international chains such as EF, Berlitz, Wall Street English, Kaplan International and Inlingua, to small local schools. The international schools often market themselves to teachers as a travel the world and get paid which is a romantic idea to young teachers around the world.

Covid19 has also changed the world of TEFL to become remote and allowed learners to realize their autonomous abilities to learn a language. Technology became more prominent in teaching English as a foreign language which resulted in international online schools. Learners' autonomy grew which resulted in self-learning and hybrid teaching to become a valuable option. Learners post-covid are aware that learning a language does not necessarily require a teacher or at least does not require attending classes onsite.

To conclude, TEFL is no longer just a traditional science and set of theories that teachers should learn by heart, in fact it is a highly competitive vocation for teachers who possess novel 21st century skills such as social media, entrepreneurship, mastering the use of technology, public speaking and even film making and photography. This lecture covers the main points to understanding TEFL in its modern nature.

2. *Objectives of the Lecture*

After the completion of this lecture learners will be able to:

- Understand the vocational nature of teaching English as a foreign language

- Differentiate between language systems and language skills taught in TEFL

- Understand the importance of reflection on TEFL practices

3. *Defining TEFL*

TEFL stands for Teaching English as a Foreign Language, it includes the theoretical knowledge of teaching as well as the different teaching practices of the English language to non-native speakers (NNS) around the world where English is not the main spoken language. The practice of TEFL includes a variety of different contexts such as onsite (classrooms) or online. The nature of TEFL makes it a multidisciplinary field where many other fields meet such as sociology, psychology and linguistics.

4. *Language Systems Vs. Language Skills*

Language analysis is of crucial importance in teaching English, this analysis allows understanding the involved language systems in communication and learning as well. Language skills on the other hand are more related to 'doing' or working with the language systems (Scrivener, 2011).

A. Language Systems

Any utterance or a sentence can be analyzed according to:

- The sound system or phonology

- The pragmatic use or function

- The structure itself or grammar

- The meaning of individual or sets of words (lexis)

- Discourse or meaning/sense beyond the individual phrase or sentence

According to Scrivener (2011) these five different systems are different perspectives of looking at the same thing. Teachers willing to teach a certain item of the target language have to decide which systems to be taught. Therefore, teachers have to plan their lessons including one system or many. The mostly used combination of systems are function/meaning + pronunciation + form (MPF) and form + pronunciation + meaning/function.

For example, this short interaction could be analyzed on the different five levels mentioned above.

A: Close the window please

B: It is such a beautiful weather today!

Pronunciation/Phonology	A: /kloʊz ðə ˈwɪndoʊ pliz/ B: /ɪt ɪz sʌʧ ə ˈbjutɪfəl ˈwɛðər təˈdeɪ/ This system can interfere with the meaning system by changing the stress from a word to another.
Vocabulary/Lexis	The meaning of each word makes the complete short interaction
Form/Grammar	The first utterance (U1) is an imperative if analyzed: Imperative verb + an object + definite article + noun The second utterance (U2) is declarative, if analyzed: Dummy pronoun + verb to be with singular third pronoun + indefinite article + adjective + noun + adverb of time
Function/Use	U1. A request or order U2. Disagreement

Discourse	This kind of interactions is a good example for how discourse functions beyond the level of the individual sentence or utterance. The context of utterances links them together to form a meaningful interaction. The first utterance is a clear request or order while the second seems odd, different and not to be linked to the first utterance, yet it serves as an implicit disagreement or rejection.

B. Language Skills

Understanding language systems is important in TEFL, however, what the user or student does with these systems is equally important. These language skills are often called macro language skills or the four skills being listening, reading, speaking and writing. These skills can also be classified in two major categories: receptive skills (listening and reading) and productive skills (speaking and writing). The learners often use receptive skills simultaneously and in combination for example a learner would listen, think, then speak when taking part in a spontaneous conversation.

5. *The Importance of Being a Reflective Practitioner*

The idea of being a reflective practitioner in TEFL includes the notion of professional growth and being up-to-date with the newest methods and technologies in teaching. Additionally, the term 'to reflect' includes the following:

- Self and Peer Observation

- Self or Peer Examination

- Evaluation (lessons, lesson plans, techniques, objectives, outcomes. Etc.)

- Continuing Professional Development

- Enhancing Performance

Therefore, being a reflective practitioner is of paramount importance for teachers to continue their professional development, stay up-to-date with their teaching practice and aware of their weaknesses and strengths. A reflective practitioner is a growing and developing teacher.

6. Vocational TEFL (CEFR)

As mentioned in the introduction, the field of TEFL is a competitive field where teachers are regarded as reflective practitioners who follow the same international standards and guidelines of the vocation, for example the Common European Framework of Reference CEFR.

This framework is widely recognized around the world and it was first developed in Europe by the Council of Europe. It is used to describe language ability and knowledge of the different levels of language users, these levels are: beginner A1, elementary A2, intermediate B1-2 and advanced C1-2. Furthermore, this framework uses can-do statements in order to describe the linguistic abilities of the different level, which is functional in nature and falls in agreement with the nature of modern TEFL.

The majority if not all language tests and proficiency tests around the world take the CEFR as a reference for language assessment and testing. Additionally, it is used in curriculum development and content design and making. Therefore, the majority of English coursebooks follow the same framework and system.

7. Common TEFL Terminology

These are some of the most common concepts used in ELT taken from Scott Thornbury's A-Z in ELT, for more please check the book.

Accuracy: it is one's capacity to generate language correctly.

Acquisition: it is learning a language at the subconscious level differs from conventional education in that regard.

Affective Filter: Krashen's theory's idea of a "affective filter" holds that emotions—such as anxiety, fear, peer pressure—may prevent language acquisition.

Authentic Material: it is real-world books or recordings not especially meant for language learners represent authentic material.

Backchaining: it is a pronunciation method that teaches a phrase from the final word then works backwards.

Bottom-up Processing: from bottom to top processing language by emphasising specific sounds, words, and grammatical structures helps one to grasp it.

Corpus: An actual language database used for linguistic study.

Critical Period Hypothesis: the hypothesis known as the Critical Period Hypothesis holds that ability to learn languages drops beyond a specific age and it reaches its peak at another.

Deductive Learning: it is learning rules first, then applying them.

Eclectic Approach: This means that teaching requires using different methods and approaches based on learners' needs and demands.

False Beginners: this phenomenon is often met in classrooms and it confuses teachers. It means that some learners have some knowledge of the language but still function at a beginner level because of so many factors.

Fluency: The ability to speak smoothly and at a natural pace, even with minor errors similar to that of native speakers. It is often related to the wealth of vocabulary that speakers possess and it is often contrasted with accuracy that is based on grammar and form.

Form-focused Instruction: it is teaching that emphasizes grammar and accuracy rather than fluency.

Graded Readers: Simplified books designed for language learners at different levels such as CEFR levels (A1-A2-B1).

Immersion: A teaching method where learners are surrounded by the target language to mimic a real-world scenario where learners are surrounded by linguistically stimulating environment.

Interaction Hypothesis: The theory that language learning happens through interaction and communication and it is the basis for most modern teaching methods.

L1 (First Language): A learner's native language.

L2 (Second Language): The language being learned.

Minimal Pairs: Pairs of words that differ by only one sound (e.g., *bit* vs. *bet*) and they often cause some pronunciation or comprehension issues for new beginners.

Monitor Hypothesis: it is Krashen's idea that conscious learning helps refine language use but does not produce fluent speech this can be contrasted to acquisition.

PPP (Presentation, Practice, Production): A common lesson structure in TEFL that is often used to teach grammar and vocabulary. The students are presented with a model which they practice and later produce independently.

Phoneme: The smallest unit of sound in a language and it is used in phonology and phonetics as the smallest unit to study speech and acoustics.

Scaffolding: It is the support given to learners to help them progress, such as hints or modelling.

Silent Period: The stage when learners listen and process language before speaking, this can also be found in early baby development stages of speech acquisition.

Task-Based Learning (TBL): An approach where learners complete meaningful tasks in the target language, and it is one of the most used teaching approaches in recent history.

Total Physical Response (TPR): A teaching method that involves movement and actions to reinforce learning.

Zone of Proximal Development (ZPD): it is Vygotsky's concept of the difference between what a learner can do alone and with guidance.

THE SECOND Lecture: THE TEACHER

1. *General Introduction to the Lecture*

This lecture sheds light on the importance of the role of teachers in EFL classrooms. This role has shifted dramatically throughout the years and turned into a facilitator that provides the right context for language input and the supporting environment for learners to get grasp of the learning process and lead it. Teachers have often been the center of the classroom but this role has changed, learners' needs are the quite essential part of the classroom and catering to their demands became a cornerstone in education. This lecture will help learners understand their role as future teachers and give them the required background for their future teaching practice**.**

2. *Objectives of the Lecture*

3. After the completion of this lecture learners will be able to:

- Understand the role of the teacher in TEFL and classrooms

- Be familiar with the characteristics of a good teacher

Discussion Starter

- What are the characteristics of a good teacher?

- Is it important for a teacher to follow a certain plan?

- How should a teacher communicate with learners?

- How should a teacher deliver instructions to the learners?

- How much should a teacher talk in the classroom?

- What is the difference between teachers now vs. teachers then?

1. *Common Terminology*

TTT: Teachers' Talking Time or the amount of talking the teachers do during the lesson. It is of high importance being aware about this point. Teachers talking too much can interfere in the learning process and make the learners passive. A good teacher knows how important it is to stimulate the learners to speak and take initiative, for example: PDR playing the devil's role. Compare to STT.

ICQs: Instruction Checking Questions, they are the questions that teachers often use to check if the learners understand the task in hand and are clearly aware of what is asked from them. It is preferred not to ask direct questions such as "do you understand?" but rather test if the learners actually know what to do and how. Example: Jim what are you asked to do? Are you going to work individually or in pairs? How much time have you got? Etc.

2. *The Teacher Now Vs. Then*

Reflection Point: What are the differences between the teachers now and then?

Teaching a language requires the teachers to be flexible in accepting recent development in the field of TEFL and around them. There is no doubt that teachers today are substantially different than teachers from the past, and realizing these differences can help us how academia and research affect the transformation of the teachers between the past and the present times. It also allows us to understand how the different needs of the learners affect everything the teachers and academics do.

A. The Teacher Then

Teaching was very traditional and revolved around the teachers being the ultimate source of knowledge in addition to them holding complete control of the learning process. Teachers were often seen to "know best" therefore, the needs of the learners were often neglected. Authority was the main classroom management technique and even corporal punishment was used.

B. The Teacher Now

Teaching today is very different and innovative which resulted in teachers being different than those of the past. The rise of individualism and the shift from teacher-centered to learner-centered teaching resulted in the teachers becoming more than guides and facilitators during the learning experience. Teachers became more creative, more technologically savvy and able to deal with the different individual needs of the learners in addition to making the learning more communicative and a fun dynamic experience. Teachers today can be described to be more superior in the following:

- Technology: this is a big part of what makes the modern teacher. Teachers today can use a wide variety of different technology and can even create digital interactive and fun lessons online. Additionally, technology is used in everything from lesson planning, task preparation, exam correction, teaching, and content creation

- Professional Development: teachers of today have more professional development opportunities which makes them more up to date and proficient in their teaching. PD opportunities can be found everywhere from online webinars to onsite trainings.

- Methodology: modern teachers have a great deal of awareness towards the different teaching methods and strategies. Teaching now is more communicative than ever, and teachers today rely more on communicative language teaching which is the fruit of

decades of research in education and human sciences in general. Also, a modern teacher knows and realizes the importance of the traditional methods and when to use them.

- Assessment: teachers today assess their learners in a variety of different ways either formally or informally. The field of testing and assessment reached a high level of development that requires understanding the different systems and skills involved in learning in order to test what needs testing. Prior testing was conducted orally but today many test formats can be adopted and they can be integrated within courses, classrooms and even online.

- Resources: teachers today have an abundant number of resources either coursebooks or raw material to create lessons from basic learning needs. Teachers can find ready lessons, ready lesson plans, ready flashcards, coursebooks, worksheet, tasks and games and so on.

3. Characteristics of a Good Teacher

Jeremy Harmer in his book *Essential Teacher Knowledge* asked the question: *what makes a good teacher?* He interviewed a variety of ELT professionals and students who come from different backgrounds and nationalities to shed some light on what he called *"the deeply-held beliefs"* on this matter. Their answers could be summarized in the following.

- Making lessons fun, engaging and interesting

- Being themselves and not afraid to show some personality or their background

- Having love for teaching

- Knowledgeable

- Being approachable

- Inclusive of shyer learners

- Having positive sense of entertainment

- Tactful in their correction of errors and mistakes

- Helpful

- Interested in the learners as individuals and humans

Task: Which of these are about the teachers' personality and which are about the relationship between the learner and teacher?

Additionally, Jeremy Harmer referenced Sally Brown and Donald McIntyre's book *Making Sense of Teaching* where they asked the same question but tried to answer it differently. They gathered a group of good teachers who were selected by their students. The findings showed that these teachers answered the same question what makes a good teacher by prominently dominated by talking about what their students were doing. As a result, it can be simply answered by saying good teachers are more interested in the students learning than their teaching.

4. *Teacher's Talk the Talk*

Teachers' talk is really important in teaching, the interaction between the learners and the teacher should be balanced, equally distributed between the learners and mainly dominated by student talking time. According to Jeremy Harmer in his book How to Teach English the way teachers talk to and interact with the learners is a crucial skill which has to do more with empathy rather than expertise.

Rough-tuning is a skill parents possess when they speak to their children, they often adapt their language by generating less complex grammatical structures, use less complicated lexis, become more physical by making eye contact and other body language, exaggerate the tone of their voice and show more empathy.

This skill is common between the teachers and parents. Teachers as well are required to adapt their talk according to the audience of learners they teach, in addition to grading their language to suit the level of the learners. Experienced teachers often rough-tune their language subconsciously, unlike novice teachers who reply what the students understand to adjust their language.

Furthermore, teachers' talking time is one of the most debated areas in TEFL. Novice teachers are often criticized for talking to much or at least not providing the learners with enough time and opportunity to speak. Learners require the target language practice and not the teachers, therefore, student talking time should be maximized.

To summarize, according to Jeremy Harmer, good use of TTT and rough-tuning creates a 'comprehensive input' which could be explained according to Stephen Krashen to be a rough-tuned input that is beyond what learners can produce but they can still understand without being threatened in addition to them getting the required practice and time to speak the target language. Additionally, a teacher is required to find a balance between a class driven by an overly enthusiastic chatterbox teacher and a teacher who does not speak enough because this kind of classes tend to be dull and boring.

THE THIRD Lecture: THE STUDENT

1. *General Introduction to the Lecture*

Good teaching practice is often linked to understanding the types and the needs of learners who have been changing throughout history with the major shifts in economy, culture, human sciences and breakthrough literature in psychology. Therefore, it is crucial to understand the nature of students that we teach and cater to their psychological and linguistic needs, and by that maximizing the efficiency of teaching instruction and input. In this lecture, we will explore the different facets that make learners an integral part of teaching and elaborate more on their nature in the classroom.

2. *Objectives of the Lecture*

By the end of the lecture learners will be able to:

1. Understand the nature of students in an EFL classroom

2. Distinguish between the different learning styles

3. Differentiate between the psychological factors affecting the learning process

3. *Discussion Starter*

- What are the characteristics of a good learner?

- Who is responsible for learning?

- What is special about teaching adults?

- What are the most psychological factors that learners rely on to learn?

- What is the difference between learners now and then?

4. **The Learner Now Vs. Then**

The EFL learner of today is very different from those of the past. In the past, pupils learned languages passively by primarily depending on teacher-centered instruction, rote memorisation, and textbooks. Students today, on the other hand, have better communication opportunities through social media and online forums, as well as access to digital resources and interactive learning platforms. Furthermore, although contemporary students consider English as a worldwide communication tool necessary for social networking, travel, and job advancement, previous students frequently saw it as an academic topic (Brown, 2007). This changes the perspective of learners from regarding English as an academic obligation to a tool that can serve as a potential gate to the world, internet and making income.

Key differences:

- **Resource Access:** Previously, students could only use teacher-led teaching, dictionaries, and textbooks. These days, students have access to a wide range of resources, such as AI-powered tutoring programmes, podcasts, online courses, and language-learning applications (Richards & Rodgers, 2014).
- **Method of Learning:** In the past, emphasis was placed on memorisation and repetition of grammatical and vocabulary rules. These days, learning is increasingly participatory and includes task-based learning, real-world applications, and communication techniques (Ellis, 2008).
- **Motivation:** Current learners are motivated by their own interests, professional chances, and the need for global communication, whereas previous learners were frequently motivated by grades, tests, and school obligations (Dörnyei, 2005).

- **Classroom Environment:** In the past, there was little student engagement and the teacher took centre stage in the classroom. With increased teamwork, problem-solving exercises, and project-based learning, student-centered learning is now prioritised (Larsen-Freeman, 2011).

Discussion Points:

- How has technology changed the way you or your students learn English?
- What are some advantages and disadvantages of modern learning methods compared to traditional ones?

Task:

- Work in pairs to create a list of past and present learning tools and discuss which ones are more effective and why.

5. **Characteristics of a Good Learner**

Key characteristics of a successful EFL learner improve their capacity to pick up and apply the language. These traits aid students in improving their communication skills and adjusting to a variety of learning settings (Griffiths, 2008).

- **Openness and Curiosity:** A readiness to learn and interact with the language outside of the classroom, for example, by reading, watching films, or conversing with native speakers.
- **Resilience and Perseverance:** Learning a language takes time, and conquering obstacles calls for willpower and an optimistic outlook.

- **Autonomy and Initiative:** By establishing objectives, looking for extra resources, and practicing on their own outside of the classroom, a competent learner assumes responsibility for their education (Little, 1991).

- **Flexibility & Adaptability:** Making growth requires being receptive to new experiences, feedback, and various learning methods.

- **Active Participation:** Using the language wherever possible, participating in class discussions, asking questions, and routinely practicing speaking, listening, reading, and writing.

- **Confidence and Risk-Taking:** Language development requires the willingness to make errors and grow from them. A good learner isn't scared to do new things with the language because they know that making mistakes can impede their growth (Oxford, 1990).

Discussion Points:

- What characteristics do you think are most important for a successful EFL learner?

- Can you think of a personal experience where one of these traits helped you learn better?

Task:

- Write a short reflection on how you embody these characteristics in your own language learning journey.

6. **Psychological Factors of Good Learning**

The efficacy of language learning is influenced by a number of psychological factors. Comprehending these elements aids instructors in establishing a nurturing and inspiring atmosphere.

- **Motivation:** According to Dörnyei (2001), motivation is one of the most crucial psychological aspects of language acquisition. It may be: o Intrinsic Motivation: Learners are motivated by real interest in the language and culture, curiosity, or personal satisfaction.

- **Extrinsic Motivation:** Students learn English in order to achieve external goals like passing a test, landing a job, or finishing schoolwork.

- **Stress and Anxiety:** Excessive anxiety can impair learning by making people apprehensive when speaking or taking tests. Participation can be promoted and anxiety can be lessened in a relaxed, supportive setting (Krashen, 1982).

- **Self-confidence:** Success is greatly impacted by having faith in one's capacity to study and communicate in English. Confidence-boosting techniques include positive reinforcement and introducing difficult tasks gradually.

- **Mentality & Attitude:** Long-term improvement is fostered by a growth mentality, in which students view errors as teaching opportunities rather than failures (Dweck, 2006).

Discussion Points:

- What are some ways teachers can reduce language learning anxiety?
- How can learners develop intrinsic motivation?

Task:

- In groups, brainstorm strategies to improve confidence in language learning and present them to the class.

7. **Learner Autonomy**

The ability of students to direct their own education and make decisions on their own learning process is known as learner autonomy (Holec, 1981). It entails accountability, self-control, and proactive language use outside of the classroom. Learner autonomy is "a capacity for detachment, critical reflection, decision making, and independent action," according to Little (1991).

Long-term success in EFL learning depends on promoting autonomy. Self-regulated learning practices, initiative, and the pursuit of English-language possibilities are characteristics of autonomous learners (Benson, 2011).

Ways to Promote Learner Autonomy:

- **Promoting Self-Reflection:** To enhance their method, students should routinely evaluate their learning tactics, shortcomings, and strengths.

- **Providing Access to Resources:** Teachers can direct students to books, language-exchange websites, online resources, and opportunities for face-to-face interaction.

- **Establishing Personal Learning Objectives**: Establishing goals enables students to monitor their development and maintain motivation.

- **Promoting Peer Collaboration:** Working with peers in study groups or as conversation partners increases motivation and accountability. Autonomous learning does not imply learning alone.

- **Technology Integration:** AI-powered tutors, podcasts, and language learning applications can offer individualised assistance and engaging learning experiences.

- **Promoting Real-world Practice:** Talking with native speakers, viewing films, reading articles, and visiting places where English is spoken all help to improve independent learning.

- **Creating Self-regulated Learning Strategies:** To advance their abilities, learners should actively seek feedback, set goals, and take charge of their schedules.

Discussion Points:

- How can teachers encourage learners to become more autonomous?
- What challenges do learners face when trying to take control of their own learning?
- How does learner autonomy contribute to long-term success in language acquisition?

Task:

Develop a personal study plan for improving English outside the classroom, incorporating different autonomous learning strategies.

THE FOURTH Lecture: THE LESSON

1. *General Introduction to the Lecture*

Among the most important abilities that English as a Foreign Language (TEFL) teachers possess is lesson preparation. Like a road map, a well-organized lesson plan guides teachers and students across the learning curve. It guarantees well defined learning objectives, logical sequencing of activities, and inclusion of assessment chances. Without a lesson plan, courses could lack consistency, which would make it more difficult for teachers to support significant learning opportunities and for students to understand new ideas (Scrivener, 2011).

Lesson planning helps classroom management and time allocation in addition to offering organization. Effective planners will be able to predict possible difficulties, create plans to meet various student needs, and make sure that their courses stay interesting and interactive. In TEFL, where students from many linguistic and cultural backgrounds call for careful attention of their learning methods, prior knowledge, and motivations, this is especially important (Brown, 2014).

2. *Objectives of the Lecture*

After the completion of this lecture learners will be able to:

- Understand the requirements of good lesson

- Be familiar with the importance of planning lessons

- Get acquainted with reflection as an important part of planning

Discussion Starter

- What is a lesson?

- What makes a good lesson?

- Who is responsible for good/bad lessons?

- How could lessons be improved?

1. *Lessons Now Vs. Then*

Lessons historically change with the constant change of methodology and the field of ELT in general. Lessons used to be more teacher centered, had more drilling and less authentic language produced. The focus was accuracy on the expense of authentic fluency, and the frameworks used at that time were traditional in nature and relied on behaviorism.

These differences could be summarized in the following points:

- **Methodology:** Lessons now rely on modern methodology unlike traditional lessons. Lessons today rely more on the findings of science related to communicative language teaching theories, pragmatic and functional use and immersion in the target language.

- **Assessment:** In the past assessment was limited to accuracy and discrete point tests, after the rise of communicative language teaching test makers were faced with the challenge of turning tests into authentic tasks that measure language proficiency rather than just true and false and multiple-choice questions.

- **Technology:** Lessons today have a wide access online and teachers have no longer to only deliver tests within the doors of classrooms. Online platforms such as zoom, moodle, Google Classroom and more have taken learning beyond the physical world. Additionally, technology today makes the role of a teacher as the ultimate source of knowledge almost absolute because the information could be found anywhere online. Also, AI is making the learning experience different than what any teacher could ever provide in the past.

- **Culture:** Learning a language today revolves around integrating culture in the learning process. In the past, lessons were often derived from any cultural input. Culture today is also changing; globalism is turning the world into one culture and learners are becoming international citizens of the world.

- **Lesson Planning:** Lessons are made more flexible today and more student centered in addition to having a wide range of accessible resources and technology.

2. *Characteristics of a Good Lesson*

It has always been debated that a perfect lesson in teaching a language or English to be precise does not exist. Teaching a good lesson is often considered to be the main goal of English language teachers, however, if asked, what makes a good lesson? The answers can vary from a teacher to another.

Good English lessons share common characteristics that can be summarized in the following points:

- **Limited and explicit objectives**: good lessons often have clear and limited objectives. These objectives often follow the scheme of SMART which stands for specific, measurable, achievable, relevant and time bound.

- **Limited target language:** good lessons often have limited target language, instead of going horizontally and covering more language items teachers are required to teach less to teach more. In other words, teachers are required to teach a limited set of phrases and go in depth by teaching the phonology related to it, semantics, function and the way they are written.

- **Relevant and Engaging:** Good lessons are supposed to be engaging and stimulating for the learners in addition to being relevant to them as individuals or their use of the target language.

- **Student-centered interaction:** Lessons today are students centered and include a variety of interaction patterns which allow the learners to practice the target language as much as possible in authentic tasks around the classroom. A variety of interactions such as S-S, S-SS, SS-SS are always a good idea to make the lessons more engaging and maximize the interaction in the target language. Additionally, lessons are planned based on the learners' needs in the target language which makes them learner-customized.

- **Clear structure:** Good lessons often have a clear structure that follows a clear framework or more.

- Variety of activities: Successful lessons include a mix and variety of different tasks and activities such as class mingles, roleplays, plays and games.

- **Good monitoring:** The role of teachers has changed and a good lesson cannot be achieved without good monitoring. Teachers are required to be active listeners and observers while the learners are doing tasks and activities. Good monitoring allows the teacher to solve classroom management problems early on and help the slower learners catch up.

- **Flexibility:** Good lessons are flexible with anticipated problems and their solutions already planned. A flexible lesson plans room for adjustment and dealing with arising problems while teaching.

- **Authentic language use:** Good lessons include meaningful and authentic target language use and practice.

- **Good use of material and technology:** successful lessons make use of the available technology and material to their best capacity. This kind of lessons is often dynamic and resourceful which makes the learners more engaged.

- **Reflection:** Lessons should have a room for learners to reflect on the TL in the end and go home feeling that they have learnt something new. It is of high importance to get the learners to notice the learning that took progress and the TL that they can use in real life situations outside of the classroom.

- **Balance:** Good lessons are balanced; they often offer good amount of skill practice compared to language systems and good balance between the skills taught.

- **Fun:** this is a really important point in making lessons successful. It is important to make the language classes a safe and fun environment for the learners to learn more effectively.

3. The Importance of Lesson Planning

Effective TEFL instruction depends critically on lesson planning, which guarantees that courses are goal-oriented, orderly, and sensitive to the requirements of the learners. Scrivener (2011) claims that lesson preparation offers teachers and students a clear road map that directs instruction. Lessons without a plan might get out of order and cause uncertainty and ineffective learning. The advantages that make lesson planning significant could be summarized in the following points:

- **Clarity of Objectives:** At means of a lesson plan, the teacher ensures that students understand what they are expected to achieve at the end of the lesson, therefore guaranteeing clear, quantifiable targets (Harmer, 2007). It helps educators keep consistency

by matching the course of instruction with language competency objectives and curriculum standards.

- **Effective classroom Management:** A well-organized classroom reduces disturbance since students remain involved in scheduled activities (Ur, 2012). It lets the teacher ahead of time prepare answers and foresee issues (e.g., grammatical comprehension).

- **Confidence and Flexibility:** Although a lesson plan offers organization, it also lets teachers modify activities depending on student responses and requirements (Richards & Farrell, 2011). Working in various classrooms, TEFL teachers have to be ready to change their lectures to fit varying degrees of competency, therefore guaranteeing inclusion.

- **Student-Centered Learning:** Task-based learning (TBL), communicative language teaching (CLT), and differentiated instruction (Brown, 2007) among other student-centered strategies are included into a well-planned session. Additionally, interactive assignments engage students in ways that more successfully improve their language abilities.

- **Assessment and Reflection:** Lesson plans can include for formative assessments—quizzes, peer comments, group discussions—to track student development (Nation & Macalister, 2010). This allows teachers to modify their approaches of instruction for next classes.

4. The Importance of Creativity in Lesson Planning

In TEFL, lesson planning calls for creativity since it encourages involvement, drive, and deeper learning. Maley (2015) claims that innovative teaching approaches improve students' emotional and cognitive link to language acquisition, therefore enhancing the memorable and fun nature of their sessions.

Important components of creativity in lesson planning

- **Increasing Student Involvement:** Creativity inspires active involvement, hence raising motivation and excitement for learning (Csikszentmihalyi, 1996). Language learning is made more fun by activities including gamification, role-plays, drama, and storytelling (Wright, Betteridge & Buckby, 2006).

- **Accommodating several learning styles:** Students absorb knowledge in diverse ways; some are kinesthetic, others visual, and still others auditory (Fleming & Mills, 1992). To accommodate different learning styles, creative lesson preparation combines interactive discussions, hands-on exercises, and multimedia.

- **Developing in Critical Thought and Problem-Solving Ability:** By use of creativity in lesson planning, students can engage in tasks requiring analysis, synthesis, and application, therefore transcending simple memorization (Brookhart, 2010). Problem-based learning, open-ended questions, and debates enable students use the language in relevant situations.

- **Increasing Retention and Understanding: Studies** indicate that when learning incorporates creativity and emotion, kids remember material more well (Medina, 2008). Songs, poetry, and real-life simulations among other creative pursuits help to remember vocabulary and grammar structures.

- **Creating a Constructive Learning Environment:** A creative approach lowers stress and promotes a communicative, supporting environment (Krashen, 1982). Students who like studying are more inclined to engage and take chances in their writing and speaking.

5. The Importance of Evaluation & Reflection

Since they enable teachers to evaluate the success of their education and always enhance their teaching strategies, evaluation and reflection are absolutely essential parts of lesson

preparation. Systematic evaluation, according to Richards (2017), lets teachers track student development and point up areas needing work.

Important Elements of Assessment and Reflection

- **Evaluating Lesson Performance:** Formative, or ongoing, and summative, or final, assessments guarantee that learning objectives are reached (Brown, 2004). Useful insights come from tools including tests, self-evaluations, peer reviews, and classroom observations.

- **Finding Areas for Development and Strengths:** Reflection helps teachers to evaluate which of their efforts were effective and which require change (Farrell, 2015). Maintaining a teaching diary or having post-lesson conversations with colleagues will help to improve lesson strategies.

- **Changing to fit Student Needs:** By use of learner challenges and feedback, evaluating student achievement enables teachers to modify next lessons (Harmer, 2007). Differentiated instruction helps to better fit students with different degrees of competency.

- **Promoting Professional Development:** Reflecting helps instructors to keep on a constant professional development by letting them investigate new approaches and enhance their teaching abilities (Wallace, 1991). Peer observations and teacher training courses help to improve lesson planning techniques.

- **Improving Student Outcomes**: Students gain from more interesting and effective lessons when teachers consider and change their approaches (Hattie, 2009). The cycle of assessment and introspection generates a dynamic learning environment whereby both teachers and students develop.

6. Concluding Thoughts

Refining lesson design and guaranteeing student success depend on evaluation and introspection. To produce significant and successful learning opportunities, TEFL teachers should routinely evaluate their teaching practices, get comments, and change them.

THE FIFTH Lecture: METHODOLOGY OF TEACHING

1. *General Introduction to the Lecture*

The term methodology can be confusing for ''green'' teachers who are about to start their career as teachers. However, the term is very simple in nature, the word methodology means: '' a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures'' according to Merriam Webster dictionary. In teaching the term methodology means any ways the teachers adopt to teach and use in their classroom based on philosophies and schools of thought in teaching. A teacher can use more than method of teaching according to the objectives to be attained, as it is known in the field of TEFL all methods are useful in what they do, and they can be combined if necessary. Dylan William explains this point and answers the question ''what works in education?'' by arguing that this is not the right question to be asked, everything works when needed, somewhere, and sometimes nothing works everywhere. Therefore, he emphasizes the importance of teaching methods working under certain conditions but not others.

In the field of TEFL these two terms are often used interchangeably or confused with each other. As teaching methodologies are explained above, they differ than frameworks in that teaching frameworks are just models for course design and lesson planning by instructors. These frameworks are derived from thorough research in the field of TEFL, they also help in fostering motivation, encourage interaction and even measuring the teaching and learning taking place. Some of these frameworks can include TTT, PPP and many others.

2. *Objectives of the Lecture*

By the end of the lecture learners will be able to:

- Understand the nature of teaching methods in TEFL

- Differentiate between an approach, a method and technique.

- Understand the difference between an activity and a task

A. Task 1

1. Work in pairs/groups and try to write definitions for the following terms, the use of resources provided in the "to read list" should be helpful, or you can also use the internet.

- Methodology

- Approach

- Method

- Technique

2. Now check your definitions with another pair/group and have a brief discussion.

3. Check your answers on the AK worksheet (1)

B. Task 2

1. You are now going to research the main features of some key modern methodologies and approaches, through working together in small groups of four/five. You are going to make "conference stands" of the methodologies & approaches you searched.

2. You are going to work together as a class in a conference fair, mingle ask and answer questions about your methods and approaches, take notes.
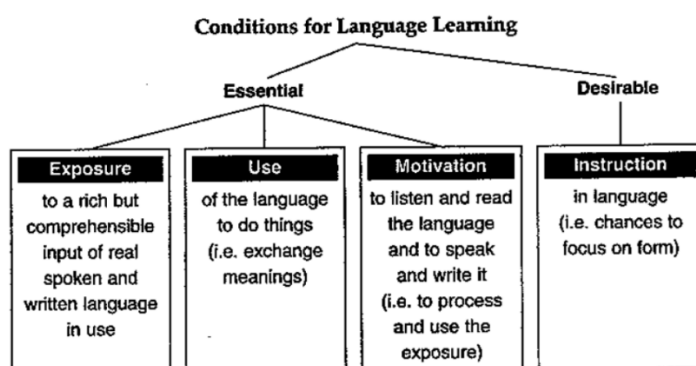
PS. Check Appendix 1 for more reading and resources

3. TBL making learning a relevant experience

TBL refers to task-based learning, it is an approach that most of modern coursebooks rely on and use to teach learners of English. TBL serves as a real and effective replacement of PPP, even though the latter can still be effective in certain contexts. Modern language teaching has shifted from presenting the language to the focus on making the learners do something in order to learn, as this process of learning is more than language to be studied and presented, but to be lived and experienced with the focus on a certain language point.

Additionally, this approach is flexible in nature where most or sometimes all of the skills are integrated and it can focus on form and meaning as well. Willis (1996) elicits the key features of a framework for TBL such as the flexible but coherent nature of the framework, having a clear and practical rationale behind it, and having a wide range of ideas that can be used in teaching by using TBL.

Also, TBL includes four important conditions for language learning to take place. These four conditions according to Willis are:

Conditions for Language Learning

Essential			Desirable
Exposure	**Use**	**Motivation**	**Instruction**
to a rich but comprehensible input of real spoken and written language in use	of the language to do things (i.e. exchange meanings)	to listen and read the language and to speak and write it (i.e. to process and use the exposure)	in language (i.e. chances to focus on form)

4. *What makes a task, a task?*

A task is often confused with the literal term of the word when teaching. However, what makes a task is not really having the learners do something. A task is often an activity where the learners use the language to be studied to communicate and reach a learning

outcome. Thus, for a task to be really a task there must be an objective target language, communication and then an outcome to be achieved.

A good example of this would be students having a dialogue in a restaurant where they use the target language, they have learnt such as requests, lexis related to food, polite complaints and so on in order-to-order food (the outcome).

Therefore, would this example be a task without having an outcome? No. Would this be a task without having a clear instruction to reach the outcome? No. Would this be a task if there were no target language use and practice in a communicative situation? No.

1.5. TASK 3

Look at the situations in the worksheet; discuss with a partner what a task and what activity are.

1. Students discussing the state of global affairs in the world to practice and use language related to agreeing, disagreeing and interrupting.

2. Students following the instructions of the teacher to repeat the words he is drilling.

3. Students talk to each other without any input language in order to give compliments to each other on their fashion taste.

4. Students work together to compare what they like and dislike when travelling to find similarities and differences and find someone who has the most mutual likes and dislikes.

5. Students work in pairs; interview each other using tag questions in order to recruit interviewee for an available vacancy.

4. Planning a lesson using TBL

Planning a lesson using TBL is really flexible and comprehensive; it is often easy to follow the steps coherently. The different stages can be summarized as follows:

1. Think of the target language clearly, make it simple clear and go in depth teaching less rather than teaching more. The target language should be analyzed and the problems that the learners might face should be predicted such as L1 interference, difficulty related to the level and so on?

2. Think of the outcomes and formulate them clearly by using ability-oriented language such as ''by the end of the lesson students will be able to...''

3. Think of an authentic setting or scenario that allows the task to be authentic for the learners which helps them to produce authentic target language, for example, if you are teaching the learners something about shopping do not hesitate to take them to a shop for the production task, make the classroom look like a shop, use realia, the students love it.

4. Use a good lead-in or warm up to get the learners going

5. Start with a Pre-task, this often happens after you teach the learners the target language, set up the context, or take them out to the shop. Make sure the instructions are clear and precise, let the learners know they should use the target language they learnt.

6. The task itself should include enough monitoring by you to make sure everything goes well, do not hesitate to include prompts in the planning to help weaker learners if necessary. Also, plan for writing down the mistakes the learners make for a later correction task.

7. Post-task activity should include enough reflection for the learners to take something home with them. Let the learners read the mistakes they made on the board and correct each other.

THE SIXTH Lecture: TEACHING A LANGUAGE

1. General Introduction to the Lecture

Teaching English as a foreign language entail knowing how language works and how students pick it up successfully. Strong knowledge of language analysis, methodical practice, and feedback strategies lets teachers help their pupils to become confident communicators. This talk covers several facets of language analysis, distinguishes between faults and errors, and lists recommended practices for language training and feedback. Teaching a language addresses linguistic and cultural components, creates an immersive learning environment, and requires involving students in significant interactions rather than only imparting knowledge. Knowing how students use and understand language helps teachers create courses that fit various learning environments and degrees of competency.

2. Objectives of the Lecture

After completing the lecture, learners should be able to:

1. Understand the need of language analysis and its function in efficient instruction.

2. Distinguish between mistakes and errors in student language use.

3. Use efficient error correction and feedback strategies

The discussion point is:

3. Meaning, Pronunciation, Form: MPF

TEFL depends much on language analysis since it enables teachers to methodically communicate the complexity of language and break it down. The MPF structure guarantees precision and clarity in language education by means of meaning, pronunciation, and form. Grammatical structures, their elements, and their purposes in communication are the main subjects

of structural analysis. Teaching the present perfect tense ("I have eaten") for instance calls for an awareness of its form (Subject + auxiliary verb (have/has) + past participle), so expressing past actions relevant to the present, and usage (used for life events, changes over time, and actions with present relevance). Contextualized examples, sentence-building drills, and visual timelines are among the teaching strategies that might help pupils really understand these ideas.

4. Task: Exercise on Sentence Analysis

Analyze a complex sentence—such as "If I had known you were coming, I would have baked a cake"—by separating its structure, meaning, and pronunciation difficulties. Talk through in couples how you would teach this sentence to students.

Phonology research looks at intonation, stress patterns, rhythm, and pronunciation. Learners must differentiate /θ/ and /ð/ in "think" from "this" if they are to improve their pronunciation. Phonemic charts, drills, minimal pair exercises, and shadowing are among the strategies that could improve phonological awareness.

Discussion Point

Why then do some students find pronunciation more difficult than others? In what way may a student's first language contribute to pronunciation problems?

5. Mistakes From Errors

While mistakes are performance-based slip-ups despite knowledge of the correct form, such "She likes coffee," errors are systemic flaws resulting from knowledge gaps such "He go to school." Understanding trends in student mistakes helps educators to properly handle underlying issues. Encouragement of peer and self-correction helps pupils to grow in awareness and assume responsibility for their education. Ellis's (1997) research indicates that mistakes are inevitable in

language development and that proactive error correction should help to promote learning rather than undermine confidence.

5. Language Instruction for Education

Reinforcement of learning depends on language practice. Activities should start in controlled then move to freer practice. Drives, phrase transformation drills, and gap-fills—all with an eye toward accuracy—are part of controlled practice. Semi-controlled practice allows for both accuracy and fluency by including role-plays, guided debates, and narrative with prompts. Free practice fosters fluency and real-life communication by means of debates, open conversations, and creative writing. Thornbury (2005) claims that a mix of these exercises guarantees slow language learning by giving students chances to apply language in relevant situations.

Focus Point:

What advantages and disadvantages exist among the several forms of practice—controlled, semi-controlled, and free? How can teachers guarantee a harmony in their courses of instruction?

6. Feedback and Corrective Action

Two essential parts of language acquisition are feedback and error correction. Self-correction—where students examine and fix their own errors—peer correction—whereby peers participate in the process of correction—and instructor correction—whereby, where needed, clear explicit corrections. Among the several kinds of feedback are direct vs. indirect corrections, instantaneous rather than delayed corrections, and positive reinforcement. If a student says, "He go to the store," for instance, instead of just correcting them, a teacher can inquire, "Does that sound correct?" or gently steer them toward the right form. Studies by Lightbown and Spada (2013) show

the need of giving helpful criticism instead of only pointing out errors since it promotes a good learning environment and language development.

Assignment: Role-Play for Feedback

Groups of three work through one student acting as the learner making an error, another as the teacher giving feedback, and the third as an observer. Turn roles around and talk about the best ways to get feedback.

7. Concluding Thoughts

Effective language instruction calls for knowledge of language structure and practical application, identification and correction of learner mistakes, application of several language practice strategies, provision of constructive feedback supporting learning, and inclusion of sociocultural elements into the instruction. TEFL teachers can design dynamic and interesting classes that enable students to naturally and boldly acquire English by including these components. Good teaching plans should not only concentrate on accuracy but also encourage fluency so that students may apply English in many situations. Language acquisition is a difficult process, as Brown (2007) points out, and a teacher's job is to help and lead students in their linguistic path by means of significant and interactive learning opportunities.

THE SEVENTH Lecture: LESSON PLANNING

1. *General Introduction to the Lecture*

Based on previous lectures including methodology and the lesson being an integral part of teaching success, key pedagogical ideas including communicative language teaching (CLT), task-based learning (TBL), and the presentation-practice-production (PPP) paradigm (Harmer, 2007) underlie effective lesson design. These strategies stress the need of effective communication, active student participation, and scaffolding language acquisition in a way that strikes a mix between correctness and fluency. Differentiation also depends critically on lesson planning, which lets teachers modify their instruction to fit the diverse degrees of competency and learning preferences of their students.

Moreover, class preparation helps teachers to feel confident. Having a disciplined guide helps novice teachers especially to negotiate the classroom with more comfort. Expert teachers also understand, though, that lesson plans should be adaptable. Having a well-prepared plan is only one aspect; another is the capacity to change it in response to classroom dynamics, student needs, or unanticipated instructional events. As Woodward (2001) notes, lesson planning should be seen as a fluid instrument that may be changed in real-time rather than as a set script.

The key elements of a TEFL lesson plan—clear objectives, efficient activity sequencing, material selection, and formative and summative evaluation strategies—will be discussed in this talk. We will also talk on the value of introspection in lesson planning—both pre-lesson, in which teachers foresee difficulties and solutions, and post-lesson, in which they assess the success of their strategies and make enhancements for next instruction.

By the end of this lecture, you will better know how to design disciplined but flexible lesson plans that improve student involvement and teaching efficacy. By means of real-world case studies and dialogue, we will investigate best practices for TEFL lesson design and investigate strategies to make classes more participatory, goal-oriented, and student-centered.

2. *Objectives of the Lecture*

After the completion of this lecture learners will be able to:

- Design a lesson plan effectively

- Take into account effective considerations for lesson planning

2. *Defining a Lesson Plan*

Lesson planning has always been a crucial part of teaching any subject including language lessons. Lesson plans are often compared to a road map, which helps the teachers to effectively deliver their lessons and predict problems that might arise. Other factors are also included in lesson plans such as the type of interaction that the students will have, this often results in more use of the target language the more the students interact and have the chance of practicing the target language. In other words, the type of interaction often dictates the rhythm of the lesson, the time it takes to finish the activity, properly grouping the learners according to their learning styles and equally distribute the input for more practice for all of the learners.

Thus, a successful lesson plan should also include the time allocated for every single task, in addition to allowing the learning process to go smoother by creating tasks and micro-tasks to shift from different learning stage to the other. All of this is often based on famous educational methodologies and frameworks that help the learner and the teachers as well to achieve the aims of the lessons.

Speaking of that, the objectives of the lesson are the most important part of the lesson that constitute the starting point and also allow us to measure what has been achieved at the end of the lesson. Additionally, good lesson plans are often flexible allowing the teachers to teach better and adapt to the needs of the learners, as it is often believed in the field of TEFL: "teach the lesson using lesson plans, but do not teach the lesson plan itself".

Therefore, one can see that lesson planning can be a bit tricky and complicated; the next task will allow you to be able to grasp the meaning of the most important concepts in lesson planning.

3. *Considerations to Planning Effectively*

When planning a lesson many factors can confuse the teachers and lead to reflecting that confusion in the lesson itself. Therefore, it is better to keep a simple plan inclusive and flexible for changes. The following steps, according to my humble experience in lesson planning make the process easier.

To begin with think of:

- What to teach? In other words, the target language to be taught or the skill to be developed

- How? Here it is necessary to think of everything that you will do to teach the target language and how the learners will react to it or what is expected to be performed by them.

- Is this really important? Ask this question when planning every task and stage. Do not be worried about time, less is more and more are not always effective.

- Make sure that the planned tasks and steps undergo micro-stages.

After, and while you are planning the lesson always:

- Link your objectives to the learning outcomes (what the learners will be able to do)

- Think of the best and most appropriate frameworks to be included in the planning, do not hesitate to use a combination of frameworks such as TTT and PPP

- Think of the way to measure the learning that takes place, plan a test (free practice task) at the end of the lesson

- Include a reflection task at the end to make sure the learners reflect and notice what they have learnt

After teaching always:

- Evaluate your lesson plans, ask what went well and what did not go well

- Use what you have learnt to better plan other plans

- Make sure to take notes and write all of this

Finally, few other pieces of advice can also be included such as:

- Imagine how the lesson will go

- Plan effectively without assuming that the learners know everything or know nothing

- Let your students do the work, they are meant to do it, you are meant to guide them

- Keep the plan flexible, you do not have to do it all if you find that some of it is not suitable or that, skip, change and adapt the tasks to the needs of the learners

- Emerging language can emerge, do not hesitate to include it if necessary

THE EIGHTH Lecture: FRAMEWORKS

1. *General Introduction to the Lecture*

Effective TEFL (Teaching English as a Foreign Language) instruction depends fundamentally on lesson planning, which guarantees that learning is organized, goal-oriented, and interesting. Teachers depend on several lesson planning strategies that offer methodical techniques to arrange their lessons if they are to reach this. These models enable educators to organize their courses so as to support language development, scaffolds learning, and balances between accuracy and fluency (Scrivener, 2011).

A lesson framework outlines how language input is presented, practiced, and created by students, therefore acting as a template for instruction. Among the most often used lesson planning systems in TEFL are Presentation, Practice, Production (PPP), task-based learning (TBL), and The Engage, Study, Activate (ESA) (Harmer, 2007). Every one of these models has unique benefits and fits diverse learning environments and student requirements. PPP is sometimes preferred for its methodical development from teacher-led instruction to student autonomy, for instance; TBL stresses real communication through task completion; and ES lets class sequencing be flexible.

Learners' degree of proficiency, learning objectives, and the larger educational environment all affect the choice of a suitable lesson framework. Studies in language education indicate that good lesson plans support student involvement, communicative competency, and meaningful interaction possibilities (Willis, 1996). Furthermore, frameworks help educators choose appropriate activities, effectively allocate classroom time, and make sure courses complement curricular objectives.

Though they offer useful structure, lesson planning systems should not be seen as inflexible formulas. Good instruction calls for flexibility since classroom dynamics and student responses could call for changes to a set course. Lesson planning should be a flexible process that lets teachers modify their approach depending on learner comments and real-time classroom interactions, as Woodward (2001) underlines.

The most often used lesson planning strategies in TEFL will be discussed in this talk together with its merits, drawbacks, and guiding ideas. We will also go over best practices for using these models in various teaching environments and weigh ways to make lesson planning more learner-centered and participatory. By the end of this course, you will have a better awareness of how various frameworks impact lesson planning in TEFL and how to apply them properly to improve student learning.

2. *Objectives of the Lecture*

By the end of this lecture learners will be able to:

- Understand the nature and importance of frameworks in TEFL and lesson planning

- Get familiar with the most common lesson frameworks

- Evaluate the strengths and weaknesses of each framework

3. Test-Teach-Test (TTT)

This is a prominent instructional framework in ELT. It constitutes of three stages/sequences. In the first one 'test' an initial assessment is conducted by the instructor diagnostic assessment of the learners' ability to perform the target language and the amount of knowledge they possess. This initial testing will give the teacher a marker for comparison between what students were able to do

before the instruction and what they were able to do after, giving a solid measurable ground for how successful the instructor was in achieving the aligned objectives. The results of this stage can also help the teacher identify the strengths and weaknesses of the learners which allows the teacher to customizes the instruction according to the needs of the learners. After this stage or sequence, the instructor 'teaches' and delivers the instruction of the target language and after this a post 'test' sequence is also conducted.

A. The Use

This framework is often used to do the following:

- Deliver tailored instruction according to the needs of the learners based on the diagnostic testing
- Make the instruction more precise and tailored
- Understanding where the students are when it comes to learning progress and give concrete evidence of progress and achievement of objectives
- It often focuses on the learners which allows teachers especially beginners to understand how to make their teaching less teacher centered

B. Benefits

- Student centered learning
- Measurable objectives and progress
- Flexibility
- Efficiency
- Easy to use

C. Drawbacks

- Very limited to weaknesses of learners

- Can easily be misaligned with the objectives of the lesson or the first and last testing stages

- Takes time

3. Task-Teach-Task (TTT) or Task-Based Language Teaching (TBLT)

This framework is based on the findings in communicative language teaching, similar to test teach test, task teach task is constituted of three different stages or sequences. The first and last stages are communicative, interactive and function driven tasks. The first task is often considered to be the pre-task where students are introduced to a task without any prior teaching. This stage aims at testing their prior knowledge and activating their schemata to stimulate them to communicate and assess what they can do in the target language. The final task the students are asked to perform a similar task to task 1 by applying everything that they have learnt in the second stage 'teach'. In the second stage the teacher guides the learners to notice the target language and get enough practice before the final task.

A. The Use

This framework is used to do the following:

- Provide authentic input

- Focus on communication

- Promoting problem solving

- Providing an authentic setting for the target language

- Providing genuine interaction

- Involving multiple skills at once

B. Benefits

- Authentic practical practice of the TL

- Fun and engaging

- Creativity in the kinds of tasks that can be used

- Promotes fluency

C. Drawbacks

- The form can be neglected easily

- Takes time

- Can be difficult to implement with lower levels

- Difficult to assess performance during tasks

4. Present-Practice-Produce (PPP)

One of the most traditional yet effective teaching models, it is often used to teach vocabulary, functional language and grammar, and just like the previous frameworks it consists of three stages. However, it is more teacher centered.

- Present

In this stage new target language is introduced by the instructor, the presentation can take the shape of direct exposure to the target language in the shape of examples, descriptions or explanations. The aim behind this stage is to provide the learners with basic understanding of the target language, its rules and function.

- Practice

The practice stage is a series of controlled practice tasks which aim at allowing the learners to get enough practice of the target language and be able to internalize its rules. The tasks in this stage can take the shape of exercises, drilling activities, dialogues and filling the gaps.

- Produce

The learners are encouraged and expected to use the new language they learnt in a functional and useful manner. The students will perform communicative tasks in a more creative manner where context is often derived from a real-life situation. This part promotes authentic language use.

A. The Use

This framework is helpful to achieve the following:

- Provide enough controlled practice

- Give a logical introduction of the target language from exposure to production in a rising level of difficulty

- Provide more guidance from the instructors

- Organizing the learning experience in a clear process for teachers and learners as well

B. Benefits

- Clear and logical/smooth process from complex to simple

- More controlled learning especially for younger and lower levels

- Can be flexible in execution

C. Drawbacks

- It poses a big issue with authenticity

- Learners can be passive with the teacher centered way of teaching

- It can be less inclusive for all learners

5. *Engage-Study-Activate (ESA)*

This framework is very common in teaching English and it was developed by Jeremy Harmer. This framework is designed to engage the learners and provide in depth analysis for the target language in addition to the application of what has been learnt in fun communicative tasks. This framework is identical to all of the previous frameworks in the number of stages.

- Engage

In this stage it is of high importance to capture the interest of students and make sure they are ready and motivated to learn. It is also very important to create a positive and engaging context for the lesson and present a linguistic challenge for the learners. Curiosity, interests, motivation, discussions and engagement are all factors to be promoted in this stage.

- Study

This stage aims at noticing and exploring new language, it is very similar to the 'presentation stage' in PPP however, language analysis is often deeper. Similar exercises and tasks are provided and the students get enough knowledge to use the target language in an accurate manner.

- Activate

In this stage learners are encouraged to use what they have learnt in a communicative manner and it is often more creative peaking the lesson. A variety of free practice tasks such as uncontrolled dialogues, class mingles, discussions and communicative tasks are used in an authentic context and a meaningful way. Fluency is the main concern and real-life situations are stimulated.

A. The Use

It is often used to

- Engage the learners more in lessons

- Creating a positive learning atmosphere

- Providing structured way of delivering the lesson

- Allows the learners to use more critical thinking

B. Benefits

- More engaging

- Can provide a balance of skills

- Clear sequencing

C. Drawbacks

- Can be rigid and difficult to adapt

- The same problem with authenticity

- Relies on the teacher a lot and provides little room for autonomy

5. Input-Interaction-Output (IIO)

This model is used in ELT and it takes learning as a language processing model where learners receive input, process it and interact then produce genuine and authentic output. This model can also be called the Interaction Hypothesis and it was first developed by Michael Long.

- Input

This stage consists of exposing the learners to authentic target language information or knowledge which is in the form of listening and reading. Context is really important and the learners are also required to observe and notice the target language being used within that context. To summarize, the purpose of this stage is to expose and maximize the exposure of learners to the

target language in its authentic context which allows the learners to observe the target language use.

- Interaction

This stage aims at engaging the learners in active learning through meaningful interaction which allows the learners to negotiate meaning and use the target language in a very pragmatic manner. The learners would interact with their peers, teachers and even native speakers. The language would be internalized and made personal through meaningful interaction.

- Output

The last stage revolves around producing genuine output of the target language. It is very similar to the stage of 'produce' in PPP. The only difference is that this stage is considered as a method to promote real-life interaction and refine fluency.

A. **The Use**

This model is used to:

- Promote real-life and genuine communication
- Give more balance to skills
- Focus more on fluency
- Teach pragmatics of the TL
- Promote comprehensive learning that includes receiving input, processing it, interaction and producing genuine input

B. **The Benefits**

- It is aligned with natural language acquisition model
- Promotes Genuine interaction and communication

- Fun and dynamic useful experience

C. Drawbacks

- Less structured guidance which may cause less explicit instruction

- Authentic input cannot always be adapted to suit the learners

- Authentic input can be poor which leads to poor instruction

- Can neglect the form

6. Assignment

Work in pairs and make some research on the following frameworks:

- Guided Discovery

- Situational Language Teaching

- Content-Based Instruction (CBI)

- The 5Es Model (Engage, Explore, Explain, Elaborate, Evaluate)

First define the framework, then mention the strengths and weaknesses of each one.

THE NINETH Lecture: CLASSROOM MANAGEMENT

1. *General Introduction to the Lecture*

Notably in teaching English as a Foreign Language, classroom management is among the most important components of good instruction. A well-run classroom offers a disciplined setting whereby students feel protected, inspired, and involved in their study (Harmer, 2007). Without appropriate classroom control, distractions, uncertainty, and disengagement can cause even the finest lesson plans to fail.

Students from many language and cultural backgrounds typically arrive in TEFL programs with varying expectations regarding learning and communication techniques (Scrivener, 2011). While this variety enhances the classroom environment, it can also make it difficult to keep attention and guarantee that every student takes part actively. Good classroom management enables teachers to strike a mix between authority and approachability, therefore creating an environment in which pupils feel free to use language without worry of making mistakes (Ur, 1996).

Brown (2007) argues that classroom management in language instruction is about establishing routines, managing space efficiently, providing clear instructions, and making sure students remain involved through interactive learning rather than only about controlling conduct. Teachers that neglect to apply effective classroom management techniques could find themselves dealing with student disturbances, low participation, and poor class time usage.

Harmer (2007) underlines even more how important classroom management is for communicative language instruction (CLT), in which students are supposed to actively participate instead of merely absorb knowledge. Under this learner-centered approach, the teacher's job is to

guarantee that every student participates in meaningful language practice, direct conversations, and help to foster interaction.

A classroom kept under control has various advantages.

- Promotes student involvement since students feel free and driven to take part.

- Minimizes disturbance: Well defined policies and expectations help to avoid pointless distractions.

- Boosts student confidence: Well-organized surroundings promote communication and helps to lower nervousness.

- It increases the efficacy of the lessons since time is used effectively and activities go without any problems.

According to Brown (2007), the capacity of the teacher to adjust to various educational environments is one of the main determinants of good classroom management. Large courses, for instance, call for different management approaches than small ones, and instructing young students calls for different approaches than instructing adults. Effective TEFL teachers have to be proactive in managing classroom dynamics, adaptable, and sensitive.

2. *Objectives of the Lecture*

After completing this lecture learners will be able to:

1. Understand the nature and importance of classroom management
2. Understand the types of interaction in the classroom
3. Use seating to effectively manage the classroom
4. Deliver clear instructions

5. Monitor an EFL classroom effectively

6. Use non-verbal communication to manage learning

7. Elicit responses from students.

3. Classroom Management

Classroom management is an integral part of teaching and learning, according to Scrivener (2007) classroom management is the most important job of the teacher that entails the skills of providing and fostering a good condition for a successful learning environment where students are often led to take initiative of their learning. Additionally, classroom management includes the teachers' attitudes, intentions, personality, their relation with the students and excellent organisational skills. According to Scrivener (2007) classroom management areas can include:

A. Activities: They often include setting up activities, managing them through monitoring, timing parts of the lesson and tasks and ending activities in the most appropriate timing.

B. Seating: This is one underrated area of teaching, which can solve numerous classroom management and learning problems. It also affecting the pace of the lessons and learning process in general. Usually, seating includes forming patterns of interaction through grouping (pair work, single work, groups, mingles and plenary). Additionally, it includes deciding where to sit, stand or focus monitoring.

C. Authority: This often includes gathering students' attention, making decisions, giving orders, keeping discipline.

D. Critical moments: These moments are crucial in the success of every lesson. They are often starting a lesson, ending it and dealing with arising situations and problems in addition to maintaining discipline when students misbehave.

E. Tools and Techniques: This entails using all pedagogical equipment, using gestures, ways of providing explanations, delivering instructions, the proper use of teacher voice, pauses and silence, assessing the complexity and quantity of the language to be taught.

F. Dealing with people: Teaching is a social activity that entails dealing and working with people. It mandates providing the students with equal and fair attention, use of intuition to read students' feelings, eliciting genuine feedback from students and listening when needed.

Also, Scrivener summarises basic skills in the classroom in the following diagram, it explains choosing classroom management process:
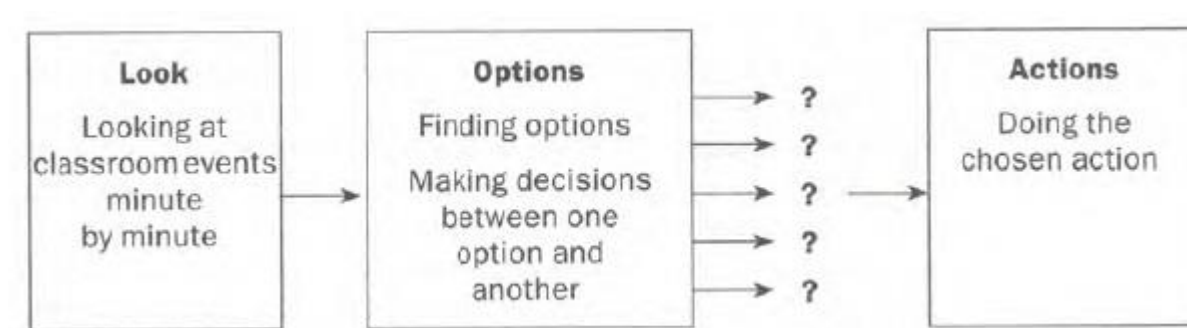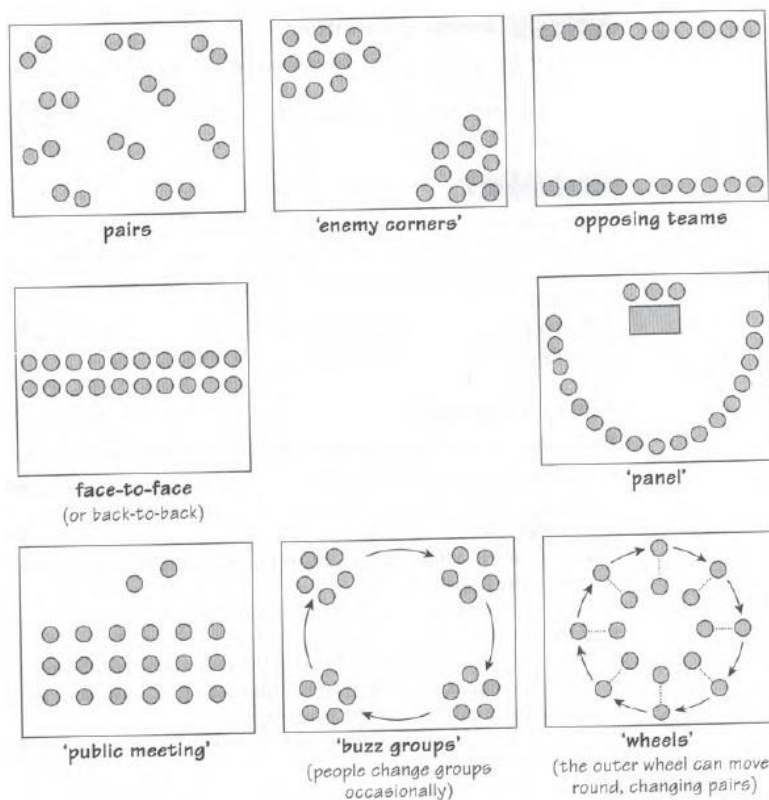

4. Classroom Interaction

Classroom interaction is a central part of communicative language teaching, giving a variety of classroom interactions enables the classroom to take a dynamic pace filled with genuine use of the target language. This interaction is different types and they can be categorized as follows:

-   Whole class working with the teacher T-SS

-   Whole class moving around and working together, it is called mingle SS-SS-M

-   Small groups performing a task SS-SS-G

-   Pairs sharing the task PW

-   Individual work IW

Thus, to maximize interaction different patterns of interactions is required and therefore maximizing speaking time and practice. This can be better achieved by giving authentic tasks that fosters and promotes communication and genuine language use in addition to giving students equal chance to practice the target language and allow them to contribute to the lesson with their learning process.

5. *Seating*

Seating is an essential part of classroom management and interaction and it is worth considering for its enormous effects on learning. There different types of seating that may include fixed or moveable chairs. As long as students are comfortably working in pairs or different partners and if they can work with other groups are considered, seating shapes and forms are not that problematic. Scrivener (2007) elicits the different possible seatings below.

pairs

'enemy corners'

opposing teams

face-to-face
(or back-to-back)

'panel'

'public meeting'

'buzz groups'
(people change groups
occasionally)

'wheels'
(the outer wheel can move
round, changing pairs)

Additionally, He mentions some types of seating arrangements and their best uses:

Layout	Description	Best For
Rows	Traditional format with students facing the board.	Teacher-centered lessons, exams.
Horseshoe (U-shape)	Students face each other in a semicircle.	Discussions, debates, interaction with the teacher.
Groups (Pods)	Students sit in small clusters.	Collaborative learning, projects, and games.
Circle	Everyone sits in a full circle.	Speaking activities, storytelling.

6. *Delivering Instructions*

In a foreign language classroom, something as simple as giving learners instructions could be confusing especially if the classroom is bilingual and teachers often strive to set an English atmosphere by solely using the target language. The problematic situation rises when teachers have to balance between the quantity of language used and its complexity according to Scrivener (2007). He also proposes a five steps process for delivering instructions which is quoted below.

How can I give clearer instructions?

I propose five steps towards better instructions:

1 Become aware of your own instruction-giving (listen to yourself; record yourself; ask others to watch you and give feedback).
2 For a while, pre-plan essential instructions. Analyse the instructions beforehand so as to include only the essential information in simple, clear language, and sequence it in a sensible order. Use short sentences – one sentence for each key piece of information. Don't say things that are visible or obvious (eg *I'm giving you a piece of paper*). Don't give instructions that they don't need to know at this point (eg what they'll do after this activity is finished).
3 In class, separate instructions clearly from the other chit-chat, telling off, joking, etc that goes on. Create a silence beforehand, make eye contact with as many students as possible, find an authoritative tone, make sure they are listening before you start. Use silence and gestures to pace the instructions and clarify their meaning.
4 Demonstrate rather than explain wherever possible.
5 Check that students have understood what to do. Don't assume that everyone will automatically understand what you have said. Get concrete evidence from the students that they know what is required. Getting one or two students to tell you what they are going to do is one very simple way of achieving this.

Therefore, good instruction is often simple, direct and does not confuse learners. Teachers have to ask instruction checking questions ICQs to measure students' understanding of the instruction and check whether there are any problems to be addressed.

7. *Monitoring*

Monitoring is a technique used by teachers while students are doing the tasks given in order to check whether they are doing them properly, if they have any questions to be answered, checking who is doing most of the work and make sure everyone is involved in the task. Additionally, monitoring could be used as a form of formative assessment and error collection for an error analysis activity afterwards.

Scrivener describes the teachers' role in monitoring in two steps, step one the first 30 seconds to check if they are doing the task and assess their understanding of the instructions. It can be called monitoring to check mechanics.

Step two is the time for learners to do the task independently. In other words, learners will need to have a sense of independence to achieve the task without or with minimal teacher interference. Teachers here have two options either to vanish or monitor discretely.

A. Monitor Discreetly: Teachers try not to interfere with the learners' performance, yet they make sure their presence is known. Learners however will find you there in case there is a problem. Teachers will give help briefly without interfering too much.

B. Vanish: It is often used to emphasize that students need to work without any help from the teacher. The best way of doing it is sitting far in a corner that is out of the learners' sight and keeping minimum focus on them.

8. *Gesture/non-verbal communication*

Among the most important skills a teacher has for properly running a classroom is nonverbal communication. Parrot (1993) claims that without too many spoken explanations, gestures, facial expressions, and body language can help transmit message, give reinforcement, and keep control. In TEFL lessons, where students may have little English competency and clearly nonverbal clues are therefore crucial for understanding, this is especially crucial.

In classroom management, gestures and body language fulfill numerous important purposes:

- Improving Understanding: Especially at lower skill levels, many language learners find spoken directions difficult. gestures eliminate uncertainty and serve to clarify meaning.

An instructor might show "stand up" or "sit down," for instance, instead of just stating the words.

- Maintaining Discipline and Engagement: A basic hand gesture can let pupils know whether they should stop talking or pay close attention, therefore lessening the need for spoken interruptions.

- Using good body language—open hand gestures and nodding—a teacher can inspire reluctant pupils to participate in class discussions.

- Building rapport and ensuring pupils feel comfortable using the language starts with smiling and making eye contact.

Kinds of gestures and their uses in the classroom

A. Hand signals

Particularly in big groups where individual spoken directions may not be feasible, hand signals are a silent yet efficient approach to run a classroom. Common hand signals consist of:

- Raising a hand - Tells kids they should stop chatting and focus.

- Holding up fingers – Can represent several directions (e.g., "one" for working independently, "two" for working in couples).

- Circular motion with a hand helps a learner to keep on talking or expand on their point of view.

- Tapping the wrist: A nonverbal signal to show an activity's running out of time.

Teachers can create a classroom environment that reduces the need for continual verbal directions by often using hand signals, therefore facilitating better transitions between activities.

B. Face Actions

Without words, facial expressions help to transmit feelings, comments, and support. In TEFL classrooms—where students depend on contextual signals for comprehension— expressive facial motions are quite important.

- Smiling – Makes the surroundings friendly and motivates the students.

- Raising eyebrows - Indices interest in a pupil or answers.

- Nodding - Promotes involvement and offers nonverbal approval.

- Frowning or shaking head indicates wrong answers in a mild, nonjudging manner.

C. Eye Contact and Pointing

- Pointing to the board, guides students toward important grammar, vocabulary, or directions.

- Pointing at pupils — Motives them to talk (but this should be done gently to prevent making them uncomfortable).

- Making direct eye contact - One might indicate to a pupil whether they should remain focused or respond to a query.

Especially in classroom management, eye contact is quite crucial since it can build pupils' trust and rapport, set expectations to help you keep discipline, show when a student should get involved.

9. *Eliciting*

This is one important technique used by teachers to get information, ideas, answers, language, etc from the learners. Scrivener explains that eliciting is based on the following principles:

- Learners know more than teachers believe

- Getting the starting point from what they know is very helpful

- Getting the learners involved in the process of question answer movement is actually very productive in discovering knew knowledge.

THE TENTH Lecture: Teaching the Four Skills

1. *General Introduction to the Lecture*

Teaching a foreign language is based on teaching language systems such as grammar and phonology as well as teaching language skills. A language is primarily a skill-based competence especially in foreign language classrooms that are inspired by communicative language teaching. Therefore, teaching a language has a crucial and essential requirement which is enhancing the four skills of the learners being speaking, listening, reading and writing. These skills could be categorized in many different ways such as receptive and productive skills, in addition to input and output skills. In this lecture learners will have basic introduction to how these language skills are taught and understand their nature primarily in the field of TEFL.

2. *Objectives of the Lecture*

After the completion of this lecture learners will:

- Be able to understand how the four skills are taught

- Be familiar with teaching receptive skills

- Be familiar with teaching productive skills

- Become aware of some of the techniques used in each skill

1. The Nature of Listening

It is a complex and sophisticated ability, listening calls for several cognitive and language processes. Hearing sounds is only one aspect; decoding, interpreting, and responding to spoken language calls for active effort.

- **What Makes Listening?**

A. **Receiving:** The listener detects linguistic signals including tone, pitch, and stress as well as the sound waves.

B. **Understanding:** Knowing helps the listener to connect the auditory input with past knowledge.

C. **Evaluating the Message**: the listener bases it on background knowledge, speaker intention, and context.

D. **Responding:** The listener shows understanding or the need for explanation either verbally or nonverbally.

- **Types of Listening**

Listening for general knowledge or enjoyment—that is, listening to podcasts, music, audiobooks—is known as extensive listening. This develops general comprehension and fluency. Focusing on particular language components like pronunciation, grammar, or vocabulary, intensive listening pays In language education, this is typical of exercises when pupils pay close attention for specific details.

Knowing these elements and varieties helps educators create courses that really improve students' listening abilities.

2. Difficulties in Learning and Teaching Listening

Teaching listening has numerous issues since students can struggle to process spoken material. Among common problems are:

A. Phonological Obstacles

Features include related speech, elision, and assimilation set spoken language apart from written language. For quick speech, for instance, "going to" sometimes sounds like "gonna," which makes it difficult for students to identify known words.

Various accents can also cause problems for understanding since pupils could be used to a particular pronunciation style.

B. Mental and Cognitive Load

Listening calls for concurrent processing of several components, including vocabulary, syntax, and meaning. Unlike reading, in which pupils may go back and re-read material, hearing occurs in real-time and raises cognitive load.

Second-language learners sometimes suffer with speech segmentation, in which case Field (2008) states they have trouble spotting word boundaries in an ongoing flow of speech.

C. Insufficient Visual Cues

Unlike in-person communication, in which gestures and facial expressions support understanding, listening to phone conversations or audio recordings lacks these visual aids.

Students that rely mostly on gestures or lip-reading could find listening assignments challenging.

D. Authenticity

Because of quick speech, idioms, and background noise, authentic materials—news stories or natural conversations—are sometimes difficult for students.

Teachers have to strike a balance between graded materials that fit students' degree of competency and actual input. Thus, knowing these difficulties will help teachers create plans to help pupils find listening more approachable and controllable.

3. Techniques for Listening Instruction

Good listening instruction consists on organized activities meant to lead students before, during, and after listening.

A. Pre-listening exercises

- **Activation:** Through activation of their previous knowledge and creating expectations, pre-listening activities assist students become ready for the listening assignment. Research by Carrell & Eisterhold (1983) indicates that students who activate past knowledge process new material more successfully. Teachers might accomplish this by posing questions to their students on the subject or displaying pertinent pictures.

- **Predicting Content:** Before listening, title or few key words given to pupils help them to predict what they will hear. This raises participation and sharpens understanding.

- **Setting objectives:** Students should have a defined objective in mind, such listening for particular facts, primary concepts, or viewpoints rather than listening passively. This enables people to concentrate on vital elements of the audio.

B. Activities While-Listening

Students should participate in active activities during the listening phase that enable better processing of the material. Thus, before concentrating on specifics, students listen to the full chapter once to obtain a basic sense. Additionally, students respond to comprehension questions on certain details—such as names, numbers, or events—that are specific information.

Students understand tone, mood, or inferred meaning instead of only clear information in order for inference. For instance, identifying sarcasm or deciphering speaker's emotions from her voice.

C. Post-listening Activities

Activities following a list help to reinforce understanding and inspire more thought on the listening contents. Students who explain what they heard in their own words will find their recall and understanding improved. Also, students offer their opinions or link the material to their own life and by that teachers could draw attention to particular listening passage pronunciation, grammar, or discourse indicators utilized in the language focus.

4. Effective tasks in Teaching Listening

The classroom can benefit from several useful exercises meant to improve listening abilities such as:

- Students listen to a brief passage, note-take, and then cooperatively rebuild the text. This sharpens writing as well as listening (Wajnryb, 1990).

- Students work in pairs, where each has unique bits of knowledge and has to properly coordinate to do a project.

- Students that shadow a tape repeat what they hear right away, therefore enhancing their pronunciation and fluency.

- Authentication of material: podcasts and TED Talks: Exposing pupils to real materials helps them to pick up natural accent and speech. Transcripts for help are something teachers can offer.

5. The Nature of Reading

Reading skill is very similar to listening because they are receptive skills that rely on the human cognition to decode meaning. However, in spite of their similar natures, they can be very different. Reading skill takes a different set of cognitive skills required from the reader while interacting with the text. Additionally, unlike listening, readers can often control the pace and read at different speeds. Reading consists of the following:

- Visual Cues: Reading is a visual skill, using visual cues and strategies is crucial in reading, in fact it is an essential part of it.

- Decoding: Just like listening, recognizing and interpreting language from smaller units and symbols into meaning is essential. It can also be considered vocabulary and lexis knowledge but they are often complementary skills.

- Comprehension: Taking meaning and understanding it from linguistic structures and evaluating it with deeper understanding is a meaningful part of reading.

6. Difficulties with Reading

Linguistic and cognitive challenges cause many students to struggle with reading. These are some typical difficulties:

A. Deciphering Complications: Often and unable to identify words, beginners read slowly and laboriously. For second-language learners, variations in phoneme-graphic correlations among languages can cause uncertainty (Gough & Tunmer, 1986).

B. Restricted words: Understanding suffers when one lacks knowledge of words. Nation (2001) underlines the need of high-frequency terms since most books consist of them.

C. Insufficient Literary Techniques: Many students approach their reading passively without interacting with the book. Good readers use metacognitive techniques include summarizing, anticipating, and questioning (Pressley & Afflerbach, 1995).

D. Engagement and Motivation Problems: Lack of interest or confidence makes some children find reading challenging or boring. Real and significant items can inspire one more (Day & Bamford, 1998).

7. Effective Activities for Reading

Teachers have great power to improve reading comprehension by including interesting exercises such as:

- Students read various parts of a book and exchange knowledge to finish the whole tale in jigsaw reading.

- Think-Pair-Share: Students read a chapter, consider a question, talk about it with a partner, then share with the class.

- Stopping at strategic points to help one forecast what comes next, therefore promoting active reading. This is often called prediction tasks.

- Story mapping, or visualizing the plot, characters, and themes using graphic organizers,

- Encouragement of pupils to monitor their reading development and share books with friends comes from reading logs and book clubs.

Additionally, Scrivener (2007) highlights that reading lessons often take a very similar approach moving from big to small and top-down from overview to details. The following plan is taken from Scrivener (2007).

Pre-text	1	Introduction and lead-in, eg get the learners interested in the topic, initial discussion of key themes, make an explicit link between the topic of the text and students' own lives and experiences, focus on important language that will come in the text
	2	First task (pre-reading), eg predict from some extracted information (illustration, key words, headlines), read questions about the text, students compose their own questions
Text	3	Tasks to focus on fast reading for gist (skimming), eg check text against predictions made beforehand, guess the title from a choice of three options, put events (or illustrations) in the correct order
	4	Tasks to focus on fast reading to locate specific information (scanning)
	5	Tasks to focus on meaning (general points), eg answer questions about meaning, make use of information in the text to do something (make a sketch, fill out a form, find out which picture is being described, etc), discuss issues, summarise arguments, compare viewpoints
	6	Tasks to focus on meaning (finer points of detail, more intensive comprehensive understanding)
	7	Tasks to focus on individual language items, eg vocabulary or grammar exercises, use of dictionaries, work out meaning of words from context
Post-text	8	Follow-on task, eg role play, debate, writing task (eg write a letter in reply), personalisation (eg 'Have you ever had an experience like this one?')
	9	Closing, eg draw the lesson to a conclusion, tie up loose ends, review what has been studied and what has been learned

Figure 10.5 Possible route map for a reading lesson

Furthermore, he gives some specific ideas for reading tasks such as:

- Arranging illustrations of the text

- Rearranging jumbled paragraphs

- Finding words in the text that match meaning of words in the list

- Read the text and make lists of certain items

- Giving headlines for each section

- Writing a reply

- Insert sentences in the text

- Predict the content of a text using visual cues (previewing)

- Write a missing paragraph

- Make notes within the text

- Ordering events

8. *The Nature of Speaking and Writing*

These two productive skills are very similar and could be grouped together, yet they are different in nature. Speaking is considered to be a spontaneous, turn taking, initiative and interactive skills that is reliant on two instant interlocutors. This skill is often informal and uses so many pragmatic and sociocultural cues in addition to signs and non-verbal cues. Writing on the other hand, is often more formal, does not rely on instant interlocutors and is often more structured. Both skills could be very problematic to beginner learners because they come after the 'silent period' in language acquisition. Students often start decoding the language before producing it, then struggle in a process of error and correction to learn how to produce speech and written language.

9. *Lead-in Material and Planning*

Speaking and writing require a lead-in material that helps the learners "get going". This material could be visual, auditory, written or audiovisual. Additionally, discussions could make a great starting point for a speaking task. Scrivener (2007) notes some keys to getting a good discussion started such as:

- Framing the discussion properly

- Provide preparation time

- Avoid interrupting the flow

- Specific issues are more productive

- Handing out role cards

- Arranging buzz groups

- Bend the rules when necessary

Additionally, if authentic material is used in these lead-ins the activity becomes a communicative task and that will make the lesson more engaging and pragmatically richer. He also gives a basic speaking lesson sequence that could be seen down below:

Basic lesson sequence

1 Set task
2 Plan the speaking
3 Rehearse the speaking
4 Do the task
5 Feedback / Review the success
6 Add / Correct / Revise
7 Redo the task
* Exposure to example

Worked example

1 **Set task:** Tell learners that they must phone a business contact to make an appointment for a meeting to discuss future plans.
2 **Plan the speaking:** Ask learners to work in pairs to decide what the caller will say and how the receptionist will respond. Learners should not write out a whole script, but can make notes of particular phrases.
3 **Rehearse the speaking:** Learners practise in pairs. You listen in and suggest corrections and improvements.
4 **Do the task:** Make new pairs. Without further discussion, learners 'phone' each other and do the task.
5 **Feedback / review:** The pairs meet and reflect on whether the task was done well. Maybe the whole class also discusses the question and you offer notes. You may draw attention to specific language that learners could use and specific ways of interacting appropriate to the genre.
* **Exposure to example:** Play a recording of competent speakers doing the same task. The class is asked to take down notes about language they use.
6 **Add / correct / revise:** The pairs work out how they could improve their task next time.
7 **Redo the task:** Make new pairs. The task is done again.

Contrastingly, he provides the planning of a lesson for a writing lesson is restricted to the amount and continuum of control and scaffolding from simple copying and doing the exercise to freer unguided writing practice.

1	Copying	Students practise forming letter shapes in a handwriting book, note down substitution tables from the board, copy examples from a textbook, etc.
2	Doing exercises	Students write single words phrases, sentences, etc in response to very tightly focused tasks with limited options and limited opportunities for creativity or getting things wrong.
3	Guided writing	You guide students to write longer texts in quite restricted or controlled tasks by offering samples, models, possibly useful language items, advice, organisational frameworks, etc.
4	Process writing	Students write what they want to, with help, encouragement and feedback from you and others throughout the process of choosing a topic, gathering ideas, organising thoughts, drafting, etc.
5	Unguided writing	Students write freely without overt guidance, assistance or feedback during the writing process, though a title or task may be set, and work may be 'marked' later.

References

Benson, P. (2011). *Teaching and researching autonomy*. Routledge.

Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. ASCD.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.

Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson.

Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. Harper Collins.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.

Ellis, R. (1997). *Second language learning*. Oxford University Press.

Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.

Farrell, T. S. C. (2015). *Reflective language teaching: From research to practice*. Bloomsbury.

Fleming, N., & Mills, C. (1992). *Not another inventory, rather a catalyst for reflection. To Improve the Academy*.

Griffiths, C. (2008). *Lessons from good language learners*. Cambridge University Press.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Holec, H. (1981). *Autonomy in foreign language learning*. Pergamon.

Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.

Little, D. (1991). *Learner autonomy 1: Definitions, issues and problems*. Authentik.

Maley, A. (2015). *Creativity in the English language classroom*. British Council.

Medina, J. (2008). *Brain rules*. Pear Press.

Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle.

Parrot, M. (1993). *Tasks for language teachers: A resource book for training and development*. Cambridge University Press.

Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge University Press.

Richards, J. C., & Rodgers, T. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan.

Thornbury, S. (2005). *Techniques for teaching speaking*. Pearson Education.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

Wallace, M. (1991). *Training foreign language teachers: A reflective approach*. Cambridge University Press.

Willis, J. (1996). *A framework for task-based learning*. Longman.

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom*. Cambridge University Press.

Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning*. Cambridge University Press.

APPENDICES

1. Worksheet 1 Methodology (with answers)

Approaches, methods, procedures, and techniques

Approach: this refers to "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching". It offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning.

Method: a method is the practical realization of an approach. Methods include various procedures and techniques as part of their standard fare.

Procedure: a procedure is an ordered sequence of techniques. A procedure is a sequence which can be described in terms such as first you do this, then you do that…Smaller than a method and bigger than technique.

Technique: a common technique when using video material is called "silent viewing". This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure.

So, a **Methodolog**y is a body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods.

A term that is also used in discussions about teaching is "**model**" – used to describe typical procedures, usually for teachers in training. Such models offer abstractions of these

procedures, designed to guide teaching practice.

2. Worksheet 2 Lesson Planning
Part 1

Match the descriptions to the parts of the lesson that your teacher will dictate.

_____: These may focus on what the teacher will be doing during the lesson. A favorite phrase which can also be used in this context is 'to raise awareness of...' especially useful for receptive skills lessons. Another way of phrasing them is to view things from the students' perspective e.g. Students will be able to...or Students will practice... both of which shift focus to the class.

_____: Throughout the series of observations, you need to show that you're a reflective practitioner and that you are able to make professional choices based on those reflections, defining these shows that you've identified areas of development and how to address them in the next lesson. These are usually more concerned with the "how" of teaching rather than the "what".

_____: These are, as the name suggests, things you think are true though you have no definite proof. It is an important area as we all have certain beliefs (usually about our students) which influence our decisions of, for example, lesson content or mode of delivery. One must be aware of these before the lesson so it can be identified if they are proven right or wrong during the lesson. This is an important learning step.

_____: Put simply - what might go wrong with specific tasks set in the lesson rather than generic issues which may occur in any lesson? Can be looked at what will cause difficulties to the teacher and to the students - not necessarily the same things at all.

_____: Whatever else you are taking with you into the classroom to help deliver the lesson apart from the students and yourself and perhaps the board. Typically includes exercises, handouts, texts, recordings, CD players etc.

_____: These are very important because, main purpose aside, there are many other things happening in the lesson. It is often the case that a receptive skill is being practiced as 'a vehicle' to set up a context for the main aim of working on the target language.

_____: This typically relates to analyzing parts of specific language systems – such as grammatical, lexical, functional, and phonological –which will be focused on. The analysis commonly focuses on form/meaning/use/pronunciation.

_____: We will be defining them as what the teacher hopes students will take away from the lesson –i.e. what the students will hopefully be better able to do out in the real world as a result of the lesson's language focus.

Part 2

Fill the heading using the sentences bellow.

1. To present a clear context for use of the target language by presenting a short text about Job Interviews

2. To guide students to discover the meaning of the target language for them, and to check understanding by asking students to create their own contexts from sentence prompts

3. Students will be familiar with the concept of idiomatic language, i.e. that the meaning is almost always impossible to deduce by analysis of the component parts of the phrase.

4. To maximize STT

5. To provide oral fluency practice using the target language by responding to questions with real-life relevance

6. To provide practice with the pronunciation of weak forms (e.g. for 'a' - /ə/ as opposed to /eɪ/; for 'of' - /ə/ or /əv/ as opposed to /ɒv/)

7. To control the volume of my voice/ensure that I use alternative methods to get students' attention

8. To provide written practice with the target language form, through a sentence completion task

9. To drill sentence stress within the target language

10. Reading for gist and for specific information 7 Idiomatic expressions related to communication (all Animal idioms e.g. to talk the hind legs off a donkey; to let the cat out of the bag)

11. Students will be able to recognize (and employ) a wider variety of language related to different communicative 'acts' (e.g. the act of being shy, and giving away secrets, etc.) which will be demonstrated by their application of such language in personalized, freer tasks towards the end of the lesson

12. To give succinct instructions and ask ICQs

3. Worksheet 3 Classroom Management

TEACHERS' HUB

EDUCATION NEWS • ACADEMIA • TEACHERS' VIEWS • TRAINING

THE TEACHERS ARE LOST!

Are we really part of what goes in the classroom?

By Susan McTeetsh

Teachers now are confused more than ever, most of the focus when it comes to teaching is often placed on the learners, the material used, the socio-cultural nature of the classroom, and the boring never-ending theories and frameworks of learning.

Thus teachers are neglected and unable to think about anything related to them to improve to really help manage the classroom and make the teaching experience more effective.

When asked, 90% of the teachers struggled to provide a perfect answer to the following question: "what can you do or change in your practice to make classroom management better?" All of them referred back either to something related to the learners or another part of the learning and teaching process but never the teachers themselves.

Many factors are involved in this, making the classroom run smoothly has more than just learners, theory, and material. Now the question is for you, my reader and fellow teacher: are you one of that 90%? If not, what factors related to the teachers and their behaviour do you think are involved in classroom management?

REFLECTION POINT

After reading the article, discuss the following questions:
- Do you agree with the author of the article? Why/why not?
- How can teachers focus on themselves as as "part of classroom management"?
- Name some areas/practices that teachers should focus on to improve their classroom management?

4. The Syllabus of the Course (Canva)

Intitulé du Master: Didactique des Langues Etrangères
Semestre: *01*
Intitulé de l'UE: Unité d'enseignement fondamentale
Intitulé de la matière: Teaching English as a Foreign Language
Crédits: 6
Coefficients: 3

Objectifs de l'enseignement (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

The main aim of this course is to provide the students with a deeper understanding of the nature and major concepts of EFL teaching.

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

Students are required to learn the fundamental concepts pertinent to EFL teaching and develop their knowledge throughout the period of their MA training.

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- General concepts and notions on the nature of foreign language teaching, in general, and English as a foreign language teaching (TEFL) in particular.
- The process of EFL teaching/ learning
- Objectives of EFL teaching/ learning
- Notions on didactics and pedagogy, and the triangle of didactics
- Methods and techniques of English language teaching (ELT)
- Teaching the productive and receptive language skills

Mode d'évaluation : *Contrôle continu, examen, etc... (La pondération est laissée à l'appréciation de l'équipe de formation)*
Continu + examen

Références (*Livres et polycopiés, sites internet, etc.*).

- Harmer, J. (2007). *The practice of English language teaching.* Longman.
- Gravels, A. (2017). *Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector* (Further Education and Skills).
- Reed, M. and Michaud, C. (2010). *Goal-driven lesson planning for teaching English to speakers of other languages.* The University of Michigan Press, Ann Arbor.