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UNIVERSITY OF ABBES LAGHROUR-KHENCHELA  
جامعة عباس لغرور خنشلة  
DEPARTMENT OF ENGLISH  
قسم اللغة الإنجليزية



# TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

Submitted in fulfillment of the recruitment of the degree of university habilitation

Submitted by:  
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# *Instructor Profile*

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# *Course Profile*

**Course Name :** Teaching English as a Foreign Language (TEFL)

**Level:** Master 1

**Specialty:** Language and Culture

**Time:** Sunday, from 11:00 to 12:30.

**Location:** Amphi H

**Evaluation:** 100% exam

**Semester:** One

## **Course Description**

Master 1 Students who are specialized in language and culture need to be cognizant of the different ways and contexts language should be used. One significant area that displays the very peculiarities of language use is Teaching English as a Foreign Language (TEFL). This course does not only help students to get acquainted with the various approaches, methods, and techniques used in teaching English, but it also tracks the development of teaching philosophy throughout history.

Master One students are exposed to this subject for two semesters. The first semester is dedicated to the theoretical framework that guides teachers into the intricacies of teaching English through demonstrating the strengths and weakness that traditional and modern teaching methods display along with the psychological and linguistic theories that influenced the emergence of these methods and approaches. The second semester is rather an application of the theories tackled in the first semester. Students will be introduced to the way different components of the language are taught and assessed, which includes the four language skills (reading, writing, listening, and speaking) and the three language components (Grammar, vocabulary, and pronunciation).

This subject is significant in the sense that it contributes to shaping future teachers on one hand and future researchers in the field of language teaching on the other. Students at Abbes Laghrour University start their journey of teaching exploration in their third year with the subject of didactics in which they are introduced to some general tactics of teaching without necessarily relating them to the context of English as a foreign language. When they become Master 1 students, they start to relate what they have seen in Didactics to the English teaching context, which is why they are introduced to the theories and approaches that impact the acquisition of a second or foreign language along with actual application of these theories in EFL contexts. In their Master 2, students are introduced to two more specialized EFL subjects:

“Teaching culture” and “Teaching literature” in which they will employ the same philosophies taught in their Master 1 but with more specific orientations.

These handouts are especially designed to university teachers who are currently teaching English as a foreign language or who are willing to teach the subject in the future. It also works as an asset for Master 1 students (Didactics or Language & Culture), for it provides the references they need to broaden their knowledge about the scope of TEFL and the terminology associated with it.

## **Course Objectives**

The first-semester syllabus of this subject revolves around three main objectives:

- By the end of the first semester, students will be able to differentiate between the different approaches, methods, and techniques used in EFL classes and identify the motives behind selecting the way a particular lesson should be taught.
- The courses embedded in the syllabus also aim at getting Master 1 students acquainted with the terminology pertinent to every teaching approach, linguistic trend, or learning theory.
- By the end of semester one, students will be also able to establish a link between the learning/linguistic theories and the language teaching approaches and illustrate every approach with a grammar, vocabulary, pronunciation, or a language skill lesson.

## **Prerequisites**

Before embarking on the first-semester lesson, Master 1 students should have a working knowledge about the various lessons and concepts being introduced in their course of didactics, especially what relates to teacher and students’ roles, the development of didactics, the disciplines linked to didactics, and motivation.

Students are also required to have an intermediate level in English, for it is impossible for students to learn how to teach language while their language is still lagging behind. Besides, they are supposed to answer their exam questions in the form of essays of extended paragraphs. Therefore, a good mastery of language is indispensable at this level.

## **Introduction**

EFL learners are now in need of mastering not only the way English is structured and handled in different situations, but also the different ways the language they are studying should be taught. The majority of students of English in Algeria choose to be English teachers in primary, middle, or secondary schools. And hence, they are required to master the very peculiarities of the English language along with the techniques that contribute to making those language features more accessible to teachers and students alike.

Teaching English as a Foreign Language makes a significant part of Applied Linguistics in the sense that it moved language from its overwhelmingly theoretical mold to a more practical sphere. TEFL makes apparent that there are elements (other than language) that can contribute to making the teaching process more rewarding. This being the case, TEFL is not only interested in investigating how to teach language skills or language components, but also the way individual, social, and cultural conditions may interfere in the teaching-learning process. These include the number of students, their social and cultural background, the sessions' timing, the relationship between the students and their teacher, and even the discourse tactics used by the teacher.

The domain of Teaching English as a Foreign Language has evolved thanks to the emergence of some conflicting theories in the fields of psychology, sociology, linguistics, anthropology...etc. These movements contributed to changing teachers' perspectives about the way lessons should be taught, students should be treated, and exams should be tested and evaluated. Every teaching approach is influenced, in a way or another, by the a particular linguistic, philosophical, or psychological trend. The very recent communicative approach, for instance, represents an automatic response to some linguistic theories like functionalism and critical discourse analysis and psychological philosophies like constructivism. Hence, the type

of techniques, strategies, and activities in the classroom will also change according to the requirements of the aforesaid theories.

This work introduces the terminology needed for the understanding of TEFL as a discipline linked to applied linguistics. Then, it presents the linguistic theories that influenced the development of teaching, the three most common learning theories (Behaviorism, Cognitivism, and Constructivism), EFL teaching methods and approaches, and eventually, the very principles of a lesson plan that enable an effective application of the theories being suggested.

**Table 1***Weekly Distribution of TEFL Lessons across the First Semester*

<b>Lectures' Titles</b>	<b>Teaching Weeks</b>	<b>Lessons' Details</b>
<b>Introductory Lecture: Key TEFL Terminology</b>	Week 1	Defining, illustrating, comparing and contrasting TEFL-related terms
<b>Linguistic Theories Influencing TEFL</b>	Week 2: Structuralism and Generative Grammar Week 3: Functionalism and sociolinguistics Week 4: Cognitive linguistics and corpus linguistics	Every linguistic trend is explained in three elements: background, key features, and influence on teaching English as a foreign language.  <ul style="list-style-type: none"> <li>• The lecture is followed by discussion questions</li> </ul>
<b>Language-Learning Theories</b>	Week 5: Behaviorism Week 6: Cognitivism Week 7: Constructivism	Every theory is explained in terms of principles, influence on TEFL, and critique.  <ul style="list-style-type: none"> <li>• The lecture is followed by discussion questions</li> </ul>

<p><b>Teaching Methods and Approaches in EFL</b></p>	<p>Week 8: Grammar Translation</p> <p>Week 9: The Direct Method</p> <p>Week 10: Audio-lingual</p> <p>Week 11: Communicative</p> <p>Week 12: Task-Based</p> <p>Week 13: The Silent Way</p>	<p>Every teaching method/ approach is explained in terms of an overview, general principles advantages and disadvantages, and example activities.</p> <ul style="list-style-type: none"> <li>• The lecture is followed by discussion questions</li> </ul>
<p><b>Lesson Planning in EFL Contexts</b></p>	<p>Week 14</p>	<p>Main components of a lesson plan along with the most common lesson models were introduced.</p> <ul style="list-style-type: none"> <li>• The lecture is followed by situation questions.</li> </ul>

## **Lecture One: Key TEFL Terminology**

Teaching English in EFL classes depends highly on using very technical terms and concepts to refer either to what students and teachers do in class or to the methods and approaches that govern the activities introduced or the interactions held between students and teachers. This introductory section presents the prime terminology that teachers, students or even researchers in the field of language teaching need to shape comprehensive understanding of the way EFL courses proceed and the changes that have influenced the EFL teaching-learning process. All the definitions introduced in this section are based on reading from *Approaches and Methods in Language Teaching* (Richards & Rodgers, 2014) and Harmer's *the Practice of English Language Teaching* (2007).

The most common EFL terms are defined as follows:

- **Teaching Methodology**

This involves all the pedagogical and instructional practices taking place in EFL classrooms, including the principles and strategies guiding teachers' behavior and students' interactions. Teaching methodology generally answers three questions: What to teach? How to teach? And why is it important to teach particular lessons/courses.

- **Drill**

This is a repetitive practice exercise that help students to retain and internalize linguistic entities (sounds, vocabulary items, grammar rules...). They are used in EFL classes to enhance students' accuracy and fluency, especially when it comes to pronunciation. This practice can also develop confidence and reduce errors.

- **Authenticity**

It refers to one aspect of the materials used to teach English as a foreign language according to what the communicative approach dictates. As the name suggests, authentic materials are those created by the native speakers of the language for non-pedagogical purposes. For instance, a text that is used to teach the present simple should not be written initially to teach the simple present.

- **Teacher Talk**

This refers to the speech techniques or the discourse tactics that teachers use in their classes to simplify issues to their students, to interact with them, or even to assess their improvement. Examples of these techniques involve tag questions, adjectives with positive or negative connotations, stress and intonations...etc.

- **Input Hypothesis**

This hypothesis suggests that language learning takes place when learners are exposed to a language that is beyond their actual understanding abilities. Hence, the language level would be very advanced, but students can still understand it if they make use of some contextual clues along with their critical thinking abilities.

- **Language Interference**

It is a language learning phenomenon that is demonstrated through the influence that native language exerts while learning a target language, and hence, some aspects of the first language will automatically transfer to the target language. The interference is positive if those aspects are similar in the two languages or negative if they are different.

Other EFL items are usually perceived as being linked to other similar or opposing terms. Hence, understanding them depends highly on the similarities and differences existing between them. These include:

- **Approaches, Methods, and Techniques**

The three concepts constitute integral parts of the methodology used in language teaching. An approach, however, is a generic term that embodies teaching methods and techniques; it is the philosophical approach/assumption that underlies the way teaching a particular aspect should be done with a particular group and in particular circumstances. Method, however, is the actual application of the principles that the selected approach endorses. The techniques include all sorts of activities, strategies, and tools to which a teacher resorts in order to achieve the objectives of the course.

- **Aim, Goal, and Objective**

In educational contexts, aims are the broad non-tangible statements about the intent of the whole educational policy, not simply a course or a lesson while goals are more measurable statements about some specific outcomes of a given course. Objectives, however, are the most concrete and detailed outcomes of the lessons introduced in class and the steps followed.

- **Syllabus VS Curriculum**

A syllabus only includes the lessons/ tracks that constitute the content of the course. Curriculum, however, is more general in the sense that it incorporates, in addition to the lessons' titles, an overwhelmingly detailed description of the methods and approaches to be followed along with the assessment and evaluation procedures.

- **Competence VS Competency**

While competence stands for the general knowledge that a given performance necessitates, competency refers to the actual application of the knowledge. Henceforth, whenever knowledge about the various skills (competence) is put into practice, it becomes rather a competency.

- **Evaluation VS Assessment**

Despite being sometimes used in interchangeable contexts, and despite being interconnected, the two processes are completely different in purpose and execution. While evaluation is summative in nature (taking place at the very end of a course) to determine the effectiveness of a given product, assessment is a more ongoing process that aims at spotting students' weaknesses and seeking improvement.

- **Communicative Competence VS Linguistic Competence**

Teaching a foreign language generally aims at developing both linguistic and communicative competence. The former is linked to teaching language components like grammar, vocabulary, and pronunciation and ensuring an accurate usage of language. Therefore, achieving linguistic competence means the correct application of linguistic rules. Communicative competence, on the other hand, is the way language is used in different communicative contexts. The mere knowledge and application of rules will never suffice to make learners communicate appropriately and fluently in different situations; cultural and contextual knowledge is also necessary.

- **TEFL VS TOEFL**

TEFL (Teaching English as a Foreign Language) is a discipline interested in examining the development of the approaches and techniques used by EFL teachers in their classes, tracking the challenges faced, and suggesting remedies. TOEFL, however, is the Test of English as a

Foreign Language. It is a proficiency test destined to non-native speakers, for it is required in some scholarships and visa or job applications.

- **Media VS Materials**

Media is all the tools or channels through which the learning process takes place. They can be in the form of videos, recordings, or visual tools like diagrams. Materials, however, are about the actual content being presented to learners; this can include, for instance, the chapter of a book, the lyrics of a song...etc. Simply put, media is mainly about how to present while materials are more linked to what to present.

- **Teacher-Centered Approach VS Learner-Centered Approach**

If an approach is described as teacher-centered, the whole proceedings of a lesson are manipulated by the teacher, who is considered the sole source of knowledge. Even the student's interactions are utterly controlled by the teacher, which is one of the criteria of most of the traditional approaches to teaching English as a foreign language. Learner-centered approaches offer a more flexible outlook of teachers' and students' roles in the class. According to them, students should be more involved in the lesson, especially because the whole lesson revolves around their needs and interests. Learner-centeredness represents a prominent trait of the modern approaches to EFL teaching.

## **Lecture Two: Linguistic Theories Influencing TEFL**

There are various linguistic theories that have contributed immensely to providing insightful perspectives about the way language is shaped and used in different contexts. These theories have not just influenced language itself, but also how language teaching methodologies are viewed. This chapter delves into the prime linguistic theories that had major impact on the teaching-learning process, especially in the context of teaching English as a foreign language.

### **2.1. Structuralism**

- **Background**

Structuralism is one of the language-related theories that was coined by Ferdinand de Saussure in the early 20<sup>th</sup> century as way to explain how language is structured. This school of thought was initiated when de Saussure released his book *Course in General Linguistics* in 1916. The main principle of structuralism is that all linguistic elements are intricately interrelated, and understanding those elements relies on understanding the link existing among them. This way, structuralism influenced not only linguistics and semiotics, but also language teaching (Irmawati, 2014).

- **Key Features**

- Language is handled as structure, as a system that includes different interrelated items: They can be sounds, words, parts of words, and sentences.
- Language is about form, correctness, and accuracy. A good language is, therefore, the one that respects all syntactical and structural rules.
- Since much focus is placed on system and structure, then learning a language depends highly on processes of imitation and habit formation (Richards & Rodgers, 2014).

- **Influence on EFL**

- Structuralism contributed to the emergence of some language teaching approaches that consider memorization as a key learning feature like the Grammar translation method and the **Audio-Lingual Method**.
- Repetition and pattern drill are highly advocated by this theory, and therefore, the recommended classroom activities are dialogue memorization, transformation drills, and substitution drills (Richards & Rodgers, 2014).

## **2.2. Generative Grammar**

- **Background**

Introduced by Noam Chomsky in the 1950's, Generative grammar is a theory in modern linguistics that stresses the importance of the subconscious knowledge of language. Therefore, it maintains that this knowledge can help users generate as many sentences and meanings as possible. Unlike the structural view of language that focuses on the surface structure and way linguistic items are ordered and distributed, this theory emphasizes that a deep structure that displays semantic relations is also needed to understand language (Li & Wang, 2018).

- **Key Features**

- There are universal (universal grammar) that govern the use of language due to the innate nature of linguistic patterns.
- This theory clarified the distinction between two language aspects: Competence and performance. This theory highlights the importance of competence (which is the internal knowledge of language) at the expense of performance (which is the actual use of language).

- Language learning is a purely cognitive and mental process that relies mostly on hypothesis testing rather than habit formation (Li & Wang, 2018).

- **Influence on EFL**

- Linguists' attention shifted from considering and analyzing the surface structure of the linguistic system to explaining, identifying, and analyzing the different rules and mental processes associated with the use of language.
- This theory highlighted the importance of grammar in construing language, and hence, the **explicit teaching of grammar** along with **grammar-focused syllabi** were highly encouraged.
- The theory does not just centralize the role of language analysis but also the role of error analysis, especially as way to develop students' interlanguage.
- The one criticism that this theory receives is that it overemphasizes the role of abstract rules, ignoring, neglecting all sorts of social and cultural influences. This led to a complete ignorance of the role of real-life communication in learning foreign languages (Richards & Rodgers, 2014).

### **2.3. Functional Linguistics (M.A.K. Halliday – Systemic Functional Linguistics)**

- **Background**

SFL is a theory of language forged by M. K. Halliday during the 1960's. It started in the UK and then spread to Australia. Now, the approach is used world-wide, notably in areas like language education and discourse analysis. It aims particularly at highlighting the relationship between language and context (O'Donnell, 2012). Functionality refers to the way different

sentence constituents work so that grammatical categories are described in terms of their communicative functions (Fang, 2013). A sentence comprising subject, verb, and object would be rather described as having an agent, a process, and a target for instance. A system, however, denotes the set of options and linguistic choices that help to construe language functions. As Halliday points out: A system “is a set of options with an entry condition: that is to say, a set of things of which one must be chosen” (as cited in Harman, 2008, p.23).

- **Key Features**

- SFL is considered as a branch of educational linguistics and has its origins in the work of Halliday (1993). It gives credit to the linguistic properties of the different genres of texts. It is mainly concerned with highlighting the way language functions in context and identifying the lexico-grammatical features pertinent to particular types of texts.
- According to Halliday and Mathissen (2004), there are three preeminent categories of meanings or language Metafunctions. These are known as: Textual meanings, ideational meanings, and interpersonal meanings, and correspond respectively to the three register variables: mode, field, and tenor. These types of meaning making aim at representing clauses as messages “textual”, as exchanges “interpersonal”, and as representations “ideational”.
- According to Halliday, SFL is an “applied theory”; it is meant to solve life-related problems and to be applied in different domains that are not necessarily educational. Mathissen (as cited in Almurashi, 2016) states that SFL is largely employed in fields like translation, healthcare, and computer science.

- **Influence on EFL**

- The text analysis techniques employed by SFL can provide many advantages for teaching writing in EFL classes. They help teachers and learners reach an understanding of language variations within different situations and the way those variations occur in predictable fashion (de Oliveira, 2015).
- This theory advocates **communicative language teaching (CLT)** and **task-based learning**.
- SFL offers a clear framework for learners to deal with any subject area and surmount the reading challenges that might be encountered. As an illustration, SFL enables learners to recognize how science and history display different features of Academic registers due to having different experiential orientations: The former builds experience of the world while the latter builds interpretation of social experience (Schleppegrell, 2004).

## **2.4. Sociolinguistics**

- **Background**

Sociolinguistics is a theory that links language to society. It emerged in the 1960's to account for the different ways linguistic structures and societal norms can influence each other. William Labov is considered as the founder of modern sociolinguistics as he studied how language varies when a particular social or cultural element changes. Areas of sociolinguistics include: Identity and language, language policy and planning, Language variation and change, and dialectology. It is also worth noting that this theory is multidisciplinary in the sense that it embodies elements from other disciplines like psychology, anthropology, and social and human sciences (Chambers et al., 2018).

- **Key Features**

- Language structures differ according to the existence or absence of social and cultural factors. These include gender, age, status (economic, educational...), region, etc.
- This theory centralizes the significance of the relationship (s) existing between language and society.
- Sociolinguistics caters for the role of some concepts like diglossia code-switching and code-mixing, and also communicative competence (Chambers et al., 2018).

- **Influence on EFL**

- Sociolinguistics gives credit the **appropriate use of language** in various contexts. The latter do not only incorporate social elements like age and gender but also other situational factors like the audience to whom the message is sent and the speaker's intentions and orientations. These ideals have led to considering language teaching as a form of social practice (Holmes, 2013).
- It is only after the spread of some sociolinguistic principles that **teaching elements like pragmatics**, politeness strategies, and speech acts became prominent in EFL contexts. All these elements are becoming essential to help students to use language in a way that corresponds to social conventions and expectations (Yule, 1996).
- Sociolinguistics contributed immensely to the emergence of some language-teaching approaches that are still gaining wide currency nowadays. These include the **Notional-Functional Syllabus** and the **Communicative Approach** as these two approaches assist in the process of relating linguistic items to their communicative functions (Littlewood, 2004).

## 2.5. Corpus Linguistics

- **Background**

Corpus linguistics (CL) refers to the methodology of qualitative and quantitative linguistic analysis and description based on large collections of naturally occurring spoken or written language, which is termed corpora. It aims at identifying “probabilities, trends, patterns, co-occurrences of elements, and features or groupings of features” (Teubert & Krishnamurthy, 2007, p. 6).

- **Key Features**

- The specialized corpus takes into account collocations, keyness, semantic preference, and semantic prosody. This system of analysis succeeds in maintaining balance between the subjective opinion of the researcher and the strict rigidity of scientific analysis and interpretation.
- The patterns and trends followed when using corpus linguistics can be useful in exposing the ideologies existing within discourses, which is usually accomplished through cross-referencing connotations of chosen lexis and structures as well as through examining semantic prosody.
- The only setback of these corpus approaches is their disregard for varied contexts, rendering the analysis limited to verbal scope (Richards & Rodgers, 2014).

- **Influence on EFL**

- Taking the principles of this method into account, teachers can always use **corpus-based frequency lists of vocabulary items**. These lists enable students to retain

new vocabulary items through relating them to one semantic theme so that students can always remember those vocabulary items through relating them to one another.

- This theory contributed to the emergence of **data-driven learning (DDL)** wherein learners are required to analyze corpora for the sake of detecting linguistic similarities and differences existing among texts and internalizing common grammatical and discursive features (Johns, 1991).
- Corpus linguistics has also developed the principles of the **lexical approach** that highlights word combination teaching rather than individual items (Lewis, 1993).
- Corpus linguistics can help teachers and students alike to get introduced to **concordance tools**- software that demonstrates examples of items and expressions from a corpus in a particular context. Doing so, students can understand the norms and conventions pertinent to every genre (Boulton, 2011).

## 2.6. Cognitive Linguistics

- **Background**

Cognitive linguistics refers to the scholarly perspective on the study of language, conceptual systems, human cognition, and meaning construction (Waugh et al., 2015). Cognitive linguists argue that language is based on a system, through which both thought and action are carried out and that communication is the result of mental processes. Therefore, linguistic structures reflect those mental processes (Hart, 2010).

- **Key Features**

- Language is not an autonomous entity; it is the outcome of the interaction that takes place between various mental processes. These processes include categorization of data, data storage and retrieval, and knowledge perception. metaphor, and schema.

This theory also emphasizes the idea that language is only constructed when some cognitive procedures like schematic organization and conceptual metaphor are involved (Langacker, 2008). These processes help organize one's thoughts and link ideas together.

- Cognitive linguistics is also known for embracing the idea of embodiment, which indicates that the linguistics structures that we use are actually reflected through sensory and physical experiences (Langacker, 2008). The expression “I'm feeling down”, for instance, clearly indicates sadness because the spatial factor contributed to the understanding of the nature of feeling being expressed.

- **Influence on EFL**

- This theory has greatly influenced the teaching of vocabulary in EFL classes, especially to beginners. Using **conceptual metaphors** and image schemas, for instance, can help learners link the abstract terms and concepts to the existing tangible objects. The influence of this theory exceeds the mere teaching of vocabulary items, for it provides a cognitive framework for the understanding of figurative language and idiomatic expressions, which are generally considered challenging for EFL students.
- Cognitive linguistics advocates **usage-based learning and meaning-focused instruction**. Language is only acquired when it is being used in meaningful contexts, which enables students to develop a context-sensitive use of linguistic structures (Bybee, 2010).

Table 2

*Summary of the Linguistic Theories Influencing TEFL*

<b>Theory</b>	<b>Contributor</b>	<b>Influence on TEFL</b>
<b>Structuralism</b>	Bloomfield, De Saussure	Audio-Lingual Method
<b>Generative Grammar</b>	Chomsky	Grammar Translation Method
<b>Functionalism</b>	Halliday	Task-Based Learning+Communicative Language Teaching
<b>Sociolinguistics</b>	Hymes, Labov	Notional-Functional Approach+ The Pragmatic Approach
<b>Corpus Linguistics</b>	Sinclair	Lexical Approach+ Notional-Functional Approach
<b>Cognitive Linguistics</b>	Langacker	Teaching vocabulary Conceptual Learning

This second lecture has shed light on the linguistic theories that have influenced EFL teaching, and the way they have evolved over time. Selecting to refer to one theory over the others is generally dictated by the nature of the lesson to be presented, the level of the students, and the objectives to be attained.

- **Practice**

**Discussion Questions**

1. Considering Chomsky's explanation of the differences between "competence" and "performance", how can the distinction between the two concepts employed in EFL contexts?
2. Imagine you were teaching collocations to advanced students. How would you approach this lesson from a structuralist point of view? What changes would you make in your lesson if a functionalist theory was used instead?
3. Provide examples on how the principles of corpus linguistics can help EFL teachers and students to overcome difficulties in literature and history classes.

### **Suggested Answers**

1. competence can be evaluated by EFL teachers via written or grammar tests while performance can be assessed through debates, role-plays, or simulations. Competence and performance activities should be complementary; structural drills to enhance students' competence and communicative activities to address performance. When assessing students' performance, teachers should be aware of the distinction between the two concepts because mistakes in performance are not necessarily the outcome of lack of competence; they can be rather related to other psychological factors like anxiety and stress.

### **2. Structuralist View:**

- Introduce the different types, forms, and categories of collocations.
- Highlight specific patterns and combinations, referring to some examples.
- Teaching activities can include:
  - Repetition and drills
  - Fill-in-the-blanks or matching activities.

- Highlighting the main rules that govern collocational pairings.

### **Functionalist View:**

- Stresses the significance of the functions of collocations in context.
- Collocations are categorized according to their **communicative functions** (e.g., how “make a decision” functions in a dialogue).
- Teachers can use the following:
  - Authentic materials (interviews, movie clips, articles...).
  - Introducing activities that encourage students to use different types of collocations in their writing or speech.
  - Teachers’ assessment ought to be oriented more towards fluency, not accuracy.

### 3. Corpus Linguistics can be used in different ways:

- Students can examine the way some historical and literary terms are used in context.
  - Example: Using corpora to study how females are connotated throughout various historical periods.
- Studying corpora can assist the process of acquiring literary and historical collocations (tragic flaw, epic hero...), which can be a way to enlarge their vocabulary repertoire. students understand frequent word pairings in literary texts.
- Students can always analyze corpora to compare how various literary and historical genres differ in terms of linguistic and discursive features.
- Students can always imitate the literary and historical texts they encounter through employing the most frequent words and expressions.

- Corpus linguistics can help EFL teachers to create vocabulary lists pertinent to each historical period or even to literary movements (e.g., Romanticism, the Enlightenment)

## Lecture Three: Language Learning Theories

Not only the linguistic theories that exerted a remarkable influence upon the teaching methods and techniques used in EFL classes; some psychological theories have also contributed to raising the awareness of practitioners in the field of applied linguistics about the way psychological factors like cognitive development and environmental effects could change teachers' perspectives about the whole teaching-learning process. The three most common language learning theories are: Behaviorism, Cognitivism, and constructivism.

### 3.1. Behaviorism

Behaviorism is a theory coined by **B.F. Skinner in 1957**. It suggests that language learning is a mere habit formation; learning language takes place when features and elements of language are drilled over a period of time. Therefore, a given language element is only learned if using it becomes habitual. According to this theory, students learn the various linguistic features language through the so-called **stimulus-response mechanisms**, which dictates that correct answers should be reinforced in order to generate automatic learning (Brown, 2007).

The idea of positive reinforcement was proposed by Skinner (1957) when working on operant conditioning. According to him, positive reinforcement (usually takes place in the form of rewards) is necessary to assist learners to retain correct language structures. Some teaching methods like Grammar Translation or the audio-lingual method that were originated in the mid-twentieth century are based on the very principles of this theory.

#### Teaching Techniques Following the Behaviorist View

- **Positive Reinforcement** – This takes place when teachers acknowledge correct answers with praise or rewards. They can, for instance, add some points to students' marks or provide good students with cards or stars at the end of every class. Teachers oral or written feedback is also a classic example of positive reinforcement.

- **Use of Drills** – This technique is primarily based on repetition. The so-called “repetition drills” constitute of repeated practice of a specific language structure, be it grammatical, phonetic, or vocabulary related. In some speaking classes, for instance, teachers resort to tongue twisters to internalize the articulation of some sounds. The sound “b”, for instance, can be articulated using the tongue twister “Betty and Bob brought back big balloons from the big bazaar”.
- **Pattern Practice** – This technique is based on controlled repetition in the sense that the focus is accuracy rather than fluency. Students are supposed to substitute some linguistic elements (like verbs, nouns, or adjectives) while preserving the overall structure of the sentence (Brown, 2007).

- **Example Activity: Substitution Drills**

- Teacher: "I eat breakfast at 7 AM."
- Students modify: "I eat lunch at 12 PM." "I eat dinner at 7 PM."

- **Criticism**

It is true that this theory is very affective if the prime teaching objective is maintaining students’ accuracy and internalizing individual linguistic elements. However, a good number disadvantages may arise. These include:

1. Overemphasis on memorization may limit creativity
2. Techniques like pattern practice and substitution drills can limit learners’ ability to be part of real communication (Richards & Rodgers, 2014).

### **3.2. Cognitivism in Language Learning**

Cognitivism is a language learning theory that appeared as a reaction to **the behaviorist movement that emphasized memorization at the expense of other mental processes**. The

latter, according to cognitivism, involve operation like **memory, attention, problem-solving,** and **perception**. While Behaviorism stresses only the significance of what is tangible (observable behavior), Cognitivism highlights the way some **internal mental representations** interact when learning a language takes place (Brown, 2007).

- **Cognitivism Principles**

- Cognitivism proposes that learning is based on construing **mental models** (referred to as “**schemas**”) that can help them acquire knowledge and organize different pieces of information (Miller, 1956).
- **According to cognitivists, learning is an active process**, for it necessitates that learners actively **process information** rather than merely receive stimuli. This involves storing information, **organizing** them according to a given pattern, and then **retrieving** them when necessary. This theory maintains that the human’s mind is very similar to a computer. Sensory input receives the data to be stored in the short-term memory before being transmitted to the long-term memory (if it were meaningful) (Bransford, Brown, & Cocking, 2000).
- **Constructing meaning according to cognitivism is a process of relating new pieces of information to what already exists in mind**. Unlike the behaviorist view, Learners are supposed to comprehend the knowledge they receive **organize** it rather than simply memorize it (Sweller, 1988).
- Cognitivism also crystalizes the significance of **metacognition in learning**. Metacognition is learners’ awareness and understanding of how they are supposed to regulate their learning and their thoughts about the strategies that can use as well as areas that should be improved (Flavell, 1979).

- **Major Theorists**

- **Jean Piaget:** Through his theory of cognitive development, he tried to explain the stages that children are supposed to go through in order to as develop their mental schemas on one hand and their understanding of the world on the other (Piaget, 1973).
- **Jerome Bruner:** He was known for the introducing the idea of **scaffolding, which signifies that** learners should be involved in **active problem-solving activities that enable students to use both skills and knowledge** (Bruner, 1960).
- **Lev Vygotsky:** Vygotsky has introduced the theory of **sociocultural theory**, which clarifies the relationship between social interaction and the development of students' cognition. Vygotsky has also coined the concept of “the **zone of proximal development**”, which refers to the space between what a learner can accomplish individually and what they can achieve with help from an adult or by working with more skilled peers (Vygotsky, 1978)

- **Cognitivism and Language Learning**

In the EFL context, **Cognitivism** stresses the significance of involving learners in intellectually stimulating activities so that they can work on their problem-solving skills. Teachers who choose to use a cognitive approach are supposed to select tasks that require their learners to utilize various cognitive processes while manipulating language (e.g., puzzles, games, riddles) (Brown, 2007). Examples of these activities include:

- **Think-Aloud Protocols:** Teachers can always encourage their learners to voice the ideas they have in mind while proceeding through the various language-related problems.

- **Task-based Learning:** Through these activities, students can make use of the learnt linguistic items in real-life situations.
- **Mind Maps:** While learning new vocabulary items or new grammatical rules, teachers can ask their students to organize those linguistic elements in the form of maps or diagrams so that they can understand the way they are related to one another.

- **Critiques of Cognitivism**

Despite the fact that Cognitivism has greatly informed the instructional practices in EFL classes, critics argue that it introduced some problems to the educational arena. These include:

- The overreliance on cognitive theories to explain the learning process may lead to the marginalization of other language-related factors like students social and cultural background. After all, the individual mental processes alone will never suffice to make learners active elements of the learning process.
- Comparing the human mind to a computer (considering the brain as an information processor) is regarded as an oversimplification to the intricate nature and workings of the human cognition (Lave & Wenger, 1991).

### **3.3. Constructivism in Language Learning**

Constructivism is an educational theory that emerged to promote the active construction and elaboration of knowledge. Accordingly, learners build knowledge themselves through their experiences rather than depending wholly and passively on what the teacher provides. This theory highlights the **social and interactive component** of learning, which denotes that students build new knowledge through relating it to the already- existing data (or schemata) (Bruner, 1960).

- **Key Principles of Constructivism**

Constructivism maintains that learning cannot be a passive process; students are required to construct knowledge depending on their experiences and their interaction with the environment surrounding them (Piaget, 1973). This environment includes teachers, peers, family members...etc. Hence, Vygotsky's sociocultural theory underscores the significance of social encounters, collaboration, and assistance in facilitating learning (Vygotsky, 1978).

Students' role in the classroom is not merely memorizing facts and behaving according to teachers' instructions. Students, according to the constructivist view, are also in need of getting engaged in intricate real-life problems and find plausible solutions (Jonassen, 1999).

One prime focus of constructivism is students' needs and interests. These do not only relate to linguistic needs but also to social and psychological needs. Therefore, students are required to articulate their thoughts, feelings, and interests so that teachers can take them into consideration while planning lessons or designing tests (Jonassen, 1999). Doing so can help students feel more independent and more responsible for their own learning.

- **Major Theorists**

- **Jean Piaget:** Piaget's theory of cognitive development paves the way to the emergence of constructivism. According to Piaget, cognition develops throughout numerous stages, and children should acquire specific skills or construe specific knowledge before moving from one stage to another (Piaget, 1973).
- **Lev Vygotsky:** Vygotsky's showcases the way culture, society, and language can all work together to boost students' cognitive development on one hand and their knowledge of the world on the other hand (Vygotsky, 1978).

- **Jerome Bruner:** Bruner suggests the idea of **discovery learning**, which contends that the first step in learning should be exploring and experimenting the world surrounding us to make sense of it (Bruner, 1960).

- **Constructivism and Language Learning**

Since **constructivism** is concerned with the interaction that takes place between cognition, language, and society, theorists suggest that learners in EFL contexts should be part of **authentic and meaningful tasks** that can help them to make use of the linguistic elements that they have learnt in a more active way. To do so, teachers can create situations wherein students work together in teams, engage in real-life problems, or discuss issues that pique their interest (Brown, 2007).

**The activities that can illustrate constructivism in practice include the following:**

- **Collaborative Learning:** Using the target language, learners can work in pairs or in small groups to carry out authentic tasks.
- **Project-Based Learning:** Teachers can attribute long-term projects to their students for the sake of granting them the opportunity to use language in meaningful contexts (e.g., designing a travel brochure or conducting an interview).
- **Inquiry-Based Learning:** The whole theory is based on questioning. Teachers are recommended to encourage their students to ask questions and reflect upon the issues being introduced in class, which can enhance students' creative and critical thinking skills (Richards & Rodgers, 2014).

- **Critiques of Constructivism**

- In some contexts, applying constructivism can be considered very ambitious, especially in cases where teachers are in charge of overcrowded classrooms or classrooms with diverse learners. Hence, it cannot be always feasible and practical.
- Some critics argue that the theory puts too much emphasis on **discovery learning** and marginalizes the role of **direct instruction** in the teaching-learning process (Kirschner, Sweller, & Clark, 2006).

Table 3

*Summary of the Characteristics of Behaviorism, Cognitivism, and Constructivism*

	<b>Behaviorism</b>	<b>Cognitivism</b>	<b>Constructivism</b>
<b>Learning Philosophy</b>	Learning is a stimulus-response process that results in behavior change	Learning is a cognitive process.	Learning is a process of autonomous construction of knowledge
<b>Contributors</b>	Pavlov, Skinner, Watson	Piaget, Bruner	Piaget, Vygotsky
<b>Learners' Role</b>	Passive recipient of knowledge	Information processor	Constructor of knowledge
<b>Teachers' Role</b>	Controller and reinforcer	Deriving information from students, helping students to develop mental processes	Guide and facilitator
<b>Focus</b>	Tangible behavior	Cognitive processes	Social interaction
<b>Learning Process</b>	Operant and classical conditioning	Information storage and retrieval	Scaffolding and problem-solving tasks

- **Discussion questions**

1. **Students' role in EFL classes differ according to the linguistic and psychological theories influencing teaching practices. Discuss the way behaviorism and constructivism dictate two different students' roles in EFL contexts.**

**Answer**

According to behaviorism, students are merely passive recipients of knowledge (referred to as stimuli), and learning takes place only in the presence of reinforcement, which results in teacher-centered teaching methods. As for constructivism, advocates value the contribution of students in the learning process, and hence, students are required to construe knowledge themselves through interaction and experience that are usually endorsed via the implementation of task-based learning and critical thinking activities.

2. **An EFL teacher is employing peer reviewing and peer discussion in class, constantly referring to students' experiences to help students construe knowledge while, meanwhile, avoiding error correction. What theory (behaviorism, cognitivism, constructivism) is likely to influence the teachers' practices? Justify your answer.**

The theory that dominates the teacher's practices in the classroom in constructivism. As emphasized by figures like Piaget and Vygotsky, constructivism prioritizes learner autonomy and social interaction, which is the exact case the highlighted situation. Students are the ones who build their knowledge, and they are also responsible for spotting and correcting their mistakes or their friends' mistakes.

3. **According to the behaviorist theory, how can positive reinforcement be used in EFL contexts? Illustrate your answer.**

The behaviorist approach recommends the use of positive reinforcement that constitutes of providing learners with rewards in case a desired behavior was manifested as way to intensify the possibility of doing it again.

*Example:* Positive rewards can appear in the form of praise, using words and expressions that bear positive connotations like “good job”, “great”, “perfect” ...

Positive rewards can also appear in the form of extra marks or some other tangible objects like stickers or stars (This works better with beginners).

## Lecture Four: Teaching Methods and Approaches in EFL

Language teaching has witnessed various changes throughout history. The latter are the outcome of some language-related research and movements, educational trends, and even social and cultural influences. Nowadays, teachers are blessed with a good number of methods and approaches, each with its strong and weak points. This chapter delves into the preeminent **teaching methods** in EFL, introducing a review of their major premises, strengths, limitations, and practical guidelines on how these approaches can be best used by EFL teachers.

### 4.1. The Grammar-Translation Method (GTM)

- **Overview**

The **Grammar-Translation Method (GTM)** is an approach to language teaching that gained wide currency in the 19th and early 20th centuries. Unlike current teaching methods, GTM places much emphasis on **explicit grammar instruction** as it promotes the idea of introducing grammar rules directly to students without giving space to students' deduction skills. It is also based on **translation exercises**, especially from the native to the target language (Richards & Rodgers, 2014).

- **Principles**

According to Larsen-Freeman and Anderson (2011), the principles of Grammar-translation method can be summarized in the following points:

Lessons are presented using the native language of the students. Advocators of this theory believe that the starting point of learning any foreign language is the native language itself because students, especially beginners, cannot comprehend a new language and content together. Hence, introducing the new content using the already-known language can ease the process of language learning.

**Grammar is** taught explicitly through translation. Teaching Grammar involves a direct explanation of grammar rules in addition to translating those rules or passages involving from native to target language so that students can comprehend how grammar functions in both languages.

Vocabulary is taught via **bilingual word lists**: Since translation is given great importance, then vocabulary items are taught through providing students with their alternatives in the native language. Sometimes, teachers help students to find similarities between the Target language items and the native language items to facilitate the process of memorization.

GTM advocates accuracy rather than appropriateness. Hence, there is more focus on the more standardized communication channels (Reading and writing) rather than listening and speaking.

- **Advantages**

- ✓ It can be very applicable for students who wish to develop their reading and writing skills.
- ✓ Very useful for acquiring the principles of academic writing or the features of formal discourse.
- ✓ For students who like to be taught through direct instruction, GTM can be very useful, especially with grammar rules and vocabulary items (Richards & Rodgers, 2014).

- **Disadvantages**

- ❖ **Less attention is given to speaking and listening skills.** Therefore, students' knowledge about the target language would be very limited and incomplete.
- ❖ Lack of communicative and culture-related skills due to the overemphasis upon memorization.

- ❖ Not appropriate for **students who wish to improve their fluency**
- ❖ **Not suitable for students with advanced levels** (Larsen-Freeman & Anderson , 2011).

- **Example Activities**

**Teachers who implement Grammar Translation method in their classes can always use the following activities:**

- Translating rules, passages, or vocabulary items from native to target language or vice versa.
- Analyzing the different grammatical structures present at the level of the passage selected by the teacher.

## **4.2. The Direct Method (Natural Method)**

- **Overview**

The **Direct Method** appeared as a reaction to grammar translation method. It focuses on **oral skills of communication** along with immersive language acquisition without resorting to translation activities as it is the case in Grammar Translation Method (Larsen-Freeman & Anderson, 2011).

- **Principles**

The prime principles of the direct method are listed by Howatt and Widdowson (2004) as follows:

The sole language tolerated in class is English. Students are encouraged to make use of the target language in different situations so that they can improve their communicative skills and make their language as natural and authentic as possible.

Grammar is taught using the inductive approach: Unlike GTM, the direct method advocates the inductive teaching of grammar; students are supposed to deduce the rule themselves after analyzing the examples or the passages provided by their teacher.

Since natural English is prioritized, this approach puts much focus upon listening and speaking skills rather than reading and writing. The sort of language targeted by teachers and students is not the academic English but rather the English as it is used by native speakers

Context, visuals, and gestures are the main tools that teachers employ to enlarge students' vocabulary repertoire. According to this approach, teaching words' meaning using vocabulary lists or translation techniques can never help students to retain the items being learnt or use them in different contexts.

- **Advantages**

- ✓ Good and easy way to acquire English naturally.
- ✓ Focusing on listening and speaking help learners become fluent in the language on one hand more active participants in the classroom on the other hand.
- ✓ It can help students to develop confidence and high self-esteem (Richards & Rodgers, 2014).

- **Disadvantages**

- ❖ It requires huge time and effort from the part of teachers and students: Teachers need to be good speakers and students should be very skilled to deduce everything by themselves.
- ❖ Beginners can find the direct approach very challenging, for they need each time to resort to techniques like translation and rote memorization.

- ❖ Grammar rules may not be fully understood by students because some learning styles are more oriented towards the direct exposure to grammar while others are too lazy to analyze and deduce rules (Richards & Rodgers, 2014).

### **Example Activity**

**Teachers who implement Grammar Translation method in their classes can always use the following activities:**

1. Vocabulary

The teacher shows an object to his primary school pupils and asks the question: “**what’s this?**”

Students respond: “**It’s a pen.**”

The teacher expands: “**True! This is a blue pen.**”

2. Grammar

Teacher asks students : At what time do you wake up?

Students answer: We wake up at 7:00 a.m.

Teacher: What is the tense used?

Students: the present simple

Teacher: why is it used in this sentence?

Students: to talk about habits

Teacher: So the present simple is used to express habit.

### **4.3.The Audio-Lingual Method (ALM)**

- **Overview**

The audio-lingual method inspired most of its principles from the **behaviorist approach** along with the military training programs, giving the fact that it emerged during the second world war. This approach emphasizes that language learning can only take place through **habit formation** that, in turn, develops through **repetition and drills** (Skinner, 1957).

- **Principles**

Four main principles govern the implementation of audio-lingual method in EFL classes (Richards & Rodgers, 2014):

According to ALM, more focus ought to be placed on the oral skills rather than writing, and the two techniques promoted to develop learners' speaking is memorization and repetition.

To introduce grammatical structures and to instill the grammatical system in students' minds, teachers resort to pattern practice whereby students create new sentences following the pattern (grammatical structure) provided by the teacher.

Since habit formation is prioritized, errors should be corrected instantly by the teacher, and students are supposed to repeat the to correct structure so that students would not form bad linguistic habits.

Native language is not completely forbidden, but it is preferable to make use of the target language to attain the communicative objectives of the lesson.

- **Advantages**

Developing speaking automaticity. Using this approach can help students produce language fluently and effortlessly without needing to think much about the words or the structure to be used. This comes as an outcome to constant practice, training, and exposure to the target language.

Very useful for those who wish to improve their pronunciation, especially because it focuses on mimicking native speakers and imitating the sound patterns and the mouth movements they make.

Very appropriate for students who like **structured learning**. ALM is a step-by-step approach to language learning as it emphasizes accuracy, repetition and drills (Brown, 2007).

- **Disadvantages**

Since it relies much on memorization and repetition, and due to marginalizing all types of engaging activities, it is considered to be very **mechanical and robotic**.

The ALM is a teacher-centered approach par excellence; students are not given much space to use language, which can result in limited creativity and lack of communicative and critical thinking skills.

The drills that teachers use in class are usually disconnected from real-life situations, which may create problems for students when attempting transfer the linguistic skills they develop to real conversations (Brown, 2007).

**Example Activity: Substitution Drills**

- Teacher: "**I drink coffee.**"
- Students repeat and substitute: "**I drink water**" / "**I drink tea.**"

#### **4.4. Communicative Language Teaching (CLT)**

- **Overview**

**Communicative language teaching** appeared in the 1970s as a reaction to all the preceding language teaching approaches that were, according to some practitioners, overly structured (Grammar Translation Method and the Audio-lingual Method are classic examples). This approach highlights the significance of **meaningful communication** and gives credit to **fluency** over **grammatical accuracy** (Richards, 2006).

- **Principles**

According to Richards and Rodgers (2014), the communicative approach is conceptualized based on the following premises:

Focus on **real-life communication**: it highlights the significance of using language in meaningful contexts, especially those related to real-life situations, which can improve learners' fluency and linguistic proficiency.

Grammar is taught **in context**, not in isolation: This indicates that students should make an in-depth analysis of the various structures used in the authentic contexts to which they are introduced. Doing so, students can understand when and how to use these structures. The contextual teaching of grammar is also more engaging and motivating for students.

Encourages **pair work and group discussions**: Working in pairs or teams can help students improve their listening, speaking, and communicative skills, which can, in turn, help them to spot mistakes related to their language and correct them. This can enhance spontaneity along with social and emotional intelligence.

Errors are seen as a natural part of learning. Mistakes, according to this approach, represent opportunities for improvement. When mistakes are perceived naturally by teachers, then students will be able to speak freely and openly because what really counts is the act of communicating ideas, not the quality of grammar, vocabulary, and pronunciation that students demonstrate.

- **Advantages**

- ✓ Enhances **fluency and confidence**: The more students talk, the more they will be able to gain confidence in their language and ideas. Self-confidence helps students feel more comfortable while using language or while interacting with their colleagues, their teachers, or even while using the language outside of the classroom.
- ✓ Prepares students for **real-world language use**. This is one reason why the communicative approach is said to aim for more practical objectives compared to traditional approaches to language teaching. The communicative approach helps students not only to understand what native speakers communicate, but also to

demonstrate similar linguistic behavior if they were part of the same communicative event (working, socializing, traveling...)

- ✓ **Engaging and interactive** classroom environment: Retention of the various linguistic elements introduced in class can be maximized if the teacher makes use of engaging and motivating activities. Using role-plays, cultural capsules, or real-life warm-ups can make the classroom atmosphere more dynamic and the teaching-learning process more enjoyable to students (Larsen-Freeman & Anderson, 2011).

- **Disadvantages**

- ❖ May **neglect grammar accuracy**: Despite the fact that this approach prioritizes fluency over accuracy, overlooking some grammatical rules can influence meaning and communication, especially in writing or in situations that require using formal aspects of the language.
- ❖ Harder to implement with **large or low-level classes**. Large classes can become chaotic with the communicative approach, especially when teachers assign pair work or groupwork to their students. Controlling interactions or feedback is very challenging. As for beginners, the quality of authentic language required by this approach necessitates that learners display very good communicative skills; beginners can face difficulties understanding or producing the quality of language needed.
- ❖ Requires **strong teaching skills**: Teachers who choose to implement this approach should be able to select the appropriate teaching materials, design the engaging activities, interact smoothly with students and, of course, manage time appropriately in the classroom (Larsen-Freeman & Anderson, 2011; Richards, 2006).

### **Example Activity: Role-Playing**

The students perform a dialogue about real-life situations like: A job interview, a reading club workshop, or having a friendly talk about favorite food/ favorite color, shopping habits...etc. The teacher is recommended to let students express themselves without attempting to correct grammar and pronunciation mistakes. Teachers can only interfere when communicative problems take place.

## **4.5. Task-Based Learning (TBL)**

- **Overview**

**Task-Based Learning** is an approach to EFL teaching and learning that emerged as way to extend the principles and practices of the communicative approach. It is based on the premise that linguistic elements are learned when students are engaged in meaningful and communicative tasks (Ellis, 2003).

- **Principles**

**Littlewood (2004) has listed the following principles of task-based learning:**

Learning happens **through problem-solving and real-world tasks**. The tasks that teachers design should be effective for the problems that students might encounter outside the classroom so that learners can use language in context, and hence, develop their communicative and critical thinking skills. Asking learners to solve authentic problems can be one way to train some higher thinking skills abilities.

Tasks encourage **student autonomy**. Students are granted the opportunity to solve problems the way they wish and according to their perspectives, which renders this approach a student-centered par excellence. This approach teaches students how to make decisions and be

responsible for them, creating autonomous learners who can be responsible for their learning as well.

Focus on **communication and collaboration**. Just like the communicative approach, the tasks attributed to students are generally done in groups or pairs. Collaboration is specifically encouraged to teach students how to socialize because the tasks in which they engage in the real world require interaction, which creates a sense of community among students.

- **Advantages**

- ✓ Engages learners with **authentic situations**: Students are always drawn towards what seems familiar to them. Hence, introducing them to situations that they know or situations that they might encounter in the future will make them feel involved in the teaching-learning process, which can, in turn, increase their motivation.
- ✓ Promotes **natural language use**. Since this approach puts more emphasis on fluency rather than accuracy, students will have the impression that finding solutions to the tasks they have in class is more significant than providing mistake-free pieces of writing or speech. This makes the language produced by learners very natural in the sense that it includes hesitations, mistakes, spontaneity, pause fillers...etc. (Nunan, 2004).

- **Disadvantages**

This approach Requires **careful task selection**. Not all the tasks can be applied in a task-oriented class. The tasks to be selected by EFL teachers should be, above all, very relevant to their daily life so that learners can feel psychologically and culturally engaged. Besides, the tasks ought to be challenging to some extent as way to cultivate learners' critical thinking skills. Eventually, these tasks should correspond to the linguistic elements that students are having in class so that learners can improve their social, cultural, and linguistic skills

altogether.

Some students may feel lost without **explicit grammar instruction**. Not all EFL learners have the ability to analyze, synthesize, evaluate, and obtain conclusions. This, in turn, can cause learners' low self-esteem, especially if their colleagues can make higher thinking levels operations (Nunan, 2004).

#### **Example Activity: Planning a Trip**

- Using some English resources, learners can work in groups or in pairs to discuss and find solutions to the problems they usually encounter when preparing for their exams.

## **4.6 The Silent Way**

### **• Overview**

The silent way is a teaching-related approach that was developed by **Caleb Gattegno**. This approach is based on the premise that students ought to be fully autonomous when embarking on the various learning activities, which necessitates a minimal intervention of the teacher (Gattegno, 1972).

### **• Main Principles**

Principles of the silent way were stated by Richards and Rodgers (2014) as follows:

Teacher gives **minimal instructions**, letting students figure out language patterns. This indicates that the teaching should not say much in regard to how language is structured and should avoid the very direct explanations and instructions. Less teacher talk would evidently incite more student participation. Doing so, students will learn how to be independent and responsible for what they learn and how to learn it.

This approach advocates the use of **colored rods and visual aids** to teach concepts. This method advocates the use of all that is visual and concrete like the color-coded charts to when teaching sounds or sentence structure. These tools encourage kinesthetic learning and experimentation to better internalize the various grammatical and sound structure or even vocabulary items. They can also help students to reduce the overdependence on translation and memorization.

The silent way also Encourages **self-correction** and discovery learning. The silent one is one of the most prominent methods that promoted self-assessment and self-criticism.

- **Advantages and Disadvantages**

Despite the fact that this approach aims at stressing students' autonomy and critical thinking skills, it also demonstrates complete marginalization of the teacher's role in class, which can have detrimental effects on students, especially beginners. Besides, and while the silent way encourages teamwork and peer-review, it shows less interest in students who are less extrovert, and therefore, it can be said that this approach does not cater for all students' types and their learning styles (Larsen-Freeman & Anderson, 2011).

#### **Example Activity**

- Teachers can organize colored rods as way to illustrate **sentence structures** while students attempt to decode meanings.

#### **Discussion Questions**

1. How do you perceive the role of an EFL teacher who follows the silent way method?  
Justify your answer.

The teacher is merely a guide and a facilitator in the classroom. The lesson proceedings are manipulated by the students' themselves who interact and discuss the lesson's elements to reach the rule and apply it without the excessive intervention of the teacher. It is presumably called "silent" because the teacher's talk is minimal compared to the students'. The implementation of Cuisenaire rods or color charts is highly recommended by this method.

2. If you were an EFL teacher who is aiming at enhancing students' fluency in speaking classes,
  - a. a) What method approach will you employ? Why?
  - b. b) Suggest one task that can help you fulfill your objective.

Answer

- a) The most appropriate teaching approaches to fulfill the aforementioned objectives are **Communicative Language Teaching** and **Task-Based Language Teaching**.
- b. The activities that fit this situation best are: discussion groups and debates, listening and reading aloud, acting out conversations...

3. If an EFL teacher is using role plays and problem-activities in class,
  - a. a) What is the approach do you think is used?
  - b. b) How do the teacher's practices reflect the principles of the approach being selected?

**Answer:**

- a) The approach being used is the communicative teaching approach.
- b) Communicative language teaching highlights the significance of interaction and meaningful use of language in different contexts. All the activities selected by the teacher are contextualized tasks that encourage learners' talk, participation, and involvement in the lesson's proceedings.

## Lecture Five: Lesson Planning for Effective Teaching

Successful language teaching cannot be fulfilled unless effective lesson planning takes place. Lesson plans are very significant in the sense that they provide teachers with a clear framework of the lesson and they show the way different elements of the lesson are linked to one another. Hence, students will always maintain a positive attitude about the lesson and their teacher.

### 5.1. Importance of Designing Lesson Plans

Designing lesson plans is not only effective for novice teachers, but also for those who have long experience in the domain. Lesson plans are meant to help teachers manage their time, achieve the objective being underlined, and relate to their students' needs and interests. Lesson planning also help teachers predict the possible challenges and suggest solutions, especially when dealing with different types of students.

This chapter digs into the various **constituents of an effective lesson plan**, the different models of lesson plans, and practical suggestions for teachers to effectuate the process of lesson planning.

*"A good teacher teaches the curriculum, but a great teacher plans for learning" (Harmer, 2007, p. 63).*

### 5.2. Key Components of a Lesson Plan

An effective lesson plan typically includes the following elements:

- **Learning Objectives**

Teachers should identify Define **what their learners would achieve** by the end of the lesson. The objectives introduced should be “SMART”: Specific (broad adjectives can make teachers and students lost), Measurable (the anticipated actions should not be abstract or cognitive in nature like “understand”, “grasp”...), Achievable (the underlined objective should correspond to students’ level and the time allotted to fulfill this objective), Relevant (the expected performance should be intricately related to the proceedings of the teachers’ presentation), and Time-bound (The amount of time needed to achieve those objective should be decided upon beforehand) (Mager, 1997).

- **Example:**

- ✓ **Good Objective:** "By the end of the lesson, students will be able to use the present simple tense to talk about daily routine."

- ✓ **Weak Objective:** "Students will learn the present tense."

- **Warm-up / Lead-in**

Warm-ups are considered essential to establish a good start of the lesson. The activities incorporated in the warm-up should help students to activate their background knowledge and get easily involved in the lesson proceedings. However, a good lead-in should never exceed ten minutes; otherwise, it will induce boredom and affect time management. It is also recommended (though it is not obligatory) that the warm-up is, to some extent, amusing to students. Students get generally involved when they feel that the lesson is fun. Examples of warm-ups that can be used in EFL classes include pictures, jokes, anecdotes, riddles...that are followed by questions that pave the way to the content of the lesson (Richards & Rodgers, 2014).

**Example:** If the lesson, for instance, revolves around the way intonation should be placed in a list of various items, the teacher can always ask students questions whose answers necessitate providing a group of elements like: Name four actors that you like. Later, the teacher asks the students to read their examples in order to place the right intonation form.

- **Presentation (Teacher Input)**

This is the phase wherein teachers are supposed to introduce new pieces of information; these can relate either to the four language skills (reading, writing, listening, and speaking) or to the three language aspects (grammar, vocabulary, and pronunciation). This stage necessitates that the teacher provides direct, clear, and brief explanation of the new content highlighted in the lesson objectives being underlined. However, the teacher needs also to respect the role of his students. While explaining, learners can ask questions, provide examples, give personal examples, or sometimes anticipate the proceedings of the lesson themselves (which depends on the approach that the teacher is using). Lesson presentation also includes questions and examples to guide students through the intricacies of the lesson being presented (Harmer, 2007).

- **Example (Teaching Passive Voice)**

Show students the sentence: A presentation is made by the students

Ask students about the doer of the action, the verb, and the object

Ask students about the reason behind changing the position of the action's doer

Inform the students that this change is called the passive voice and explain the uses of this form

Ask students about the structure of the passive sentence and provide examples related to different tenses.

Ask students to provide their own examples.

- **Practice Activities (Student-Centered Work)**

The phase that follows lesson presentation is practice, which involves a group of tasks and activities that help students to internalize the new content that has been introduced in the presentation phase. The practice can be accuracy-oriented (referred to as controlled practice) when the teacher decides to include fill-in-the blanks activities, sentence transformation drills, multiple-choice questions, or any other type that does not require any sort of creativity. Activities can also be free in nature when the teacher incorporates activities that are fluency-centered like discussions and debates, roleplays, creative writing...etc. Two main conditions should be present in the activities that the EFL teachers selects. The first is that they should include only what teachers have presented in class and the second is that they must be organized from easy to complex and from concrete to abstract, just as way to respect learners thinking levels (Richards & Rodgers, 2014).

**Example Activity for the Use of the Present Simple**

**Controlled:** Complete the sentences:

"Everyday, I \_\_\_\_\_ (go) to school at 08:00."

- **Production / Communicative Task**

At this level, students are supposed to apply what has been introduced and practiced in a communicative task, which is generally a real-world situation. Therefore, the teacher needs to select activities that are meaningful and interactive in nature like writing a short story linked to childhood memories (Harmer, 2007).

- **Homework / Extension Activities**

This phase is usually considered optional because most teachers prefer that all sorts of activities should be done under their guidance and supervision in the classroom. However, Homework is also significant in the sense it can help students keep record of the elements being mentioned in class (Richards & Rodgers, 2014).

### **5.3. Different Lesson Plan Models**

There are three basic types of lesson plan models. Teachers select the plan they think is appropriate depending on the content of the lesson as well as the overall teaching objectives. These three models are PPP (Presentation, Practice, Production), ESA (Engage, Study, Activate), and TBL (Task-Based Learning)

- **PPP (Presentation, Practice, Production) Model**

This is considered the common model of lesson plans. It is usually appropriate when the objective of the lesson is to introduce grammar or vocabulary points as it includes lesson presentation (wherein the teacher explains the new items), practice (in which the teacher provides activities to check students' understanding), and production (in which the students use the element being presented to create a piece of writing or speech). This model can be a perfect choice for teachers who wish to present the lesson of English tenses for instance (Richards & Rodgers, 2014).

- **ESA (Engage, Study, Activate) Model**

This model was proposed by Harmer (2007), and it is mostly used when teaching general English lessons. As its name suggests, this model involves three stages: Engaging (a lead-in

activity that incites students' motivation and appears in the form of a game, story, discussion...), studying (teaching activities that aim at clarifying language rules), and activating (which is the phase where the language rules are used creatively).

- **TBL (Task-Based Learning) Model**

This model of lesson planning is significant when the objective of the course is communicative in nature. It also involves three main stages: Pre-Task (wherein the teacher introduces an interactive topic for students like discussing the menu in a restaurant or having a chat in a wedding party), task cycle (which is about making groups to work on the task being introduced), and post-task (which involves reviewing the work among the students of the different groups to enhance the accuracy of the final product) (Ellis, 2003).

A good lesson plan is the one that can raise students' motivation and create a smooth learning atmosphere that appeals to learners' needs, level, and interests. It is also the type of lesson plans that fulfill the course objectives being underlined by the teacher. It is true that multiple lesson plans exist, but teachers can always select the model that best fits the teaching-learning context. Teachers are not supposed to follow each and every step dictated by the selected model; they can always adapt their plans according to classroom interaction and dynamics.

### **Practice: Situations' Analysis**

1. An EFL teacher designs one-hour lesson for intermediate EFL students to teach the past simple tense.

- a) Write a smart objective for this lesson.
- b) Make a PPP outline to fulfill the objective being underlined.

2. If a lesson plan of a teacher incorporates seven activities in only forty minutes. The students were stressed out due to being hasty.

- a) What principles of designing a lesson plan were discarded by the teacher?
- b) Suggest solutions to improve the teacher's lesson plan.

### **Suggested Answers**

1. a) Objective: *By the end of the lesson, students will be able to use the past simple to write a paragraph about their childhood.*

b) Procedure:

**-Presentation:** Introduce past simple form and usage using examples.

**-Practice:** conjugation and fill-in-the gap activities that include regular and irregular verbs.

**-Production:** Students write a short paragraph about their childhood using the simple past.

- a) The lesson planning principles that the teacher has discarded are: **realistic pacing** and **objectives' clarity**.
- b) Suggestions:
  - Reduce the number of activities, respecting their variety.
  - Attributing a specific objective to every activity and ordering activities according to these objectives.

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## APPENDIX

### First-Semester Examination in TEFL

#### Exercise One

**A: Say how the elements of each pair are different:**

Competence VS Competency

.....  
.....

Approach VS Method

.....  
.....

Aim VS Objective

.....  
.....

**B. Explain each of the following statements in no more than two lines.**

Constructivism maintains that learning cannot be a passive process

.....  
.....

The Direct Method appeared as a reaction to the principles of Grammar-Translation method.

.....  
.....

Functionalism is a theory that influenced the principles of the Communicative Approach.

.....  
.....

**Exercise Two: What follows is a group of principles linked to language teaching approaches. Read them then decide about the approach that corresponds to every explanation. Justify your answer.**

1. Encouraging Students' Autonomy

.....

2. Focus is put on listening and speaking rather than reading and writing.

3. Minimal teacher talk

**Exercise Three: Observe the following lesson plan, then spot the existing mistakes.**

**Teacher:** N. YOUSFI

**Level:** 2<sup>nd</sup> year, scientific stream

**Unit 2 page 36**

**Lesson:** Interjections

**Materials:** Textbook, white board, marker teacher’s file

**Learning Objective:** By the end of the lesson, students will be able to recognize how to use interjections to describe a situation.

Stages	Time	Activities	Remarks
Warm up	15 mn	The teacher asks students to think about the times when they were emotional or excited about something and tries to have them share their their experiences. The teacher gives a personal example and then monitors if students use interjections in their responses so that s/he writes them on the board.	
Presentation	10 mn	The teacher explains that there are eight basic parts of speech among which there is the so-called “interjections”. s/he highlights that interjections are used to demonstrate strong emotions. The teacher thinks aloud the reasons why one would use interjections (e.g., pain)and adds some context to the scenario. For example, s/he can use “ouch! I banged my head on the side of the table!”. Learners here are supposed to guess the meaning of the interjection.	
Practice	20 mn	<b>Activity one:</b> the teacher provides learners with passages that contains interjections and asks them to detect their meanings. <b>Activity two:</b> the teacher asks learners to fill in the gaps with the appropriate interjection.	
Production	15 mn	The teacher writes these three scenarios on the board: - You are in a new school, and you do not know anyone. - Your best friend’s birthday is today. - You forgot your lunch money at home. The teacher asks students to choose a scenario and instructs them to use an interjection and write at least two sentences related to the chosen scenario.	

Drop your answer here

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