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Didactics: A Course Designed to Master Two LMD Students

The Course is Guided by the Syllabus Approved by the Department of Arts and English Language at the University of El-Oued

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List of Acronyms

1- **CBA:** Competency Based Approach

2- **CBLT:** Competency Based Language Teaching

3- **CBT:** Competency Based Teaching

4- **CLT:** Communicative Language Teaching

5- **CRM:** Classroom Management

6- **EFL:** English as a Foreign Language

7- **ELT:** English Language Teaching

8- **FL:** Foreign Language

9- **GTM:** Grammar-Translation Method

10- **ICC:** Intercultural Communication Competence

11- **L1:** Native Language or Mother Tongue

12- **L2:** The Target Language

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Introduction

"Didactics: A Course Designed to Master Two LMD Students" is a handout designed for second year students of Master in 'Civiliztion and Literature' in the department of Arts and English language in the faculty of Arts and Language at Ecahahid Hamma Lakhdar University in El-oued.

.   "Didactics" is a module which is presented during one academic semester in a form of lectures. Therefore, most lessons are theoretical in nature and do cover different theoretical aspects. The current course sheds light on the major notions, theories and practices related to the field of didactics .

This document contains a series of lessons which are organized into twenty (20) major segments. The course aims at realizing the following objectives at the end of the academic year:

1- To familiarize the students with the different language teaching approaches.

2- To enrich students' knowledge with different pedagogical and didactical practices as well as theories, methods and techniques that aim at ameliorating the teaching career.

3- To train the students to deal with issues related to evaluation and assessment.

4- To familiarize students with integrating culture and multicultural knowledge in ELT

5- To highlight the importance of incorporating ICT in a digital learning era.

1. A Brief History of Language Teaching Approaches

Objectives: This lesson aims at providing students with a brief overview about the history of the different language teaching approaches. This will be a rigid background to understand the mechanism of the different approaches and the approaches' evolution procedure. It also provides a background for discussion of different contemporary methods.

Modern methods innovations seek to answer the following key question: *how to teach foreign languages?*

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners' need, such as the shift towards the oral proficiency rather than the reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning. Kelly (1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new. Today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching.

Throughout history, foreign language teaching and learning have always been an important practical concern. Today, English is the world' s most studied foreign language, about five hundred years ago it was Latin, as it was the dominant language of education, commerce, religion, and government in the Western World. In the sixteenth century and as a result of political changes in Europe, national languages as French, Italian, and English gained much importance, and Latin became gradually displaced as a language of spoken and written communication.

As the status of Latin diminished from that of a living language to an occasional subject in the school curriculum, the study of the classical Latin and the analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth century.

As modern languages began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for translation.

2. The Grammar Translation Method

Objectives: By the end of this lecture, the students will be able to define the Grammar translation method and to cite its different advantages and drawbacks.

The Grammar Translation Method emerged in the nineteenth century. It dominated Europe and foreign language teaching from the 1840s to the 1940s. Despite being an old method, it is the best method for different situations and still used in some parts of the world today.

This method encourages the memorization of both grammar rules and long lists of native vocabulary items translated to the target language. Its main focus was reading, writing and structure, and little concern was given to speaking, listening, or interactive communication.

2.1. Characteristics of Grammar Translation Method (GTM)

Richards and Rodgers (1986: 03-04) described the characteristics of the GTM as follows:

1. Grammar Translation Method approaches the language first through a detailed analysis of its grammar rules, followed by an application of this knowledge to the task of translating sentences and texts into and out of the target language.

2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.

4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language.

5. Accuracy is emphasized. Students are expected to attain high standards in translation, because of the high priority attached to meticulous standards of accuracy which was a

prerequisite for passing the increasing number of formal written examinations that grew up during the century.

6**.** Grammar is taught deductively by the presentation and the study of grammar rules, which are then practised through translation exercises.

7. The student' s native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between foreign language and the students' s native language.

Toward the mid-nineteenth century, several factors contributed to the questioning and rejection of the Grammar Translation Method. Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages.

3. The Direct Method

Objectives: This lesson aims at clarifying the principles of the direct method, its methodologies as wells as its advantages and drawbacks.

The Direct Method was elaborated as a reaction to the Grammar Translation Method. Gouin had been one of the first of the nineteenth century reformers to attempt to build a methodology around the observation of child language learning. This method argues that the language should be learned in the same way children acquire their first language.

3.1 The Direct Method / Also called the Natural Method

Attention was turned to naturalistic principles of language learning where attempts have been made to make second language learning more like first language learning. Believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learners' native language if meaning was conveyed directly through demonstration and action. That is, a language could best be taught by using it actively in the classroom.

These natural language learning principles provided the foundation of the Direct Method. It focused on oral communication, more spontaneous use of the language, and developing the ability to think in the target language.

3.2. The Key Principles of the Direct Method

In practice, the fundamental principles of the Direct Method according to Richards and Rodgers (1986: 9-10) are:

(1) Classroom instruction was conducted exclusively in the target language.

(2) Only everyday vocabulary and sentences were taught.

(3) Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in classes.

(4) Grammar was taught inductively.

(5) New teaching points were introduced orally.

(6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

(7) Both speech and listening comprehension were taught.

(8) Correct pronunciation and grammar were emphasized.

This method was criticized as it overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom.

4. The Audio-Lingual Method

Objectives: This lesson seeks to present an overview about the circumstances surrounding the appearance of the 'Audio-Lingual Method' as well as its positive aspects and its limitations.

The Audio Lingual Method was developed by the USA army during the Second World War. The entry of the United States into World War II had a significant effect on language teaching in America. In order to supply the US government with personals who were fluent in foreign languages and who worked as interpreters, translators, and code-room assistants, it was necessary to set up a special language training program. For that reason, the government commissioned American universities to develop foreign language programs for military personals.

4.1. The Pillars and Objectives of the Audio-Lingual Method

The objective of the army programs was assisting students to attain conversational proficiency in a variety of foreign languages. The goal of this method was to teach students to speak a foreign language as native speakers.

It was characterized by introducing new material through taped dialogues and recorded drills to allow learners to imitate the native pronunciation and intonation. Dialogues and drills form the basis of audio-lingual classroom practices. They provide the means of contextualizing key structures and exemplify situations in which structures might be used as well as some cultural aspects of the target language.

Dialogues are used simply for repetition and memorization. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises (Richards and Rodgers, 1986:53).

The theoretical foundations of Audio-Lingual Method were attacked as being unsound both in terms of language theory and learning theory. Besides, practitioners found that the

practical results fell short of expectations. Learners were often found to be unable to transfer skills acquired to real communication outside the classroom.

5. The Silent Way

Objectives: This lesson aims at presenting the characteristics of the 'Silent Way', its efficiency and its limitations.

This method was devised by Caleb Gattegno in the early 1970s. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible by discovering and creating language rather than just remembering and repeating what has been taught.

In this context, from Gattegno' s point of view, as a founder to this method, the learning hypotheses underlying this method could be stated as follows:

5.1. The Learning Hypotheses of the Silent Way

(1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

(2) Learning is facilitated by accompanying (mediating) physical objects.

(3) Learning is facilitated by problem-solving involving the material to be learned. (Richards and Rodgers, 1986: 99).

5.2. Demerits of the Silent Way

Criticism to this method was that it marginalized the role of the teacher as it tried to create a less teacher-oriented classroom by preventing teachers from providing direct guidance when at most times such guidance would be helpful. Additionally, it neglects cultural input and communicative dimension in the syllabus.

6. The Community Language Learning (CLL)

Objectives: This lesson presents the specificities of the 'Community Language Learning' approach to teaching and discusses its strengths and weaknesses.

Community Language Learning (CLL) was developed by Charles A. Curran in the early 1970s. This method represents the use of Counseling-Learning Theory to teach foreign languages. In this framework, Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher 'the counselor' and learners 'the clients' in the language classroom.

6.1. Types of Learning Tasks and Activities within Community Language Learning

(1) Translation. Learners form a small circle, a learner whispers a message or meaning he or she wants to express, the teacher translates it into the target language, and the learner repeats the teacher' s translation.

(2) Group work. Learners may engage in various group tasks, such as small group discussion of a topic, preparing conversation, etc.

(3) Recording. Students record conversations in the target language.

(4) Transcription. Students transcribe utterances and conversations they have recorded.

(5) Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular language rules.

(6) Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.

(7) Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.

(8) Free conversation. Students engage in free conversation with the teacher or with other learners.(Richards and Rodgers, 1986: 120).

6.2. The Importance of Communicative Skills under the Umbrella of CLL

This method is the most responsive of the methods we have reviewed in terms of its sensitivity to learner communicative intent. In this sense, Brown (1995: 59) notes that: *""In order for any learning to take place […] what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group".*

6.3. Demerits of CLL

Critics of Community Language Learning centered around whether teachers should attempt counseling without special training. Besides, teachers should be fluent in both the target language and the students' mother language. Other concerns have been expressed regarding the lack of a syllabus, which makes objectives unclear and evaluation difficult to accomplish, and the focus on fluency rather than accuracy, which may lead to inadequate control of the grammatical system of the target language . (Richards and Rodgers, 1986: 126).

7. The Communicative Language Teaching

Objectives: This lesson aims at presenting the basics, the advantages and the disadvantages of the Communicative Language Teaching Approach.

In the mid-nineteenth century, the field of approaches to foreign language teaching gave birth to what we now identify as Communicative Language Teaching Approach. This approach is interested in giving students necessary skills to be able to communicate under various circumstances.

7.1. The Scene of ELT under the Umbrella of CLT

The focus of CLT is on functional language usage and the learners´ communicative competence to express their own ideas, feelings, attitudes, desires and needs. Teachers' qualifications become important and motivation for learning is highlighted.

Brown (1995: 77) describes the scene of ELT under the umbrella of Communicative Language Teaching by:

"Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for real-life communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential".

7.2. The Linguistic Theory Pillars of CLT

At the level of language theory, Communicative Language Teaching has a rich theoretical base. Some of the characteristics of this communicative view of language are the following:

(1) Language is a system for the expression of meaning.

(2) The primary function of language is for interaction and communication.

(3) The structure of language reflects its functional and communicative uses.

(4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards and Rodgers, 1986: 71).

7.3. The Objectives of CLT

Piepho (1981: 8) discusses the following levels of objectives in a communicative approach:

(1) An integrative and content level (language as a means of expression).

(2) A linguistic and instrumental level (language as a semiotic system and an object of learning).

(3) An effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others).

(4) A level of individual learning needs (remedial learning based on needs analysis).

(5) A general educational level of extra-linguistic goals (language learning within the school curriculum).

The adoption of Communicative Language Teaching Approach raises important issues for teacher training, materials development, and testing and evaluation. Questions around whether a communicative approach can be applied at all levels in a language program, how such an approach can be evaluated, and how suitable it is for non-native teachers. These kinds

of questions will doubtless require attention if the communicative movement in language teaching continues to gain momentum in the future (Richards and Rodgers, 1986: 83).

Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each claiming to be a major improvement over the previous or contemporary methods. The history of foreign-language education in the 20th century and the methods of teaching might appear to be a history of failure and revision to give birth to new and innovated trends in ELT.

8. The Competency-Based Approach

Objectives: This lesson aims at raising the students' awareness about an important approach to teaching which is the "Competency-Based Approach". It also clarifies its strengths and features.

Most world educational systems are constantly changing mainly in terms of implementing new curricula and adopting new teaching approaches and methods, and Algeria is not an exception. In the educational reforms of 2002, Algerian education policy makers adopted the Competency-Based Approach as a new teaching approach in all educational stages.

Competency-Based Approach (CBA) has been extended at the beginning of the 21st century as a new trend to modernize the field of education. This type of education focuses not on knowledge transfer, but on mastering the core competencies that allow learners to acquire knowledge on their own. This approach can aid in solving several problems, especially the inadequacy between school teaching and labor market needs, the professional achievements enhancing, and overcrowded classrooms. Hence, Algerian Ministry of Education made numerous efforts to make it operational and facilitated its implementation in the Algerian schools.

8.1. Theoretical Background

Each teaching and/or learning approach or method is based on a linguistic theory. CBA is essentially based on the CONSTRUCTIVISM Theory.
Piaget (1896 – 1980) and Vygotsky (1896 – 1934) are recognized as the main pioneers of constructivism and social constructivism. Both are critics of behaviorism who have significantly influenced the field of education and pedagogical research through their diverse research works.

Constructivists define learning as an active process of knowledge construction rather than a process of knowledge accumulation and acquisition. According to them, learners are proactive beings who construct their own knowledge and interact with their surrounding environment. Learners construct their knowledge through their own experiences. Knowledge is hence viewed as the result of the activities of active beings (Cora, 2011).

Knowledge is not passively received either through the senses or by way of communication, but is actively built up by the cognizing subject (Von Glasersfeld, 1955). CBA pedagogy focuses on enhancing social interaction competencies. Major basis of CBLT is the "functional and interactional perspective on the nature of language (Richards & Rodgers, 2001, p. 143) which means that language learning always needs to be connected to the social context it is used in. Therefore, language is seen as "a medium of interaction and communication between people" who want to achieve "specific goals and purposes" (Richards & Rodgers, 2001, p.143).

Another key aspect of both language and learning theory is the so called "mosaic approach to language learning" (Richards & Rodgers, 2001, p.143), which assumes that language can be divided into appropriate parts and subparts. Communicative competence is then constructed from these subparts put together in the correct order (Richards & Rodgers, 2001, p.143). All these aspects together show that CBLT is in some respects similar to Communicative Language Teaching (Richards & Rodgers, 2001, p.143).

8.2. Definition(s) of the CBA

Schneck (1978) views the CBA as an outcome based instruction that is adaptive to the needs of students, teachers, and the community. Competencies describe students' ability to apply basic and other skills to situations that are commonly encountered in everyday life.

Mrowicki (1986) holds that competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of the real world task or activity. These activities can be associated to any domain of life.

To Savage (1993) the competency based approach was defined by the U.S. Office of Education as a performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in the society. Richards and Rodgers (2001) hold that the CBA focuses on the outcomes of learning. It emphasizes on what the students are expected to do rather than on what they are expected to learn about.

The CBA advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors that students should possess at the end of a course of study (Cited in Carlous 2012: 519 – 520).

8.3. Key Features of the CBA

According to Auerbach (1986) there are eight key features which are essential for Competency-Based Language Teaching:

(1) A focus on successful functioning in society which means that language is taught in order to prepare the students for the different demands of the world.

(2) A focus on life skills to determine that language is always taught as a medium of communication in concrete tasks in which specific language forms/skills are required.

(3) Task- or performance-centered orientation. The focus is on what the students can do with the language and certain behaviors instead of knowledge of the language.

(4) Modularized instruction emphasizes that the competencies which are taught have to be systematically separated into manageable parts so that both the teacher and students can handle the content and realize their progress.

(5). "Outcomes are public knowledge, known and agreed upon by both learner and teacher" (Richards & Rodgers, 2001, p.146). Therefore, the students clearly know what behaviors and skills are expected of them.

(6) Continuous and ongoing assessment which means that the students are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not .

(7) Demonstrated mastery of performance objectives. The assessment is based on the students' performance of specific behaviors instead of traditional paper-and-pencil-tests.

(8) Individualized, student-centered instruction. The instructions given by the teacher are not time-based but the focus is on the progress the individual students make at their own rate. Therefore, the teacher has to concentrate on each individual student in order to support them in those areas in which they lack competence. (Richards & Rodgers, 2001, p.146)

One of the teaching approaches that are seen appropriate to the educational content is the Competency Based Teaching Approach, an outcome based approach that focuses on measurable and usable skills and competencies. It implies a shift from content-based curriculum that promotes theoretical understanding of concepts to a process-based curriculum that enhances collaborative co-construction of knowledge. The adoption of this new teaching pedagogy in Algeria emerged as a decisive force in efforts to understand and improve language teaching and learning.

9. The Eclectic Approach to EFL Teaching

Objectives: The current lesson focuses on the advantages of utilizing the Eclectic approach in EFL teaching and how it could be of a great help to teachers in cases of asymmetric teaching conditions.

Series of approaches and methods to foreign language teaching emerged with sound theoretical and practical background with their distinctive principles. Evolution in the teaching pedagogies proved that the application of one approach can be fruitful in a particular teaching condition and can be less effective in the other. In this framework, Nunan (1991: 228) asserts, " it has been realized that there never was and probably never will be a method for all ". Accordingly, finding an ideal method was unachievable as each method has its merits and drawbacks.

9.1. The Problematic

Teachers' usually encounter difficulties in achieving courses' objectives when adopting a single method. Therefore, teachers, material developers, and syllabus designers looked for an integrated teaching approach that meet the daily challenges in the complex teaching environment. The solution that responds to the above stated conditions is the Eclectic Approach. Eclecticism is not a method in itself but an approach deriving its sources from various other existing methods to create its principles and features to suit the learners' needs.

9.2. The Conceptualization of the Approach

The eclectic approach of teaching was advocated in the beginning of 1990s and becomes fashionably popular nowadays. In essence, eclecticism is a philosophy of choice. The idea of selecting from different methods for one' s teaching purposes and one' s teaching situations is not a new one.

Henry Sweet, a leading figure in language teaching, believed that a good teaching method must be comprehensive and eclectic (Rivers, 1964). Besides, Stern (1983) notes that

in "Memorandum on the Teaching of Modern Languages" published in 1929 on the basis of a British study recommended "Compromise Method" as a solution to language teaching method debate.

In brief, the eclectic approach was born out of the realization that each of the individual methods had strengths and weaknesses, that is, no one method was responsive to the dynamic classroom context. Hence, on the ground of the shortcoming of the methods, Brown (2002) argues that eclecticism provides the solution as this approach allows the teacher to select what works within their own dynamic contexts.

9.3. Definitions of the Eclectic Approach

River (1981) states that the eclectic approach allows teachers to make use of all the best techniques of all well-known language teaching methods into their classroom procedures. Kumar (2013: 1) states that *" the eclectic approach is a combination of different methods of teaching and learning approaches"*. Gao (2011: 1) describes the eclectic approach as *" not concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom"*. Wali (2009: 40) supports Gao' s view point when he states:

"One of the premises of eclecticism is that teaching should serve learners not methods. Thus, teachers should feel free in choosing techniques and procedures inside the classroom. There is no ideal approach in language learning. Each one has its merits and demerits. There is no royalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any approach according to learners' needs and learning situation. Teachers can adopt a flexible method technique so as to achieve their goals. They may choose whatever works best at a particular time in a particular situation."

9.4. Features of the Eclectic Approach

The eclectic approach is seen as one of the best approaches in English language teaching. It is hypothesized that teachers will be successful in their profession if they implement this approach in English classrooms. The key features of eclecticism are the following:

(1) The eclectic approach makes teaching innovative, creative, and enjoyable where the teaching and learning objectives are easily achieved.

(2) The learner participates in a lesson actively and interacts with teachers and other students.

(3) It is a problem-based approach to teaching languages that solves the problems faced by the learners in the classroom.

(4) Testing is a part of this method and not a separate entity.

(5) The characteristics of this approach include multiple tasks, lively learning, high interaction, and fast results.

(6) This approach connects life experiences to the ideas presented in teaching the language.

(7) The eclectic approach supports the natural order of learning. It starts with focusing on listening skills, followed by speaking, and then reading and writing in lessons' planning.

(8) This approach gives equal importance to the four language skills: listening, speaking, reading and writing.

(9) Teachers should act as facilitators and provide opportunities for students to express their ideas in the target language.

(10) Resources and activities should be adapted as much as possible to use English in natural contexts.

(11) The eclectic approach supports the use of Information and Communication Technologies (ICTs) in English Language Teaching (ELT).

(12) It focuses on motivation and learner autonomy, selecting teaching techniques based on the learners' needs and the context.

(13) Learners can learn not only from teachers but also from fellow learners by working in pairs and group   (Parupalli 2018: 6 – 7)

9.5. The Principles of the Eclectic Approach

Al-Khuli (1981: 7) presented the principles of the eclectic approach in the following brief points:

(1) Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the lesson' s aims and objectives.

(2) Flexibility in choosing any theory or method that teachers think suitable for teaching inside the classroom.

(3) Giving a chance to learners to see different kinds of teaching techniques that break monotony and dullness on one hand, and ensure better understanding for the teaching material in the other hand.

9.6. Merits of Eclecticism

Teachers as well as syllabus designers agree that there are many advantages in using the eclectic approach as it provides them with a wide range of alternatives and embraces all the four language skills. Besides, Brown (2002) states that the eclectic approach is important because it gives the teacher freedom to choose what is appropriate in their own dynamic teaching contexts.

According to Kumar (2013) eclecticism includes the following advantages:

(1) It helps the teacher to teach effectively by drawing on the strength of various methods and avoiding their weaknesses.

(2) It enables teachers to choose any teaching technique that is suitable to achieve the lesson' s aims.

(3) It blends the practice of listening, speaking, reading, and writing into an organic whole.

(4) Under the umbrella of the eclectic approach, learning becomes easy due to the use of real life situations in ELT.

In the same vein, Kumar (2013) adds other advantages to the eclectic approach as that it is learner-centered, context sensitive, participatory, the use of a variety of classroom activities and tasks. Additionally, it is flexible and accommodative to the exigencies of the classroom during the lesson. Furthermore, it is correlative and produces fast results as it responds to the learners' needs of diverse characteristics.

Although the eclectic approach is idealized as one of the best approaches in ELT, it is also associated with a number of drawbacks. Brown (1994: 74) states that *" theoretical eclecticism is suspicious on logical and theoretical grounds in terms of its principles, eclecticism is likely to fall into a state of arbitrariness ".* In this framework, this approach is criticized severely as it offers no guidance regarding the principles by which various methods and techniques can be adopted and used. Adopting the eclectic approach can be unsafe as teachers may fall victims of the methodological baggage that comes with it. Mixing all methods and approaches can lead to all kinds of conflicts.

Eclecticism is an approach of choices from the existing methods. It is proved that reliance upon a single theory of teaching is often criticized because the use of a limited

number techniques makes ELT mechanic. To use this approach successfully, teachers should have sufficient knowledge about all the available methods, approaches and techniques as it is the main principle of eclecticism.

10. Course Design, Syllabus Design and Curriculum Development

Objectives: This lesson aims at presenting the basics and principles adopted when designing a syllabus a course or when developing a curriculum.

There are several conflicting views on just what it is that distinguishes course and course design from syllabus design, and curriculum and curriculum development. Hence, each of these notions will be coined and defined in the first place, and their prerequisites will be dealt with and covered in the current lecture.

10.1. Course Design

10.1.1 Definition(s) of a Course

A course could be defined as a series of lessons. But, the terms 'syllabus', 'syllabus design', and 'curriculum' have raised confusion. Hutchinson and Waters (1987: 65) define the course as: "an integrated series of teaching/learning experiences whose ultimate aim is to lead the learners to a particular state of knowledge".

10.1.2 Factors Influencing Course Design

There are three factors influencing EGP as well as ESP course design which are:

1- Language description,

2- learning theories,

3- and needs analysis.

The interdependence of these factors in the course design process is very important. Course design must bring the learner into play at all stages of the design process. Thus, the early mentioned factors would be the main steps that a course designer or a teacher may follow when designing an appropriate course for a particular group of learners.

10.1.3 The Main Stages of Designing Courses

There are three main stages that should never be neglected when designing an ESP course:

1- Setting the objectives of the course on the basis of target and learning needs. This involves analyzing the learners' needs, lacks, and wants.

2- Choice of the appropriate teaching/learning theory;

3- and choice of the appropriate materials (authentic materials) which could be done through evaluation, development, or adaptation.

By following these steps, one has the chance of designing a course that really meets the requirements of the target learners and teachers as well as community expectations.

10.1.4. Common Effective Features of Courses

According to Carver, D (1983), three features are common to different language courses:

(1) authentic materials;

(2) purpose-related orientation;

(3) self-direction.

Authentic materials are especially important since they reproduce an immersion environment and provide a realistic context for tasks that are related to learners' needs. These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. As Morrow (1977:13) states: *" an authentic text is a stretch for real language, produced by a real speaker or writer for a real audience and designed to convey real message for some sort".* For Moore and Lorenzo (2007): *"one of the prime requisites of the authenticity is genuine communication: the text must convey a message".*

Authentic materials enable students to face the professional language they will deal with in the real labor world and react to it in authentic ways. Students and teachers can use authentic materials as a means to *"link the formal and to some extent artificial environment of*

the classroom with the real world in which we hope our students will eventually be using the language they are learning" (House, S, 2008: 53-70). Authentic materials can greatly benefit problem-solving, project-based learning, case-based learning, role play, and simulation and gaming methodology.

"Purpose-related orientation" is another feature common in course(s) design. It refers to the simulation of communication tasks required of the target-setting; for instance, a student simulation of a conference, involving the preparation of papers, reading, note-taking, and writing (Carver, 1983).

Finally, the last feature as viewed by Carver is self-direction. Self-direction is a characteristic of ESP courses as it is concerned with turning learners into users. In order for self-direction to take place, learners should have a certain degree of freedom to decide when, what, and how they will study.

This freedom is a key feature of another trend in language learning, the autonomous learning.

10.1.5 Factors that Should be Paid Much Attention while Designing Courses

Course design is restricted by several factors, the main ones being:

(1) Tutors: number available and their experience and capabilities.

(2) Students: number and nationalities to be catered for, and their language level.

(3) Other staff: administrative, secretarial, technical, social, welfare.

(4) Time: length of the course: full time or part time (frequency); weeks, days, hours.

(5) Space: number of rooms, room size (furnishings- fixed or removable); location and proximity.

(6) Facilities/ Equipments: library, resource centre, language laboratory, CD's recorders, TV and video, computers, overhead projectors, photocopier, books, journals, stationery, and other materials.

(7) Accommodation: hostels or other arrangements for students; proximity (transport, if necessary).

(8) Finance: budget- size, fixed or variable; method and speed of payment.

(9) Other influences: past experience, motivation of students (their attitudes and expectations), need for variety, common sense, etc.

10.1.6 Reasonable Approach to Design a Course

A usual approach is to prepare or design a course based upon the previous course, amended in the light of feedback, and then modified again according to perceived needs and constraints. Accordingly, Robinson (1991) comments: *"Course design is a product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designers' approach to syllabus and methodology, and* existing materials (if any). All of these are modified by the contextual constraints".

10.2. Syllabus Design

10.2.1. Definition of Syllabus Design

Various definitions are given to the concept syllabus and syllabus design. Syllabus design is seen as being *concerned essentially with the selection and grading of content.* For Wilkins (1981: 82-88) syllabuses *are "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process".* In the same vein, Allen asserts that *"syllabus refers to that subpart of curriculum which is concerned with a specification of what units will be taught"* (cited in Nunan, 1988: 6).

10.2.2. Specificities of a Language Syllabus

It should be noted, here, that any syllabus will express indirectly certain assumptions about language, about the psychological process of learning, and about the pedagogic and social processes within a classroom (Breen, 1984: 49). As language is highly complex and

cannot be taught all at the same time, successful teaching requires that there should be a selection of material depending on the prior definition of objectives, proficiency level, and duration of course. This selection takes place at the syllabus planning stage.

10.2.3 Universal Requirements for Designing Syllabi

Breen (1984) asserts that the syllabus should be a subject to six universal requirements that must be taken into account in the process of designing by both syllabus designers and teachers:

(1) Provision of an accessible framework of required knowledge and skills;

(2) provision of continuity for its users;

(3) ability to give a retrospective account of what has been achieved;

(4) evaluation – provision of accountability to colleagues, learners, and to the wider institution and society;

(5) precision of purpose, so that it may be assessed for appropriateness through implementation;

(6) sensitivity to the environment for which the plan is intended.

10.2.4 The Attributes of a Syllabus

Basturkmen (2006: 21) affords a perspective of syllabus on the ground of a set of characteristics, the attributes of a syllabus according to him can be listed in this order:

(1) Consists of a comprehensive list of content items as (words, structures, topics), and process items as (tasks, methods);

(2) it is ordered, easier and more essential items first;

(3) has explicit objectives (usually expressed in the introduction);

(4) it is a public document;

(5) may indicate a table schedule;

(6) may indicate preferred methodology or approach;

(7) may recommend materials.

10.2.5. Components of a Syllabus

The syllabus consists of the subjects, the language structures, and tasks and activities that should be taught in a given course. That is, a plan or a roadmap of work that can be considered as a guideline for teachers. It determines the content of the course and the way in which it has to be organized. Van Ek (1975) lists the following points as necessary components of a language syllabus:

(1) The situations in which the foreign language will be used, including the topics which have to be dealt with;

(2) the language activities in which the learner will engage;

(3) the language functions which the learner will fulfill;

(4) what the learner will be able to do with respect to each topic;

(5) the general notions which the learner will be able to handle;

(6) the specific (topic-related) notions which the learner will be able to handle;

(7) the language forms which the learner will be able to use;

(8) the degree of skill with which the learner will be able to perform.

(Van Ek 1975: 8-9).

10.2.6 Pre-Syllabus Design Criteria

Before syllabus design process, a set of criteria should be taken into consideration. In this sense, Miliani (1984) lists them as follows:

(1) Situation analysis.

(2) Setting aims and objectives.

(3) Generating syllabus content.

(4) Assessment.

It should be noted that Miliani (1984) asserts that the relation between the above listed factors is cyclical. A failure in the designed syllabus can be explained by a deficiency occurrence when dealing with one of the criteria previously mentioned.

Situation analysis is centered around the educational institutions and what it offers as financing, teaching materials, teachers' profile in terms of covering their attitudes towards the syllabus and their professional abilities, as well as learners' profile in terms of motivation and attitudes towards the language syllabus provided.

- Aims and objectives are derived from learners' needs analysis.

- Aims are defined as general statements set by course and syllabus designers

- While objectives refer to the learner achievements that should be met by the end of the course.

According to Miliani (1984), generating syllabus content requires the consideration of five criteria, which are:

(1) Validity: authenticity and acceptability of the syllabus language.

(2) Significance: the syllabus content should reflect its aims and objectives.

(3) Interest: the syllabus content should motivate the learners.

(4) Learners' ability: syllabus content should be compatible with learners' levels abilities.

(5) Flexibility: the content of the syllabus should be flexible in order to allow eventual revision as learners' needs are changeable.

The last criterion to be discussed and explained is assessment. Through assessment, learners' achievements, course objectives and aims, teaching and learning techniques, teaching and learning materials, as well as the syllabus itself can be evaluated and modified.

10.3. Curriculum and Curriculum Development

Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social, and administrative factors which contribute to the planning of an educational program. According to Shaw (1975), *""the curriculum included the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community, through classroom instruction and related programs".*

10.3.1. Phases of Curriculum

According to Nunan (1988), the curriculum is a broad and complex notion which consists of three main phases:

(1) The Planning Phase: centered on the identification of the learners' needs, lacks, and wants, identifying goals and objectives, and selecting, generating and grading the content.

(2) The Implementation Phase: translating the planning phase elements into a practice in classrooms.

(3) The Assessment Phase: that is the evaluation of what has been planned and how it is translated into practice in classrooms.

10.3.2. The General Characteristics of a Curriculum

Brumfit (1984) states the general characteristics of curriculum, along the following dimensions:

(1) Curriculum specifies the work of a particular department in a college or school, organized in subsections, defining the work of a particular group or class.

(2) It is linked to time, specifying a starting point and an ultimate goal.

(3) It specifies some kind of sequencing either in accordance with a theory of language learning, or with the structure of specifiable material related to language acquisition.

(4) The mode of sequencing above is constrained by administrative needs such as materials.

(5) As a document of administrative convenience, it is both negotiable and adjustable.

(6) It can specify what is taught, rather than organizing what is learnt.

(7) As a public document, it is an expression of accountability.

From what is stated above, we can conclude that:

- Curriculum is a wider concept as compared with syllabus (Nunan, 1988).

- Both of them are two major documents necessarily prepared in a course design task.

- While syllabus stands for the content or subject matter of an individual subject, a curriculum describes the broadest context in which planning for language instruction takes place.

- That is, a syllabus is more specific and more concrete than a curriculum that may contain a number of syllabi.

- A curriculum may specify the goal of teaching and learning – what the learners will be able to do at the end of the instruction – whereas the syllabus specifies the content of the lessons used to lead the learners to achieve the goals.

11. Lesson Planning

Objectives: This lesson aims at equipping the students with the different steps followed to realize a lesson plan.

11.1.What is a Lesson Plan ?

A lesson plan is a road map for a teacher to be able to execute his/her lesson. It is a document aiming at guiding the teacher to effectively present the content of the lesson in an organized way following an accepted didactical approach.

The Lesson plan comprises these three key components:

 • Objectives for student learning

 • Teaching/learning activities

 • Strategies to check students' understanding

(Stiliana Milkova p 37)

11.1.The Essential Components of a Lesson Plan

The following figure identifies the different components of a lesson plan design.
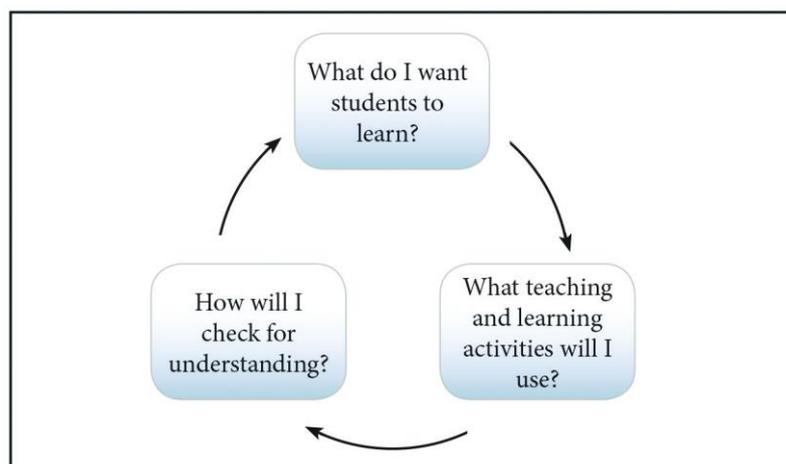

Fig11.1. Key Components of Lesson Plan Design (L. Dee Fink, 2005)

A lesson plan then should contain the following components:

1- Stating the objectives

2- Identification of the materials and equipment to be used.

3- Designing the activities that fits the objectives of the lesson

11.2.Stages of a Lesson Plan

A lesson generally follows of the following stages:

1- Warm-up/Review

2- Introduction to a new lesson

3- Presentation

4- Practice

5- Evaluation

11.3. Practical Considerations in Planning Lessons

There are certain considerations that should be taken into account when deigning the lesson plan. Some of them are:

1- Sequencing

2- Pacing

3- Timing

4- Individual differences

5- Degree of difficulty

6- Students' learning strategies

12. Teaching the Language System/ Teaching Grammar

Objectives: The aim of this lesson is to present the main strategies adopted to teach grammar. It also aims at highlighting the importance of grammar and rules in producing correct language forms.

12.1. Definition of Grammar

Grammar is defined as the language user's subconscious internal system that covers the following elements**.**

- **Phonology:** Sounds of language

- **Morphology:** Structure and form of words

- **Syntax**: Arrangement of words into larger units

- **Semantics:** Meanings of language

- **Pragmatics :** Functions of language & its use in context.

12.2. Approaches to Teach Grammar

12.2.1.The deductive approach – rule driven learning

A deductive approach supports the teaching of grammar by starting with the presentation of a rule to be followed by examples illustrating the use of the rule. The learner then gets the rule by manipulating the examples. They will employ their deductive competencies to generate the rule.

12.2.1.1. Advantages of the Deductive Approach

- It is time saving and easy to teach the rules since it is a straightforward. Rules can be easily elicited from the example.

- It fits the adult learners as it "acknowledges the role of cognitive processes in language acquisition".

- It develops the learner's analytical learning style.

12.2.1.2. Disadvantages of the Deductive Approach

Here are some disadvantages of adopting the deductive approach in teaching grammar:

- Inability to deduce or analyze the examples presented especially young learners or beginners.

- Students find themselves dependent on the teachers explanation this will minimize the is student involvement and interaction.

- Explanation It requires a prior knowledge or an advanced level of analysis and comparison.

12.2.2. The Inductive Approach – The Rule-Discovery Path

This approach encourages the students to generate the rules by themselves.

12.2.2.1. Advantages

- Rules are driven when the students exploit their mental structures. This will the rule more memorable .

- This approach requires a certain mental effort this implies urges the students to reach greater degree of cognitive depth.

- It encourages the active learning and the students 'involvement

- It is an approach which favours pattern-recognition and problem-solving abilities.

- It increases the students' self-reliance. and istherefore conducive to learner

- It encourage the autonomous learning .

12.2.2.2. The Disadvantages

The disadvantages of an inductive approach include:

- It is time and effort consuming

- Not all students have the same mental capacities and maturity to generate rules.

- Teachers may not control the learning situation

- Lesson plans can hard to deign

- Lesson plans can be hard to be executed.

- Guiding students can be difficult

- Uncertainty to ensure an the generation of correct rules.

- Different students' learning styles will be an obstacle

- Unsuitable for s students with less or no analytical and cognitive capacities.

13. Teaching the language System/ Teaching Vocabulary

Objectives: This lesson aims at highlighting the importance of vocabulary in a language system ad how vocabulary should be taught.

13.1. What is Vocabulary ?

Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Alqahtani (2015), argued that the acquisition of an adequate vocabulary is essential for successful foreign language use.

− words have different functions, some carrying mainly grammatical meaning, while others bear a greater informational load

− the same word can have a variety of forms

− words can be added to, or combined, to form new words

− words can group together to form units that behave as if they were single words

− many words commonly co-occur with other words

− words may look and/or sound the same but have quite different meanings

− one word may have a variety of overlapping meanings

− different words may share similar meanings, or may have opposite meanings

− words can have the same or similar meanings but be used in different situations or for

  different effects

13.2. What does it mean to "know" a word?

Knowing a word means:

• having the ability to recognize it in its spoken and written forms.

• knowing its different meanings.

• knowing its part of speech [eg. a noun, a verb]

• being able to pronounce it properly

• being able to use it correctly within a sentence in an appropriate grammatical form

• for technical words, recognizing it in context

• being able to recognise different types of English e.g boot/trunk, lift/elevator

[British/American].

13.4. How are Words Remembered?

vocabulary knowledge requires an accumulation of individual items. Researchers distinguish between the following systems: the short-term store, working memory, and long-term memory.

13.4.1. The short-term store (STS)

The STS is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds.

13.4.2. Long-Term Memory

Unlike working memory, which has a limited capacity and no permanent content, long-term memory has an enormous capacity, and its contents are durable over time.

Words can be remembered and learned through the following strategies:

- **Repetition**

Repeating enhances 'memorising' new material. This is why it is considered as on eefficient method to learn vocabulary items.

• **Retrieval**

retrieving a word from memory increases the ability of recalling the words.

• **Spacing**

It is better to distribute memory work across a period of time than to mass it together in a single block. This is known as the principle of distributed practice.

• Pacing

Because of the different learning styles of the students, they should be given the opportunity to pacing their own rehearsal activities.

• Use

Words when put in usage, they will be fixed in the long-term memory.

• Cognitive depth

The cognitive depth of the learner will make the words more remembered.

• Imaging

When students will be asked to silently visualize a mental picture to deal with a new word, this will increase its acquisition.

• Motivation

Motivation is the key solution to memorize more words. Motivated students memorize more words than less motivated students.

14. Teaching the Language System/ Teaching Pronunciation

Objectives: This lesson provides answers to the why and to the how of the teaching of pronunciation.

A good mastery of a language does not concern only a command of grammar and rich knowledge of vocabulary, it is also concerned with mastering the pronunciation. Teaching pronunciation then aims at clarifying the production of sounds, teaching stress rules, rhythm and intonation.

14.1. Accuracy and Fluency

Accuracy consists of using vocabulary, grammar and pronunciation through some activities. Accuracy is not enough it should be accompanied by fluency.

Teaching pronunciation implies dealing with two different components, accuracy and fluency. According to Hartmann and Stork (1976, p. 86), "*A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed.*"

Fillmore (1979) proposed four kinds of fluency:

1. the ability to fill time with talk (*i.e.*, to talk without awkward pauses for a

relatively long time);

2. the ability to talk in coherent, reasoned, and "semantically dense" sentences

(the quotes are Fillmore's);

3. the ability to have appropriate things to say in a wide range of contexts;

4. the ability to be creative and imaginative in using the language.

Fillmore 1979(Cited in James Dean Brown et Contributions de LAIRDIL1995 p:11)

According to James Dean Brown, there are five things that can help teachers to foster fluency in their classes:

(a) encourage students to make errors,

(b) create many opportunities for students to practise,

    create activities that force students to focus on getting a message across,

(d) assess student's fluency not their accuracy and

(e) talk to the students about fluency.

James Dean Brown et Contributions de LAIRDIL (1995, p : 09)

14.2. What Affects Pronunciation Learning?

Many things contribute to learning pronunciation, they are listed below:

14.2.1. The Age of the Learner

- Babies and very young children learn language easier

- Children are more ready for the language acquisition

- Children can learn the sounds of language more naturally than adults.

- Children can reach the accuracy of native speakers.

- Adults learn the language in more conscious way.

- Adults can analyze the procedure the sounds are produced.

14.2.2. Motivation

Motivation plays a an important role in the pronunciation learning. Learners have different motivations to acquire a good pronunciation. Sometimes the motivation is the result of an urgent need to learn a language.

Adults and young learners can have different motives to learn pronunciation, but generally the adult learners learn purposively; they are able to set a list of purposes and goals to be achieved.

Three general sets of goals or desires have been suggested to motivate students in language learning (Celce-Murcia et al., 2010, p. 21):

• Learners want to be accepted into a group that uses the language. The group might still recognize the learners as "outsiders," but they can function well in the group. This is sometimes called **integrative motivation**.

• They want to be accepted as real members of the group. They don't want to be thought of as "outsiders." This is called **assimilative motivation**.

• They want to be able to use the language to reach a goal: To get a job, to conduct business, To pass a test, or to travel easily in a foreign country. This Is called **instrumental motivation**.

14.2.3. Personality and Aptitude

- A positive attitude towards learning pronunciation will improve its learning

- The outgoing learners will be able to learn pronunciation better than shyer students.

- self Confident students learn the pronunciation easier because they practice more than the less confident learners.

14.2.4. Methods and Quality of Teaching

- Teaching methods can decide about the success of acquiring pronunciation.

- Teachers should be trained how to teach pronunciation because it has its specificities.

- Teachers should take into account the different students' learning strategies.

- Teachers should design their pronunciation activities attentively.

- Innovative methods can improve the learning of pronunciation such as the adopting pronunciation games.

- Flexibility of teaching pronunciation is required.

14.2.5. Exposure to the Target Language

- The increase of exposure to English will increase its correct pronunciation.

- Learners exposed to English will be familiar with the sounds, rhythm, intonation and melodies.

14.2.6. The Influence of the Learner's Language

- The learner's first language (**L1**) has a strong influence on learning the pronunciation of L2.

- L1 affects the students' learning styles, strategies and methods of learning L2.

- If the L1 and L2 have similar phonetic systems, the influence of L1 on L2 will be very effective.

- The native language interference or the language transfer is beneficial when sounds do exist in both L1 and L2.

15. Teaching the Language Skills (listening, speaking, reading and writing)

Objectives: The aim of this lesson is to equip the learners with the different strategies and methods utilized when teaching the four language skills

The four language skills refer to listening, speaking, reading and writing. The mastery of these skills on the part of English language learners is necessary to enhance students' communicative proficiency.

These language macro skills are employed in communication and taught in classes not in isolation for they are somehow integrated. In English language teaching and learning, these skills are needed.

These four language skills are highly interrelated in two ways: the direction of communication and the mode of communication. Direction of communication indicates whether information is being given (output) or is being received (input). Hence, there are productive skills represented by speaking and writing, and receptive skills namely listening and reading.

The mode of communication draws distinction between oral and written skills. The teaching of these four language skills should not be side lined, because proficiency in the use of the language is dependent to the mastery of these language macro skills.

15.1. Teaching Listening Skills

A very simple analysis of listening would give it four headings:

1. understanding a speaker' s accent of pronunciation,

2. understanding his/ her grammar,

3. recognizing his/ her vocabulary,

4. and being able to grasp the meaning of what he/ she says.

Hence, teachers may then construct exercises to practice each of these aspects of listening one by one. Yet, effective comprehension relies on the ability to do everything at once and so the learner should also have some chance of natural listening practice that is not directed towards any particular aspect of listening skill but involves them all (Allen and Corder, 1979: 93).

The teaching aim of extensive listening practice is to give the learner plenty of opportunity to develop and exercise his/ her listening skills in as natural way as possible. Extensive listening needs not be tested in any detail, but will be done for its sake. The learner will be following the meaning of the listening passage, because he/ she is interested in the information it contains, or simply because he/ she is enjoying it. However, intensive listening exercises can be divided into two types:

1) Exercises to train a detailed comprehension of meaning, and

(2) exercises which get the learner to listen to particular features of language, such as vocabulary, grammar or pronunciation (Allen and Corder, 1979: 95-98).

Technically speaking, most listening texts should be based on discourse that is either genuine improvised, spontaneous speech, or at least a fair imitation of it. A typical authentic written text that is read aloud as a basis for classroom listening activity will provide the learners with no practice, in understanding the most common form of spoken discourse.

The listening text should be highly linked to the themes of the learners' academic field, it can be a text read by the teacher or one of the learners, recorded text or interview, a part of video, etc. Listening tasks based on the listening texts should include the following features:

(1) Learners should have in advance some idea about the kind of text they are going to hear.

(2) Likewise, a listening purpose should be provided by the definition of pre-set task, which should involve some kind of clear visible and audible response.

(3) Finally, the task should usually involve intermittent responses during the listening; learners should be encouraged to respond to the information they are looking for as they hear it, not to wait to the end.

The language laboratory is the most suitable place where learners can develop their listening comprehension. The language laboratory is not so suitable for speaking practice as it is for listening practice. Thus, listening in the language lab can be a real language experience, whereas talking in the lab is only a rehearsal for real conversation.

15.2.Teaching Speaking Skills

However, there are some teaching techniques using language lab can be adopted by the teachers and practitioners in teaching speaking skills. The outstanding technique is the imitation of native speech models. Dialogue exchanges can be recorded to practice the pronunciation of particular sounds, stress and rhythm patterns, as well as intonation.

The learner can repeat these models in the lab as many times as he/she wants. Most studies about the four basic skills showed that developing speaking proficiency is of top priority to the students. Teachers should vary speaking teaching techniques and speaking tasks and activities for the sake of rising learners' motivation.

Instructors can use role play, simulations, and plays targeting authentic debatable topics associated with the learners specialty. The goal of any speaking activity should be making social interaction comfortable and non-threatening and to communicate good will, in addition to discussing specialized information related to the syllabus diction.

15.3.Teaching Reading and Writing Skills

Most students considered reading as non-important skill to be developed while the reverse situation is noted with writing skills. Therefore, much attention, time, and activities should be dedicated to writing at the expense of reading related tasks. In dealing with the skill of reading, instructors must synthesize various elements:

(1) Theories about the nature of reading itself, specifically models of mature reading;

(2) the characteristics of reading selections, or textual analysis; and

(3) the specific characteristics and needs of the learners.

When concerned with the skill of reading, the reading materials' designer functions as a mediator between the text and the learner-reader; this mediating process brings the learner in touch with strategies for successful reading which are used by efficient, mature native-readers. Hence, the materials preparer 's task is to synthesize three (03) elements:

(1) reading strategies, or a reconstruction of what an efficient native reader does unconsciously,

(2) textual analysis, or an examination of a text for the organizational and stylistic effects put there by the writer, and

 (3) learners' characteristics.

The reading materials' designer as synthesizer pays attention to the following:

(1) Workouts that bring about interaction with the text.

(2) Providing a variety of materials to read.

(3) Selecting texts appropriate for the targeted learners level and academic specialty.

(Fraida and Elite, 1986: 149-150).

In performing reading related tasks, teachers should make sure that the following efficient reading requirements are taken into consideration:

- The language of the text is comprehensible to the learners.

- The content of the text is accessible to the learners: they know enough about it to be able to apply their own background knowledge.

- The reading progresses fairly fast.

- The reader concentrates on the significant bits, and skims the rest; may even skip parts he/she knows to be significant.

The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text without using dictionaries.

- The reader thinks ahead, hypothesizes, predicts.

- The reader has and uses background information to help understand the text.

- The reader is motivated to read by interesting content highly attached to the learners' academic branch and challenging tasks.

- The reader is aware of a clear purpose in reading, for example to find out something.

(Penny, 2005: 62-63)

Any reading task may include the following key steps and instructions:

- A preparatory stage, that is pre-reading stage that includes a warming up questions giving the reader an idea about the topic of the text and its main ideas.

- A reading text highly associated with the learners' academic specialty.

- The reading text should be followed by information about the source of the text and his/her author.

- The instructor reads the text in front of the learners, and the learner-readers should be asked to read the text silently aiming at identifying the text main ideas and supporting details.

Comprehension questions: a variety types comprehension questions (wh + how questions, yes-no questions, true/false ideas, choice questions, matching elements, completing ideas with information from the reading passage, etc.) that cover all the text paragraphs and ideas in purpose of understanding the text content.

Text exploration related activities in terms of translation of the texts' key terms and specialized vocabulary, and driving learners' attention to the overwhelming syntactic and textual features of the reading passage prior to moving to teach grammar based on the content of the reading text.

As far as teaching writing is concerned, it has often been remarked that writing is the most difficult of the language abilities to acquire as it is perceived by learners in various empirical studies. In any attempt to determine the elements that should be covered, teachers should consider such components as **accuracy** (maintains consistent grammatical control of simple and complex language), **fluency**, interaction, coherence (coherent and cohesive discourse, appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices).

The requirements needed for the formation of appropriate skills in the writing, the following objectives should be achieved:

(1) Organize paragraphs, make headings and sub-headings;

(2) interpret, compare and contrast tables, charts and diagrams; in technical writing related to science and technology fields.

(3) make an outline that organizes ideas logically;

(4) use logical connectors for linking sentences and paragraphs

(5) proof-read and revise of various documentation related to the topic of writing;

(6) use grammatical structures needed to express appropriate functions and terms flexibly, and produce texts in the academic and professional areas;

(7) use language forms appropriate to academic register;

(8) have a good range of relevant vocabulary (terminology and abbreviations) needed in academic and professional areas.

(Lubianova, 2015: 37)

In administering any writing activity, instructors should pay attention to the following criteria:

(1) Would the learners find the writing activity motivating, stimulating and interesting to do ?

(2) Is it of an appropriate level for them ? Or would they find it too easy, difficult, sophisticated ?

(3) Is the kind of writing relevant to their needs ?

(4) Would the teacher needs to do some preliminary teaching in preparation for this activity?

(5) Are the topics of writing activities relevant to the learners' academic branch ?

Giving corrective feedback on writing is of great importance. When a student submits a piece of original writing, the most important about it is its content, whether the ideas or details that are written about are significant and interesting. Next, there is the organization and the presentation, whether the ideas are arranged in a way that is easy to follow and pleasing to read. Finally, there is the issue of language forms, whether the grammar, vocabulary, spelling are of an acceptable standard of accuracy.

16. Assesment , Testing and Evaluation

Objectives: This lesson aims at highlighting the importance of testing and evaluation in the language teaching. It also provides the different methodologies used to design well-structured evaluation and testing techniques.

Assessment and evaluation have always been important in ELT. They are deeply associated with language teaching methodology, program outcomes, language standards, and foreign language acquisition training. Through the use of appropriate classroom assessment strategies and techniques, teachers can increase learners' motivation and show them their real language achievement.

Evaluation goes beyond students' achievements and language assessment to consider all aspects of teaching and learning. Although the concepts "assessment" and "evaluation" are used interchangeably, they can be considered two parts of the same process. Assessment is the process of gathering evidence of what the student can do. Evaluation is the process that follows the collection of data, including analysis and interpretation, in addition to the remedy decisions.

16.1. Definitions of the Key Terms

16.1.1. Assessment

The term 'assessment' is used to refer to judgments on individual student progress and achievement of learning goals. It covers classroom-based assessments as well as large scale, external assessments and examinations. It is the process of documenting knowledge, skills,attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning.

16.1.2. Evaluation

Backman (1990: 21) defines evaluation as "the systematic gathering of information to make decisions". The main feature of evaluation that makes it distinguished from assessment is its qualitative nature in addition to its use for making judgments. The term 'evaluation' is used to refer to judgments on the effectiveness of schools, schools systems, educational policies and programs.

16.1.3. Testing

A test or quiz is used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached. In educational context, a test can be defined as "any procedure for measuring ability, knowledge and performance" (Richards et al., 1994: 291). Brown (1994: 252) states that a test is "a method of measuring person' s ability or knowledge in a given area".

It should be noted that tests yield scores that mirror attributes or characteristics of individuals. Additionally, a test has the purpose of measuring the testees performance in precise mathematical terms, assigning a grade, or expressing evaluative qualifiers, as excellent, good, poor, etc.

16.2. Aims and Objectives of Assessment and Evaluation

The aim of classroom assessment and evaluation is to give the learners the opportunity to show what they have learned. Evaluation and assessment can also focus on different aspects of teaching and learning: textbooks and instructional materials, students' achievement, course and syllabus design. There have been several purposes for assessment that can be stated as follows: judging mastery of essential skills and knowledge, measuring improvement over time, diagnosing students difficulties, evaluating teaching methods, evaluating the effectiveness of the course, and motivating students to study.

Carter and Nunan (2001) cited in (Tatiana and Valentina, 2017: 32) assert that one of the objectives of evaluation is to guide classroom instruction and enhance students learning on a day-to-day basis. In this context, classroom assessment and evaluation concerns:

a- Suitability of general instructional goals and objectives associated with an individual lesson or a unit plan.

b- Effectiveness of instructional methods, materials and activities used to attain instructional objectives.

c- Adequacy of professional resources required to deliver instruction. Evaluation

Assessment and evaluation can also serve important professional development purposes as the data gathered from such evaluations provides teachers with valuable feedback about their teaching effectiveness that they can use to develop and improve their professional skills. Besides, assessment is perhaps one of the key elements of curriculum development and alignment, because this is where it is possible to see if students can demonstrate mastery in terms of the knowledge and skills they need to have learnt (Tatiana and Valentina, 2017: 32).

16.3. Types of Assessment and Evaluation

Assessment and evaluation can be classified into different types. This classification is based on: The purpose, The Timing and on the object of assessment and evaluation.

16.3.1. Placement Assessment

This type of assessment is carried out in order to fix the students in the appropriate group or class. Tests like readiness tests, aptitude tests, and achievement tests can be used in this type of assessment.

16.3.2. Formative Assessment

Formative assessment is designed to enhance learning by providing feedback to learners before teachers issue evaluations of performance. Formative assessment must be free of

threat. The aim of formative assessment is to provide feedback to students as they progress towards a goal. If this feedback is of a high quality, improvement in students' performance is achieved.

16.3.3. Diagnostic Assessment

Diagnostic assessment is used to determine students' level of knowledge, skills, and understandings at the beginning of a course, grade level, unit and/or lesson. It tests the students on what they already know. These tests allow the instructor to adjust the curriculum to meet the needs of the students. It assesses what the learner already knows, the nature of difficulties that he/she has, which if undiagnosed might limit their engagement in new learning.

16.3.4. Summative Assessment

This type of assessment carried out at the end of the course of instruction to determine the extent to which the objectives have been achieved. It is also named summarizing evaluation because it looks at the entire course of instruction or the whole program. It   can   pass   judgment on the   teacher and   students, the   curriculum and   the   entire system. Summative assessments are almost always formally graded and often heavily weighted. It is used for certification.

16.4. Effective Assessment Components, Functions, and Features

The reasons for assessment could shape the test components. Assessment tests may be used as a means to:

- Give the teacher information about where the students are at the moment, to help to decide what to teach next.

- Give the students information about what they know, so that they also have an awareness of what they need to learn or review.

-Motivate students to learn or review specific material.

-Get a noisy class to keep quiet and concentrate.

-Provide a clear indication that the class has reached a "station" in learning, such as the end of a unit, thus contributing to a sense of structure in the course as a whole.

- Get students to make an effort (in doing the test itself), which is likely lead to better results and a feeling of satisfaction.

- Provide students with a sense of achievement and progress in their learning.

(Penny, 2005:09)

Evaluation is a process that includes five key components:

- Articulating the purpose of the educational system.

- Identifying and collecting relevant information.

- Having ideas that are valuable and useful to students in their lives and professions.

- Analyzing and interpreting information to enhance teaching and learning.

- Classroom management or classroom decision making.

(Tatiana and Valentina, 2017: 31).

Gibbs (2003) states   that assessment has six main functions:

- Capturing student time and attention.

- Generate appropriate students activities.

- Providing timely feedback that can be beneficial in students' learning progress.

- Aiding students to internalize the discipline' s standards and notions.

- Generating marks or grades which distinguish among students or enable pass\fail decisions to be made.

- Providing evidence that enables teachers to judge the appropriateness of course standards.

Guidelines for Effective Assessment Tests

The following guidelines for assessment tests preparation could be useful and practical for instructors:

- Validity: check that the test items really do test what they are meant to.

- Clarity: make sure the instructions for each item are clear.

- Do-ability: the test should be quite do-able: not too difficult, with no trick questions.

Guidelines for Effective Assessment Tests

- Marking: decide exactly how each section of the test will be assessed, and how much weighting (percentage of the total grade) that will be given. Make the marking system as simple as possible, and inform the testees what it is: write in the number of points allotted after the instructions for each question.

- Interest: try to go for interesting content and tasks in order to make the test more motivating for the learners.

- Heterogeneity: the test should be such that lower-level students can feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know. So, include both easy and difficult items, and make one or more of the difficult ones optional.

(Penny, 2005: 14)

Finally we can conclude that assessment and evaluation are very important in ELT.A well-designed assessments permit learners to use the knowledge and skills they have learnt and indicate the level of acquiring each skill. Thus, teachers, course and syllabus designers should pay much attention to the phase of testing, assessment, and evaluation in the overall curriculum development.

17. Corrective Feedback in English Language Teaching

Objectives: This lecture focuses on the benefits of conducting corrective feedback to ameliorate the foreign language learning process.

In foreign languages learning, errors are considered a natural part of the learning process and a sign of students' efforts to master the target language. However, teachers should respond positively towards their learners errors via providing corrective feedback. Feedback is defined as an immediate response to learners' errors. Effective feedback needs to inform students whether their answers are correct or not; it should also provide them with enough information and guidance to produce the correct target form. In this context, teachers should know that teaching does not involve only the transmitting of knowledge, but also an understanding of how students make progress during knowledge transfer process.

17.1. Definition(s) of Feedback

In order to thoroughly comprehend the concept of feedback, it is necessary to spot light on the various definitions given to the concept. For instance, in the Longman Dictionary of Language Teaching and Applied Linguistics (2002: 199) feedback is defined as "comments or other information that learners receive concerning their success on learning tasks or tests, either from teachers or other persons". Additionally, according to Hattie and Timperley (2007: 81), feedback is conceptualized as "information provided by an agent regarding aspects of one' s performance or understanding". A teacher or parent can provide corrective information, a peer can give an alternative learning strategy, and a learner can look up the answers to evaluate correctness of a response. Generally, teachers responses to an error are known as corrective feedback. Hence, corrective feedback refers to a teacher' s utterance that identifies a learner error and provides feedback in response

to the error (Schachter, 1991). Ellis et al. (2006: 340) offer a more comprehensible definition of corrective feedback:takes the form of teacher' s responses to learner utterances that contain an error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these.

17.2.Types of Corrective Feedback

In order to well-understand the importance of corrective feedback in ELT, it is compulsory to recognize its categorization. Feedback is classified into various kinds depending on certain factors. These factors include: timing, amount, mode and the audienceof the corrective feedback. They also comprise the source of the feedback as well as the feedback function. On the ground of the above listed variables, types of corrective feedback cover the following:

17.2.1.Positive vs. Negative Feedback

Corrective feedback can be positive or negative. Positive feedback confirms that a student response to a question or an active is correct. This type of feedback may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. Positive feedback is viewed as of paramount importance as it provides effective support to thelearner and raises his motivation towards learning. On the other hand, negative feedback shows that the learner' s linguistic production in response to a question or an activity is incorrect or linguistically deviant. That is, it is essentially corrective. Language educators have paid much attention to this type of corrective feedback, however they disagreed over several factors including what errors that deserve corrective intervention, and how and when to correct them (See Hendrickson, 1978). Thus, negative feedback or corrective feedback takes the form of a response to a learner utterance containing a linguistic error.

The responseis a linguistic repair to the error committed by a learner, and can consist of an indication that an error has been committed, provision of the correct target language form, metalinguistic information about the nature of the error, or any combination of these (Ellis et al. 2006: 340).

17.2.2.Oral vs. Written Feedback

The second type of corrective feedback is oral and/or written feedback. Oral feedback is important and essential to students for improving their language speaking skills. Questioning and dialogues when giving corrective oral feedback are the key of oral effective feedback. In this context, teachers can explain orally and show students where they made mistakes, then provide them with correction in order to avoid repeating them again. The tone of the teacher while teaching has a deep impact on the learners' performance such as praising, encouraging; smiling, or any other sort of oral response towards learners' oral or written linguistic production on the part of teachers. Written feedback is also effective to aid learners improve their language proficiency via errors correction by another agent. Corrective oral feedback cannot be complete without written feedback. In contrast to oral corrective feedback that can be forgotten easily, written corrective feedback are more effective on developing learners language mastery. Written feedback can be a powerful tool for helping students to develop their language proficiency as students can refer to it over and over again.

17.2.3. Explicit vs. Implicit Feedback

Corrective feedback can occur both explicitly or implicitly. Explicit or implicit correction includes a clear indication that the learner has made an error (Ellis, Loewen and Erlam, 2006). Explicit feedback identifies the error and provides a metalanguage explanation (Lyster and Ranta, 1997). Metalanguage means language that describe language..

Metalanguage corrective feedback is an example of what is unacceptable in the target language referred to as negative evidence (Sheen and Ellis, 2006). Metalanguage corrective remarks can be classified as form focused instruction which has a beneficial effect on the second and foreign language acquisition process, that is, language attainment

On the other hand, implicit feedback takes place when the source (most often the teacher) does not provide a clear indication that the student has made an error. This type of error draws learners' attention to the error but does not involve its correction. Implicit feedback is less interrupting, distressing, or embarrassing to the learners (Yoshida, 2008 In Tasdemir and Yalsin Arslan, 2008).

17.2.4.Peer vs. Teacher Feedback

Peer feedback occurs when learners provide one another recommendations about their work and correct tasks and activities for each other. In this type of corrective feedback, learners give each other feedback via commenting on their work. In this context, teachers are often advised to give students the opportunity to self-correct themselves, if that fails, to invite other students to perform the correction. Researchers have examined peer-feedback or correction and find out that it is both possible and beneficial in some particular cases (Hedge, 2000). Peer feedback is preferred by teachers for several reasons: First, peer readers or listeners are useful sources of feedback. Second, corrective responses from students have been found to be more specific. Smith (2010) has argued that group and pair activities that allow students to provide peer feedback are more often preferred in modern language learning environments (See Tasdemir and Yalsin Arslan, 2008: 4).

On the other hand, teacher feedback can be considered as the most commonly preferred feedback type since the teacher is the richest source of the target content. It is commonly known that the teacher is the usual and continuous provider and source of

feedback. However, the question here whether teachers should push the learner to self-correct, peer correction, or provide the correction directly themselves ? The right option, here, is to conduct corrective feedback as a two stage process: first, encourage self-correction and/or peer correction and then, if that fails, provide the correction (Rod, 2009:7).

17.3. Strategies of Corrective Feedback Providing

Educationists and researchers in the field of education have identified a number of different ways in which errors can be corrected. These include the strategies teachers have been observed to use while teaching foreign languages. More recently, researchers have developed hierarchical taxonomies of strategies based on a theoretical view of how corrective feedback works for learning foreign languages. These corrective feedback giving strategies include: recasts, metalinguistic feedback, clarification request, repetition, and elicitation.

17.3.1. Recasts

Recast is the reformulation of all or part of the student' s answer, providing the target form. In a comparative corrective feedback study, recasts accounted for 60 percent (Sheen and Ellis, 2006) and 55 percent (Lyster and Ranta, 1997) of the entire feedback giving strategies recorded. This highlights their prevalence amongst teachers. In foreign language learning, recasts refer to a response by the teacher to learners' outputs by reformulating their utterances; but, teachers' responses do not include utterances like "use this word" or "you should say" (Lyster and Ranta, 1997). Some researchers have argued that the perceptions of learners concerning recasts are integral to defining it either as implicit or explicit, since learners may not be aware of the function of recasts as a form of corrective feedback (Mackay, Gass, and McDonough, 2000).

17.3.2.Metalinguistic Feedback

Metalinguistic clues mean that the teacher provides information or asks questions regarding the correctness of the learner' s utterance, without explicitly providing the target form. Metalinguistic feedback occurs when the teacher addresses questions or comments, and provides information for students related to their utterances aiming at eliciting information from the learners to repair the forms by themselves (Lyster and Ranta, 1997).

17.3.3. Clarification Request

Clarification request is categorized under implicit feedback as it refers to an indication by the source of the feedback that the utterance has not been understood. The teacher, hence, wants the learners to reformulate their utterances indicating that there has been an error in their form (Tasdemir and Yalcen Arslan, 2018). In this respect, teachers usually use some particular phrases in the delivery of his feedback as: "sorry", "excuse me", and "pardon me" to indicate that a communication error has been made (Lyster and Ranta, 1997).

17.3.4. Repetition

Repetition as a corrective feedback technique occurs when the teacher repeats students' linguistic production in response to a question or an activity stressing their errors. The aim here is to draw learners' attention to the errors in order to aid them correct themselvesor providing them with corrective remarks.

17.3.5.Elicitation

In elicitation, the teacher encourages the student to give the correct form by pausing toallow the student to complete the teacher' s utterance. Lyster and Ranta (1997) introduced

three strategies associated with elicitation. One of these techniques involves asking students to complete an utterance given by the teacher like "fill in the gaps activity". This can be followed by comments on the part of the teacher as "no, not this". Secondly, teachers may sometimes resort to asking questions like "How do we say Y in English ?" aiming at eliciting correct forms from students. The last technique involves asking learners to reformulate their linguistic production. All of these techniques exclude an overt correction but simply ask students to try again to reach the desired and correct response (Smith, 2010 in Tasdemir and Yalcen Arslan, 2018).

The issue of corrective feedback is a complex phenomenon in languages teaching and learning. This complexity is clearly reflected in the controversies surrounding such issues as what to correct, how to correct, who should correct, and when to correct. As presented previously, corrective feedback delivery can be provided relying on several strategies. Teachers should adapt and use the appropriate corrective feedback technique to correct learners' utterances. Meanwhile, they should give students the opportunity to correct themselves via elicitation and enhance peer feedback as a part of learner-centeredness movement in ELT.

18. Classroom Management

Objectives : This lesson attempts to present the mechanisms of classroom management and how the different teacher's tasks and duties are organized.

Plato has rightly said, " Do not train students to learning by force and harshness, but direct them to it by what amuses their mind, so that you may be better able to discover with accuracy the peculiar bent of the genius of each " (Ritu 2015: 13). To explain, teaching is not controlling, but rather working with the students to learn, grow, and succeed together. In this context, teachers play a major role for effective class conduction. It is the responsibility of the teacher to make the class interesting so that students are keen to attend and participate in the class.

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so as to instruction in content and student learning can take place. It includes all things that a teacher must do toward fostering student involvement, cooperation, and a productive working environment.

18.1.Definition(s) of Classroom Management

Evertson and Weinstein (2006) in their attempt to define classroom management, they focused on the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. According to them, in order to attain a high quality of classroom management, teachers should follow the following key steps: (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning (3) encourage

students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, (Marzano et al., 2003) , (4) promote the development of students' social skills and self-regulation and finally (5) use appropriate interventions to assist students with behavior issues. These steps indicate that effective classroom management improves students behavior and learning achievement. Thus, classroom management is an ongoing positive interaction between teachers and their students aiming at creating effective teaching learning environment.

In the same vein, Brophy (2006: 17) gives the following definition to classroom management

"Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities".

The definitions of classroom management revealed that managing behavior in the classroom in order to increase student learning has always been of concern to teachers and education personnel. They also highlighted the importance of conduction actions taken by the teacher to facilitate learning among the students (Cited in Korpershoek et al, 2014: 11)

18.2. Aims and Purposes of Classroom Management

Teachers, and generally educators have always rated discipline as one of the most serious obstacles to promote effective teaching. Classroom management leads to class control and conductive teaching learning environment. According to Evertson and Weinstein (2006: 4), classroom management has two distinct purposes:

It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth. Essentially, classroom management (CRM) has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Yet, CRM involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior (Steven and Angeleque 2018: 1) .

18.3. Classroom Rules

A key element of any classroom management program is a set of firm, but fair classroom rules. The use of rules is a powerful, preventive component of classroom organization plans. Rules are necessary for classroom management, however they are alone insufficient to reduce rates of problem behavior in the classroom. Classroom rules must be integrated with a comprehensive behavior management plan. However, rules are the first place to start in effective classroom management.

There are a number of features that have been found associated with effective class rules (Steven and Angeleque, 2008). These guidelines for the construction of classroom rules include: (1) keeping the number of rules to a minimum, with five rules considered the maximum, (2) keeping the wording of rules as simple as possible, (3) rules should be positively stated, (4) making the rules very specific, (5) Making sure that the rules describe behavior that is observable, (6) focusing on behavior that is measurable, (7) posting the rules in a prominent place in the classroom, and (8) ensuring that the rules are connected to consequences (Steven and Angeleque, 2008: 2).

When classroom rules are established, strategies to acknowledge and motivate students to follow and respect these rules should be incorporated to the classroom

organization plan. Arranging consequences so as to increase desired behavior and contain the unwanted is a critical element of effective classroom management.

18.4. Strategies for Better Classroom Control

Classroom management strategies are the different techniques that the teachers can use in order to create a healthy teaching environment. Examples of these techniques, activities to improve teacher-student relationships or rules to guide learners' behavior. In this context, one should note that there is a difference between preventive and reactive classroom management strategies. To clarify, there is a difference between strategies used to prevent behavior problems and techniques used to respond to problem behavior. For instance, creating rules and favorable student-teacher relationships are considered preventive strategies, while disciplinary interventions as giving warnings or punishments are considered reactive strategies. It is generally assumed that preventive strategies are more effective than reactive strategies, but reactive strategies are sometimes needed to reduce disruptive or other undesiredstudent behavior when preventive strategies do not work (korpershoek et al, 2014).

In many classroom management interventions, both preventive and reactive strategies are utilized. Correspondingly, the following classification of classroom management interventions are suggested:

(1) Teachers' behavior-focused interventions. The focus of the intervention is on improving teachers' classroom management (as keeping order, introducing rules and procedures, disciplinary interventions). Both preventive and reactive interventions can be used under the umbrella of this category. This type is a representation of the group management methods referred to by Evertson and Weinstein (2006).

(2) Teacher-student relationship-focused interventions. The focus of the intervention is on improving the interaction between teachers and the students, such as developing caring supportive relationships. Only preventive interventions are included in this category.

(3) Students' behavior-focused interventions. The focus of the intervention is on improving student behavior, for instance, via group contingencies or by improving self-control among students; it is the responsibility of the student himself / herself to regulate his/her behavior. Both preventive and reactive interventions are adopted in this category.

(4) Students' social-emotional development-focused interventions. The focus of the intervention is on improving students' social-emotional development, such as enhancing their feelings of empathy for other students. Both preventive and reactive interventions are used in this kind of intervention.

(Evertson and Weinstein, 2006)

As classroom management and organization is the responsibility of the teacher, Kounin (1970) identified a set of teacher behaviors that research showed correlated positively with effective classroom management. These teacher behavior patterns include: withitness, overlapping, signal continuity and momentum, smoothness, challenge and variety in seatwork, and group focus. Each point is going to be described below:

Withitness: 'Withitness' is a term created by Kounin to describe the teacher' s awareness *(1)* of what is going on in all parts of the classroom at all times. Withitness means that teachers should have eyes in the back of the head. The effectiveness of withitness is increased when the teacher can correctly identify the student who is the instigator of the incident. When several incidences of misbehavior occur at the same time, it is important

that teachers deal with the most serious incidence first. Timing is another important aspect of withitness. Teachers should intervene early and quickly in dealing with learners' misbehaviors. Withitness can be improved with practice, such as learning how to effectively use systematic techniques to scan the class.

(2) Overlapping: 'Overlapping' is the teacher's ability to handle two or more classroom events at the same time. For instance, the teacher can give a student corrective feedback at one station, and at the same time offer a quick words of encouragement to students who are working at another station. Using this technique also permits teachers to deal effectively with an interruption while keeping an eye on the happenings across the gym. Kounin found that teachers who are skilled at overlapping were also aware of what is going on in the classroom via demonstrating withitness.

(3) Momentum: 'Momentum' is the ability to maintain a steady sense of movement or progress throughout the lesson or the whole day. Teachers skilled in momentum conduct their lessons at a brisk pace, providing continuous academic signals or tasks for students to focus upon. They avoid any behavior which may slow down a lesson or lose students' interest in case of giving long, drawn out directions or explanations, lecturing on student behavior, breaking activities into steps which are too small, or having time left over with nothing for students to do.

(4) Smoothness: 'Smoothness' is a teacher's ability to manage smooth transitions between learning activities. Student behavior is influenced by the smoothness and effectiveness of transitions between tasks in a lesson. Thus, well-established routines, a consistent signal for gaining the class attention, clear directions, preparing students to shift their attention from one task to another, and concise explanations that highlight the main points of the task, help reduce student misbehavior. Kounin found that smooth and

effective transitions are one of the most important techniques in maintaining student involvement and class control.

<div align="right">(Maeve, 1990)</div>

Evidently, some classroom management strategies or programs may fit into more than one of these categories. The strategies of classroom management are not considered to be exclusive.

The role of the teacher is not only to grade and control students, in fact, the main role of the teacher is to aid every student reach the highest possible level of achievement. One cannot deny the importance of classroom management and its effect on the entire educational goals of teachers, educational institutions, and education policy makers. Hence, teachers are fully responsible for controlling and guiding learners behavior for the sake of providing positive teaching atmosphere for the entire class students. To reach that aim, teachers must focus on effective instructional strategies to prevent academic and behavioral difficulties, and thereby facilitate increased students achievement. In this context, it is recommended that teacher professional development programs should equip teacher candidates with instructionalapproaches for classroom management through course work and guided practice with feedback, and address the challenges facing teacher candidates and new teachers in creating positive classroom context.

19. Culture Integration in English Language Teaching

Objectives: This lesson aims at raising the learners awareness towards intruding the cultural knowledge in the foreign language teaching in general and in EFL in particular.

The language cannot be separated from the culture in which it is deeply imbedded. By failing to draw students' attention to the cultural elements and to discuss their implication, the teacher allow misconceptions to develop in the learners' minds. The role and status of culture in language teaching has always been a challenging issue for teachers. Their conception and opinion may be very different regarding the meaning of culture and the possibilities of incorporating cultural content into the language teaching process.

19.1.Defining the Notion of Culture

Culture is all pervasive and complex notion, which is reflected in every aspect of life. The concept of culture can be viewed from different perspectives and thus various definitions are given to this term. The driving force behind stating some definitions of culture is to systemize and synthesize the characteristics of culture in foreign language education.

Lado (1957: 111) defines culture as "cultures are structured systems of patterned behavior". Lado' s definition to culture signaled two key features of culture: that is structured and patterned.

Another definition to culture was given by Kramsch (1993: 205) in which he states that "culture is a social construct, the product of self and other perceptions". This definition asserts that culture is not only collective but also individual.

McCarthy and Carter (1994) view culture from a social discourse perspective. According to them, it refers to "social knowledge and interactive skills which are required, in addition to knowledge of the language system" (McCarthy and Carter, 19994: 151 – 152)

Maron (2001: 25 – 26), on his part, sees culture as a social phenomenon. According to him "a cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in ways that reflect their values, attitudes, and beliefs".

In brief, the notion of culture is deeply linked to the society, individuals, the interpretation of the self and the other customs, traditions, and beliefs, and the product of a social phenomenon. Each dimension of culture is not exclusive but highly interrelated with the other culture dimensions.

19.2.The Relationship between Language and Culture

The relationship between language and culture is dynamic. Language is the medium of transmitting cultural content and is an important part of culture. It is the primary vehicle by which a culture transmits its beliefs, values and norms. If there is no language, culture would not be known as culture is the basis and one of the most important attributes of language and exerts great influence on the latter.

In this framework, Wei (2005: 56) asserts that language has a dual character: it is a means of communication and a carrier of culture. One cannot think of language without culture, so is human language without culture. Brown (1994: 165) describes the relationship between language and culture in the following words: "a language is a part of a culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate

the two without losing the significance of either language or culture". So, a particular is a mirror of a particular culture.

19.3. The Integration of Culture in Foreign Language Teaching

As presented previously, language and culture are inseparable. When it comes to the realm of teaching and learning, the interdependence of language learning and culture learning is so evident that one can conclude that language learning is culture learning and vice versa (Hamza, 2018: 798). Some educationists considered culture teaching the fifth language skill that should be paid much attention from both teachers and learners. In this respect, Tomalin (2008) mentioned that the international role of the English language and globalization are the two main driving forces to teach culture as a fifth language skill, in addition to listening, speaking, reading, and writing.

In foreign language teaching and learning, linguistic transfer refers to the effect of the native language on the learning of the target language. Learners usually use native language patterns or rules in learning the target language that results in inappropriate forms in the target language. As far as culture in foreign language teaching and learning is concerned, language is inextricably bound up with culture. Hence, it is inevitable that the way of thinking and expressing thought influenced by the native culture will be unconsciously transferred to the target language via cultural transfer during the intercultural communication. As a matter of fact, the difficulty that is encountered by foreign language students is not the linguistic form of grammar and their uses, but the cultural difference between the native language and the target language (Li Sun, 2013).

Making learners aware of the important traits in the target culture aid them realize that there are no such things as superior or inferior and there are differences among people of distinctive cultures. A foreign culture and learners' native culture should be placed together

in order for students to understand the foreign culture. Students interaction with a foreign language text require them to construct their own meanings rather than having teachers simply transfer information about people and their culture. Thus, non-native learners should have opportunities to make their own meanings and to reflect on both the target culture and their own. Kramsch (1993) refer to this as establishing a "sphere of interculturality". Above all, teachers when teaching culture should always have in mind the necessity of raising students' awareness of their own culture and the target culture in order to cultivate a degree of intellectual objectivity essential in cross-cultural analyses (Hamza, 2018).

When integrating culture in EFL classes, teachers as well as learners should be aware that the entire process involves understanding how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to what belongs to teachers' and learners' culture. Tomalin (2008) argues that teaching culture in ELT should include cultural knowledge of both the native and the target culture, cultural values of both, cultural behavior, that is, the knowledge of daily routines and behavior, and finally, cultural skills via developing and mastering intercultural sensitivity and awareness when using English as the medium of interaction (Cited in Hamza, 2018).

All in all, syllabus designers and EFL teachers are asked to take their students socio cultural background into account when choosing teaching materials and pedagogical approaches for particular teaching contexts to prevent frustration and subsequent failure in language classrooms (McKay, 2003).

19.4.Strategies for Developing Learners' Cultural Understanding and Awareness

In foreign languages teaching traditions, teachers usually focused on teaching language points while neglecting or even excluding the importance of culture introduction in

language teaching. So, most students store a huge amount of vocabulary and know how to use grammar rules, but they lacked the ability to use the language properly. When such students communicate with native speakers, they may make mistakes in terms of the inappropriateness of the use of some expressions in the target culture. For this reason, teachers should be creative by adopting effective teaching strategies aiming at developing learners' culturalawareness.

Among the promising propositions for teaching culture, the one introduced by Lessard-Clouston (1997). He claims that cultural awareness is necessary for developing learners' understanding of the dynamic nature of the target and learners' own culture. In this framework, instructors should adopt systematic and structured approach since when the cultural aspects of language teaching are well planned and developed, this will have a positive effect on learners' mastery of both language communicative skills and the cultural content of the target language. Teachers should know that cultural learning assessment is a part of learning process and provides important feedback to learners and teachers. Correspondingly, teachers help learners express and respond to their cultural learning experiences; and learners move through the stages of learning cycle building skills, developing cultural behavior, and discovering cultural explanation. The teacher's role in the learning cycle is crucial as it can influence learners' attitude towards culture learning. There are numerous roles teachers have to perform: "To present and elicit cultural information, coach and model cultural behavior, guide and conduct cultural research and analysis" (Moran, 2001: 138).

Another very effective technique for integrating culture in ELT is role play and drama. In a role play, students take on the role of another person. Role play is a popular method for communicative use of language where learners are encouraged to use language imaginatively and creatively. As it is based on real life situations, it is always recommended

to use authentic aids from English speaking countries.

Byram (1999) on his part urges teachers to start with reflecting on learners' own culture and only later introduce the target culture. The technique for developing intercultural competence supported by Byram is comparative approach which "should provide a double *perspectives but not to evaluate to see which is better"* (Byram, 1999: 189). In this strategy, the teacher begins each discussion period with a presentation of one or more items in the target culture that are distinctly different from the students' own culture. Then, the discussion moves on why these differences might cause problems. Culture assimilators, developed by social psychologists for facilitating adaptation to a foreign culture, are used as a brief description of a critical incident of cross-cultural interaction that would probably be misunderstood by the learners. Culture assimilators are supposed to be an effective method to promote understanding of cultural content and emotional empathy (Hamza, 2018: 801 – 802).
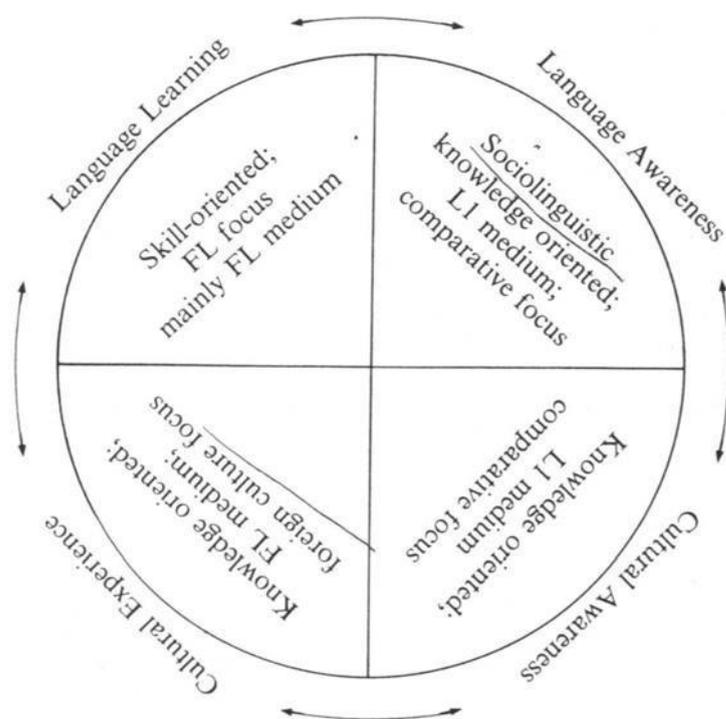
Figure 19.1. A Model of Foreign Language: Education(Byram and Esarte-Sarries, 1991: 15)

As shown in the figure 19.1. , Byram and Esarte-Sarries (1991) introduced a   promising model for integrating culture in foreign language education. Four elements are included in this method. The four elements are: language learning, language awareness, cultural awareness, and cultural experience. They are presented as a circle of experiences and techniques Double headed arrows show the mutual support of each quarter with the other twoadjacent quarters (Byram and Esarte-Sarries, 1991).

In Byram and Eraste-Sarries method, language learning refers to the learning of the foreign language. The focus of foreign language learning is devoted to the language use and its context under the umbrella of Communicative Language Teaching (CLT). Language awareness presents the opportunity for the learners to analyze and understand the relationship between language and cultural phenomena. This element links students' language skills with the understanding of a foreign culture. It is considered as pragmatic awareness that helps the learners to use the language appropriately in specific situations (Eslami-Rasekh, 2005). The third element, cultural awareness is non-linguistic dimension of culture. So, cultural awareness raising is an important dimension in culture teaching. Fantini (1995) suggests that developing culture awareness is an important task for foreign language teachers as students' failure in linguistic competence could be due to the lack of culture competence. Finally, cultural experience refers to the direct experiences that FL learners have with the target culture either by direct contacts with native speakers of the target language, traveling, or creating similar atmosphere in the classroom. This model provides a theoretical foundation for the development of intercultural communication competence (ICC).

To conclude with, we can say that Culture and language teaching are inseparable and culture is always integrated into language learning context. It is considered as the fifth language skill that should be acquired by foreign language students. The close interaction of

language and culture justifies the

cultivation of cultural understanding and awareness in foreign language teaching as well as challenges the traditional teaching ways centered around teaching of linguistic knowledge. The teaching of culture knowledge will undeniably promote communicative ways and methods. Thus, teachers should be creative via integrating cultural content in foreign language teaching via adopting creative and effective strategies to raise learners cultural understanding and awareness.

20. ICT Integration in EFL Classes

Objectives: This lecture aims at highlighting the importance of introducing ICTs in the English language teaching.

20.1. Definition of Information and Communictaion Technologies (ICT)

According to the Cambrigge Advanced Learner's Dictionary & Thesaurus, ICT is defined as the abbreviation of information and *communication technology*: a *school subject* in which *students learn* to use *computers* and other *electronic equipment* to *store* and *send information*. Pelgrum and Law (2003) state that near the end of the 1980s, the term 'computers' was replaced by 'IT' (information technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information. This was followed by the introduction of the term 'ICT' (information and communication technology) around 1992, when e-mail started to become available to the general public (Pelgrum, W.J., Law, N., 2003).

20.2. FORMS OF ICT

According to UNESCO (2010), ICT is an all- encompassing term that includes the full gamut of electronic tools by means of which we gather, record and store information, and by means of which we exchange and distribute information to others.

According to a United Nations report (1999), ICTs cover the following:

- Internet service provision,

- telecommunications equipment and services,

- information technology equipment and services,

- media and broadcasting, libraries and documentation centers,

- commercial information providers,

- network-based information services, and other related information and communication activities.

1.3 Advantages of ICT in Education

Some advantages of introducing ICT in education can be listed below:

-Encouraging the shift towards the students- centred learning

- It increases the students' motivation

- It solve the problems of availability and accessibility

- It establishes the roots of the lifelong education

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