

الجمهورية الجزائرية الديمقراطية الشعبية  
**République Algérienne Démocratique et Populaire**

Ministère de l'Enseignement Supérieur  
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Université de Bejaia  
**Faculté des Lettres et des Langues**  
Aboudaou  
Département de Langue et Littérature  
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## **Didactics Course**

### **Master 1**

**Speciality: Didactics of English**  
**By: Dr. IMERZOUKENE SONIA**  
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**University of Bejaia**

*“Education is the most powerful weapon which you can use to change the world.”*  
-Nelson Mandela

*“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”*  
-Chinese Proverb

**Module Syllabus (Didactics of English):**

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### **1. Module Description:**

- *Module:* Didactics of English
- *Unit belonging:* Fundamental unit 1
- *Credit value:* 4
- *Coefficient:* 2
- *Course type:* seminar
- *Course duration:* 1h30 pr week
- *Level:* Master 1/semester 1
- *Speciality:* DLE
- *Assessment type:* 50% exam + 50% continuous monitoring
- *Academic year:* 2022-2023
- *Teacher coordinator:* Dr. IMERZOUKENE

### **2. Module Aims and Outcomes**

This course is designed to prepare master 1 students for future teaching experiences. By the end of the course, students should be able to:

- Master complex skills related to the teaching process, the learning process as well as the classroom management. These component skills must be honed by students via practice.
- Highlight the main agents of the classroom, their roles, responsibilities and rights;
- Recognize different teaching strategies and materials;
- Distinguish between different learning strategies;
- Reflect on their own learning strategies;
- Identify the main difficulties faced by both teachers and learners and eventually try to find solutions;
- Discover suitable techniques to manage the classroom at different levels of teaching;
- Discern the main steps for a successful lesson planning.

### **3. Module Content:**

#### **Chapter 1: Introduction to didactics**

1-Definition of Didactics and Pedagogy:

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2-Some Necessary Abbreviations:

3-Overview and categorization of approaches and methods to teaching:

4-Teaching with and through technology:

### **Chapter 2: The teaching process**

1. Definition:
2. Types of teaching
2. Functions or roles of a teacher:
3. Characteristics of a good teacher
4. Learning Styles:
5. Teaching strategies:
6. Teaching difficulties:
7. teaching and Evaluating:

### **Chapter 3: The learning process**

- 1.Definition
- 2.Types of learning
- 3.Characteristics of a good learner:
- 4.Learner Styles
- 5.Learner roles:
- 6.Learning strategies
- 7.Learning difficulties:
- 8.Individual differences and learning

### **Chapter 4: Classroom Management**

- 1-Definition
- 2-Importance of Classroom Management
- 3-techniques for classroom management
- 4-The Golden virtues of a successful classroom management:

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5-Classroom management styles  
6-Strategies for classroom management

**Chapter 5: Lesson planning**

## Introduction to Didactics

### 1-Definition of Didactics and Pedagogy:

To understand the term “didactics”, one needs to understand its basic foundation; that is “education”. This latter is referred to as an experience that enlightens one’s mind. Hence, education is the process of providing and receiving knowledge in a systematic way. It is always said that the future belongs to those who prepare for it today, and education is the key to getting there. Consequently, education is learning or imparting basic knowledge, strengthening one's analytical and decision-making skills, and overall putting oneself or others intellectually in a mature life-stage position.

Riskulova and kizi Yuldoshova (2020) have summarised the definition of education in general and said that

The purpose of education, that is, the social demand of society for educational outcomes, first of all determines how to approach the student and how to be a teacher, who to cultivate. Then there are the questions of what to give to the student (content of education), how to give (the method of teaching), through what (teaching aids) (2020, p. 786).

In this sense, education is a broad term that includes not only what is and what happens in the classroom but more than this; education includes long-term objectives that have roots both inside and outside the classroom. It includes moral principles, values as well as social and cultural life. Accordingly, didactics is a means to achieve such objectives.

According to the *Merriam-Webster* dictionary, the word “didactic” refers to something “intended to convey instruction and information in addition to serving another purpose (such as pleasure and entertainment)”.

“Didáskein”, the root of the Greek word didactics, means teaching or ability to teach.

The field of didactics is concerned with both theoretical knowledge and actual practices associated with teaching, learning, and their circumstances. It is concerned with the "what" and "how" of teaching, as well as the explanations for curricular decisions in terms of history, culture, and society

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(the "why"). It emphasizes on the unique learner, his/her cognitive traits, and how his/her operates as his/her absorbs information and gains topic knowledge. Didactics is descriptive and diachronic in nature, that is; it deals with "what is" and "what was". Didactics is primarily concerned with determining the most successful and enjoyable ways for teachers to transfer knowledge to their students<sup>1</sup>.

Didactics is a field of research that encompasses the collective knowledge of all teachers at the point where academic knowledge and practice intersects (Fensham 2004; Gundem 2011)<sup>2</sup>.

Pedagogy is mainly concerned with the relationship between the theoretical knowledge and resources used in the classroom and the intellectual capabilities and specific requirements of the pupils. While didactics is a generic name that reflects the teaching methods, the theory and practical applications behind the science of instruction; pedagogy deals with this knowledge and its applications regarding learners' needs, abilities and differences. Pedagogy is normative or prescriptive and synchronic as it deals with "what should or ought to be". Pedagogy refers to "the teaching profession as well as the science of education, for example as a college subject"<sup>3</sup>. "pedagogy relates to those social, economic and political requirements which a state requires from its education system; pedagogy addresses those skills which society needs" (Hinchliffe, 2000, p. 34).

In simple terms, didactics and pedagogy both refer to teaching, instruction and teaching approaches. According to the *merriam-webster dictionary*, didactics means a "systematic instruction", in other words "pedagogy". In this view, didactics and pedagogy are synonymous. However, literature states a bridge between the two. "While didactics is a discipline that is essentially concerned with the science of teaching and instruction for any given field of study, pedagogy is focused more specifically

<sup>1</sup> Ahmad Javed. 2022

<sup>2</sup> In Claesson, 2018, p. 9

<sup>3</sup> <https://www.vocabulary.com/dictionary/pedagogy>

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on the strategies, methods and various techniques associated with teaching and instruction” (Dana Di Pardo Léon-Henri, nd, p.1).

This course would rely on a more general definition including both concepts in one; that is “didactics”.

Accordingly:

- Didactics is the scientific study of teaching and learning. It includes:
  - Educating. It deals with the theory of education.
  - The teaching process (objectives of teaching, teacher, teaching materials or aids, teaching methods and approaches, teaching techniques, teaching styles and strategies, teaching environments, teaching difficulties.....). It deals with the ability; the people who have the ability to teach.
  - The learning process (objectives of learning, learner, learner styles, learning strategies, learning environments, learning difficulties.....). Learning is seen as the main activity.
  - Syllabus design and textbook elaboration. That is the content to teach and learn.
  - Classroom management (the school and the classroom where teaching and learning takes place).
- Didactics also covers questions to the discipline about what to teach and why to teach it.
- Didactics examines the conditions of effective teaching, the general principles to take into consideration for effective teaching, the different forms of effective teaching-that is not being a slave of a syllabus, the relationship between teaching and learning.
- Didactics searches solutions for teaching and learning problems and difficulties in order to improve teaching and learning.

## 2-Some Necessary Abbreviations:

- **MT:** Mother Tongue. It refers to the first tongue an infant learns at home. In other words, “mother tongue is the language that you learn from your parents when you are a baby” (in online Collins dictionary). “Mother tongue refers to the first language learned at home in childhood and still understood by the person at the time the data was collected”<sup>4</sup>. Noormohamadi (2008)

<sup>4</sup><https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=34023#:~:text=Mother%20tongue%20refers%20to%20the,is%20the%20second%20language%20learned>

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“mother tongue is the language human beings acquire from birth. It helps the child in his/her mental, moral, and emotional development” (p. 25).

- **NL:** Native Language refers to the Aboriginal language. That is the language of the indigenous people of the country. NL is defined in relation to geographical areas. It can or cannot be the mother tongue and/or the first language. “The language of the country that someone is born in or native to” (in online Collins dictionary).
- **L1:** First Language refers to the first language one is taught to speak. In most of the time, it represents the mother tongue. It can or cannot be the mother tongue and/or the Native language. “Someone's first language is the language that they learned first and speak best; used especially when someone speaks more than one language” (in online Collins dictionary).

The division of the English language studies into two categories was first introduced by Hutchinson and Waters. The partition was made mainly on the basis of the learners' needs and interests. They are general purpose English (GE) and specific purpose English (ESP). From such distinction, a number of concepts were emerged:

- **GE:** General English: English for broad social communication. This means that English is used in general. It aims to provide students with a solid groundwork in fundamental grammar and communication. Through a variety of everyday topics, it focuses on improving the basic skills of reading, writing, listening, and oral communication. Yafeng (2018) states that “General English is relative to professional English, which is only for college students to learn English subjects in college life. Its main purpose is to help us communicate better, rather than point to a specific specialty / discipline / occupation” (p. 136). In this sense, General English is also called Basic English. Moreover, Kitkauskienė argues that “general language teaching covers the teaching of the fundamentals of grammar, of expression as well as of phonetics and provides a stronger or weaker basis for possible later language studies” (2006, p. 89). General English is full of rules and exceptions to the rule.
- **L2/ SL:** Second Language refers. “Someone's second language is a language which is not their native language but which they use at work or at school” (in online Collins dictionary).



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- **L3, L4:** Third, Fourth, Language /**FL:** Foreign Language refers to all the additional languages learnt after the second language. They are not present in social or administrative communication of the person's country.
- **ESL:** English as a Second Language. "is taught to people whose native language is not English but who live in a society in which English is the main language or one of the main languages" (in online Collins dictionary).
- **TESL:** Teaching English as a Second Language. "the teaching of English to people who live in an English-speaking country, but whose first language is not English" (in online Collins dictionary).
- **EFL:** English as a Foreign Language. "the practice and theory of learning and teaching English for use in countries where it is not an official medium" (in online Collins dictionary)
- **TEFL:** Teaching English as a Foreign Language. "the teaching of English to people whose first language is not English, especially people from a country where English is not spoken" (in online Collins dictionary).
- **TESOL:** English as for Speakers of Other Languages. It encompasses all people who learn English as either second or foreign language.
- **ESP:** English for Specific Purposes. "The teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose" (in online Collins dictionary). Teaching ESP blends the growth of verbal abilities with the learning of particular knowledge. ESP focuses on a field or topic and how English is used in that context. This means that there is a diversity of ESP as there is a diversity of fields and jobs. As examples of such: Scientific English; Medical English; Technical English; Legal English....In ESP, words have more exact definitions and mean one thing since the context does not change.
- **EAP:** English for Academic Purposes

EAP (English for Academic Purposes) refers to a specialized English-language teaching 'of research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts' (Hyland, 2006:1 in Sayed, 2018, p. 87). The more general discipline of English for Specific Purposes (ESP) has given rise to English for Academic Purposes (EAP), which is distinguished by its emphasis on teaching English especially to

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support learners study or conduct research in English. Although this emphasis on academic situations sets EAP apart from ESP, the idea that EAP is a branch of ESP is still commonly held in the fields of applied linguistics and English language instruction (Hamp-Lyons, 2011). Yafeng argues “academic English is very pertinent, which is set up to meet the specific needs of the learners” (2018, p. 136). Moreover, EAP “... should train students to listen to lectures, take notes and read professional documents in English, write academic papers or academic articles in English, and participate in academic discussions in English” (yafeng, 2018, p. 137).

- **EOP:** English for Occupational

English for Occupational Purposes is a subset of ESP. It deals with circumstances when students are learning the language in order to advance their careers. An investigation of their unique communicative needs at work serves as the foundation for the training. Accordingly, EOP is individual since it tries to meet the needs of a person for a specific occupation.

Supriadi (2019, p. 3) states that “English for Occupational Purposes is a branch of ESP (English for Specific Purposes) and covers situations in which learners are studying English for work related reasons. The courses are based on an analysis of their specific communicative needs in their work”. Supriadi illustrates the definition with the following example:

*A waiter dealing with foreign clients might need to:*

- describe the content of dishes on the menu and the way they are cooked (*It's pasta with seafood cooked in a white wine and cream sauce*)
- understand and respond appropriately to requests and orders (*Can we have a bottle of the house white?*)
- ask about requirements (*Would you like coffee?*) etc.

### **3-Overview and categorization of approaches and methods to teaching:**

Progress in research resulted in a tremendous change in foreign language teaching and learning. Methodologies tried to revolutionize the job of the teacher through developing and deepening constantly scientific and theoretical knowledge. Language pedagogy and ELT dealt with three-3 main issues through centuries (Stern, 1983):

➤ **L1/ L2 Connection:**

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The influence and the dominance of the mother tongue hence the weakness of the target language use and knowledge. This emerged with the emergence of the Grammar-Translation Method (GTM) which claims learning a foreign language through the mother tongue by translation. Sierra (1995) argues that this category refers to “the disparity in the learner's mind between the inevitable dominance of the mother tongue and the weaknesses of the second language knowledge” (p.111).

➤ **The structuralist methods:**

In this category, the L1 (mother tongue) is rejected. The period 1950's to 1980's saw the emergence of many approaches and methods based on the **structuralist** theory of language and **behaviourist** theory of language learning. These methods and approaches emphasised the conception of how to learn a foreign language as a process of acquiring the structures or patterns of language through habit formation. Hence, the content of language is related to structures, vocabulary and pronunciation, and the dominance of 1to 2 language skills. The way of learning this content is “*stimulus-response-reinforcement*”. According to Sierra (1995), this means “the choice between more conscious ways of learning a foreign language and more subconscious or automatic ways of learning it”, in other words the methods under this category “share a common conception of how to learn a foreign language as a process of acquiring the structures or patterns of it through habit formation” (p.111). Among examples of the structuralist approaches and method, we find:

Total physical response (TPR), silent way (SW), community language learning (CLL), situational language teaching (SLT), audio-lingual (ADL)....

➤ **The communicative approaches:**

The communicative period refers to the problems that learners have to cope with when learning a new language, as they pay attention, on the one hand, to linguistic forms (language) and, on the other hand, to real-communication (Sierra, 1995). These approaches are based learning the language as well as learning how to use the acquired language appropriately in order to communicate.

There are five-5 main communicative approaches:

Communicative language teaching (CLT), competency-based language teaching (CBLT), cooperative learning (CL), content-based instruction (CBI), and task-based language teaching (TBLT)

The main aim of these approaches is to develop students' **communicative competence**. Taş & Khan (2020) state that “Communicative competence, in this line, comprises four overlapping circles that

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also develop as a system of matrix when a child (or a language learner) gradually becomes acquainted with the concerning language systems. These overlapping circles are four criteria related to whether something is formally possible in virtue of grammaticality, feasible in terms of implementation, appropriate in context, and performable by being capable of accomplishing what it entails” (p. 88). Canale and Swain (1983) were inspired by previous researches on communicative competence and designed the first comprehensive model, initially composed of three sub-competences that later developed to 4:

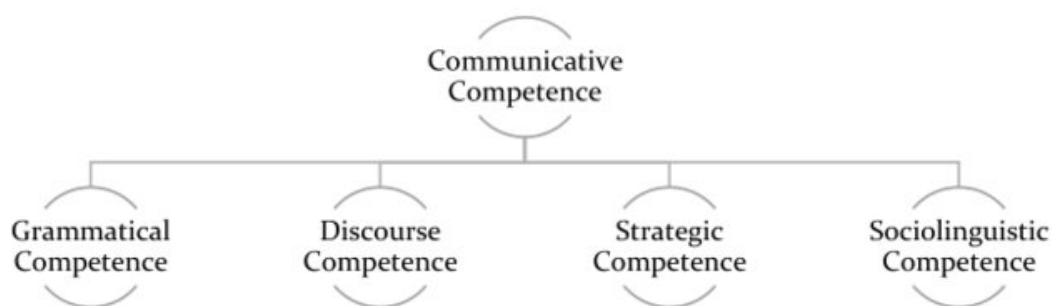


Figure 1. Canale and Swain's model of communicative competence.

1. **Linguistic:** refers to the grammatical rules, vocabulary and pronunciation rules. Walean (2004, p. 13) states that the linguistic competence refers “to the mastery of the language code... such competence focuses directly on the knowledge and skill needed to understand and express accurately the literal meaning of utterance”.
2. **Sociolinguistic:** refers to appropriateness of language use. “This competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants (age, sex, education, role, familiarity, ad the like) and norms/conventions of interaction. Other sociolinguistic factors may include setting of situation, topic, medium or channel, function (e.g., asking information, greeting commanding, etc.), key (tone or manner of exchange), and others” (Walean, 2004, p. 14)

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3. **Discourse:** refers to the ability to talk in front of people, cohesion and coherence... “The type of competence concern mastery of how to combine grammatical form and meanings to achieve a unified spoken or written text in different genres” (Walean, 2004, p. 14).
4. **Strategic:** refers to the ability to remedy to limited language. “This competence is composed of mastery of verbal and non-verbal communication strategies that may be called into action to : 1) compensate for communication breakdown due to limiting conditions in actual communication., and 2) enhance the effectiveness of communication (e.g., deliberately slow and soft speech for rhetorical effect.) (Walean, 2004, p. 15). Tarone (1980) says that “a communication strategy is a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared” (in (Walean, 2004, p. 15).

Here is a small reminder about the communicative approaches since the students dealt with them in details in the third year:

**The communicative approach (CA-CLT):**

CA started from 1960's with the decline of Situational language teaching in Britain. It has two aims:

- Developing the communicative competence
- Developing the four language skills since they are interdependent to communication

CA is based on both functions of language (describing, requesting...) and notions (location, time...)

CA has two versions:

- Weak version: learning to use English (use of language for communicative purposes)
- Strong version: using English to learn English (language is acquired through communication)

**The competency-based language teaching (CBLT):**

CBLT also called competency-based education (CBE) started in the industrial field in which it advocates that workers grow in status according to their competencies, eg. a journalist becoming a reporter, a TV presenter.... it has emerged in USA in 1970's. It's main aim is to develop the students' communicative competence and it is adaptive to learners' needs.

**Competence vs. Competency:**

- ✓ Competence refers to the knowledge of doing something
- ✓ Competency refers to the knowledge of doing something and the exhibition of its performance.

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**Task-based language teaching (TBLT):**

TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It is considered as a logical development of CLT since they share the same principles as it shares some principles with CBLT such as the analysis of real-world tasks and the use of social situations. The focus of the approach lies on the process and not on the final product. It claims that engaging learners in task work provides a better context for the activation of learning processes rather than form-focused activities. This means that tasks are proposed as useful vehicles for applying these principles.

**Cooperative learning (CL):**

CL is developed in USA in the 1960's and 1970's as a response to the forced integration of public schools. It is also considered as an extension of the principles of CLT. It claims an exchange of social knowledge between learners.

**Content-based instruction (CBI):**

CBI emerged in 1980's and draws on CLT principles. It is an approach in which language learning turns around content or information rather than linguistic aspects of language. In CBI, learners learn the language as a by-product of learning real-world content (eg. learning science through English).

**4- Teaching with and through technology:**

**1-Definition of ICT:**

- **ICT** refers to the forms of technology that are used to transmit, store, create, share, or exchange particular information or task.
- **ICT** is a an acronym that refers to the use of technology in teaching and learning.
- **I=** information refers to the knowledge resulted from reading, investigation, study or research.
- **C=** communication refers to the act of transmitting and receiving, communicating, sending, emailing... messages using verbal or non-verbal language.
- **T=** technology refers to the use of tools based on scientific knowledge, experience and resources to create processes and products that fulfil human needs.



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**2-changes in teaching and learning environments:** The integration of ICT in education has revolutionised the classroom:

Model	Focus	Learner role	Technology use
Traditional	Teachers	Passive	Chalk and talk
Informative	Learners	Active	Personal computer
Knowledge/virtual learning	Group/interactive	Adaptive/autonomous	PC and network

**3-how ICTs are used in learning and teaching practices:**

“Access, extend, transform and share” represent key processes by which students learn and become independent learners and self-starters. Through these processes, learners express their creativity and imagination. Since ICTs have the virtue to motivate learners, they tend to do their best and show their potential unconsciously.

- **Access** ideas and information from diverse sources through searching, locating, selecting and authenticating material in a wide range of multimedia forms,
- **Extend** ideas and information through processing, manipulating, analysing and publishing material in different multimedia forms,
- **Transform** ideas and information into new or different forms through synthesising, modelling, simulating and creating material in many multimedia styles and formats,
- **Share** ideas and information across local, national and international networks by interacting electronically with others in actual and/or delayed time.

**2-ICT in education:** ICTs are considered as a key tool for supporting teachers who pay attention to their learners' individual differences and who try to adopt a suitable instruction, thus adapt their teaching strategies to the classroom and try to be flexible. This type of instruction is called “differentiated instruction”.

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- Differentiated instruction is a teaching strategy teachers adopt to attend student diversity in inclusive classrooms (including students from different backgrounds, and with different abilities, interests...).
- The teachers should proceed this differentiation at three main levels:
  - ✓ Content: what is taught, content refers to the knowledge, understanding and skills that students need to learn. These goals should remain the same for all students. The difference should rely in the methods that students use to access the content.

Eg. **Information to acquire** (characteristics of constructivism), **methods of access** (reading alone/in group, listening to a tape, watching a documentary, doing online research...)

- ✓ Process: how it is taught, process refers to how students come to understand information and make sense of the content. Process is related to content practice to make sense of it and realise how this content is useful outside the classroom.

Eg. Trying to figure out things, asking questions, making mistakes, working in pairs/groups...

***The learners work at their speed and use different kinds of support.***

- ✓ Product: how learning is assessed. This step helps learners to demonstrate what they can do, know, understand after a certain period of learning.



## The Teaching Process

- 1. Definition:** teaching is an act done by an expert (teacher: a person who knows more) in which there is transmission of knowledge, behaviour, values, guidance, tutoring... in order to develop skills, behaviour and knowledge of a person who is not expert (learner). Teaching is to make the unknown known, the difficult easy and the inaccessible accessible.

The main role of the teacher is teaching and educating students in accordance with their academic requirements, skills, and level of achievement. In other word, the teacher has to adjust instruction and learning for each student in light of their unique educational requirements, skills, and level of achievement.

Teaching is the ability to help students organize, direct, and make the flow of emerging life experiences. As Dewey stated, teaching relies upon “the educational significance of social arrangements [as] means used to educate the young” (1916/Dewey 1997a, p. 89). Sequeira (2012) claims that “teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner” (p. 3).

Other researchers regard teaching as both an art and a science. “As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals” (Isola Rajagopalan, 2019, p.5)

### 2. Types of teaching:

**2.1. Lectures/Seminars:** a teacher-centred type. The teacher gives information and theoretical basis to students. The teacher-learner interaction is limited to question/answer type. Eg. Seminar of didactics.

**2.2. Class teaching:** a learner-centred type. The practice of what is done in the lecture. The teacher-learner interaction is close. Eg. Workshops of phonetics.

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**2.3. Exercise teaching:** a learner-centred type. It claims more practice. The teacher-learner interaction is closer. Eg. TP of physics.

**2.4. Project-work teaching:** a learner-centred type. Students work on their own, create knowledge, and develop learning and research strategies, critical thinking skills.... The teacher is just a guide. Most of the work happens outside the classroom.

### **3. Functions or roles of a teacher:**

The teacher plays a primordial role in the classroom. She/he represents an essential agent in the teaching process. The teacher has an effect on students and their learning. This effect can be positive or negative. The instructor may shift his/her role during the same session from one activity to another and from one step to another. Here are some functions (relying on many researchers' views such as: Harmer, 2001; Sequeira, 2012...):

- *Planner:* the teacher sets goals and objectives, decides on the pace of learning, determines what is more and less important, what to teach first, second....
- *Resource:* the teacher is the provider of knowledge at any stage. The teacher is helpful and available whenever necessary.
- *Controller:* the teacher takes in charge all what happens in class and controls students' behaviours.
- *Facilitator:* the teacher makes the material/content clear, understandable, helps the learners to understand that content, facilitates learning, transfers the material to daily life, and relates the material to personal experiences.
- *Motivator:* the teacher motivates the learner; attracts students' attention to learning; involves learners in different types of activities and raises students' curiosity.
- *Mediator:* the teacher mediates learning between learners and knowledge, hence renders the inaccessible accessible to the learners.
- *Participant:* the teacher gets involved in the learning process (in activities and project works) and participates in learning with students. The teacher can be a member of pair work, group work, whole-class work or even project works.
- *Prompter/guide/tutor:* the teacher helps learners to find their way by themselves (implicitly) and does not give the answer directly.

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➤ **Observer:** the teacher observes the learners' performance, progress and behaviour so as to provide feedback whenever necessary.

**4. The teacher as a teaching aid:** the teacher in a language classroom can be a teaching aid in order to help students hear, understand and remember the content. According to Harmer (2001), there are different ways the teacher can adopt and in which s/he can act as a teaching aid.

**4.1.Mime and Gesture:** mime, gestures and expressions help to convey meaning, call students, set the discipline, for memorisation. Eg. Small, big, tall, fear, surprise, happiness, sadness, angry....

**4.2.A language model:** in addition to textbooks, audio/visual materials, reading texts, students get language from their teachers. Thus, they get new vocabulary, language use, language accent.... The teacher models the language and the students recognise the language. The teacher reads aloud. This can capture imagination and mood. To achieve such objective, the teacher has to give the reading some passion.

**4.3.Provider of comprehensible input:** the teacher is a language input for the learners. The teacher provides appropriate input to students. The teacher makes the input understandable for students. The teacher provides input to which students can react directly, comparing to textbooks or audiovisuals.

**5. Characteristics of a good teacher:** a good teacher is first of all a person who loves what s/he does, who feels passion for the profession, and who conveys this passion to the students. In general, the characteristics of a good teacher are classified into four main headings (Masrur, 2015):

**5.1.Knowledge:**

- ✚ The teacher should be an expert in the subject matter.
- ✚ The one who makes the unknown known, the difficult simple and the inaccessible accessible.
- ✚ The one plans carefully his lesson but never is a slave of his/her plan. S/he is flexible and tries always to change, or fix when something goes wrong. Eg. The way of transmission of the same points/materials planned before.

**5.2.Communication skills:**

- ✚ The teacher should have the ability to communicate his knowledge to students.
- ✚ S/he should show the students the way(s) to find the answers not give the answer.

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- ✚ S/he reflects on his/her teaching styles and admits when something goes wrong and always tries to fix things.
- ✚ S/he should be a good listener to learners' needs, interests, feelings, thoughts, points of view....

### **5.3.Interest:**

- ✚ If the teacher is interested in and loves what s/he teaches, s/he will transmit this interest and love to his/her students.
- ✚ Teacher's motivation leads to students' motivation, which makes the acquisition of the material an entertainment rather than something rigid or boring.
- ✚ The good teacher is the learners' friend with respect of boundaries.
- ✚ S/he should have some kind of fun with the students (jokes) to relax and create a favourable atmosphere for learning.

### **5.4.Respect:**

- ✚ A good teacher is the one who cares for his/her students.
- ✚ A good teacher is concerned with their behaviours, problems and feelings.
- ✚ S/he respects his/her learners as individuals.
- ✚ S/he respects students' ideas and opinions.
- ✚ S/he should be an open-minded teacher who believes in the humanistic philosophy of education.
- ✚ S/he should be patient enough to repeat again and again, in different ways, to those students who are slow in understanding.
- ✚ A teacher who knows how to behave with lack-disciplined/undisciplined learners.
- ✚ And a teacher who believes in his/her learners' success.

## **6. Instructional materials:**

Teaching materials refer to materials the teacher can use in order to teach better (transmit his/her knowledge in a better way) and to develop learners learn the foreign language better (receive and understand information better). Teaching materials, also called instructional materials, are suppliers and resources needed by the teacher in order to achieve successfully his/her objectives. They are tools used in educational lessons. They refer to objects (such as book, picture, maps...) and devices (such as DVD or computer, CDs, tape recorders...). They are used in order to help learners

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understand the concepts introduced by the teacher. “Teachers need the skills to design and deliver engaging lessons, and the skills to monitor learning progress” (Peace Corps, p. 9)

## **2-Types of teaching materials:**

There are many types of instructional materials that can be categorised according to their nature. They can be pedagogical in nature (those materials designed for the purpose of teaching and learning, such as: textbooks, objects, pictures, cards, charts...) or authentic in nature (those materials designed for social purposes and bought to the classroom in order to provide authentic input to learners, such as: maps, songs, novels, magazines, newspapers...); authentic materials are taken from real-life and adopted in class, their first aim is not teaching and learning but integrated in class for the purpose of creating or being in touch with the real/native language..

**1-Traditional resources:** include textbooks and workbooks used in the classroom. These materials can help to introduce new concepts. They are used to teach several subject matters; they can be used for language: reading and writing, vocabulary, grammar... and for other subject matters. Newspapers, magazines, pictures... are also traditionally used in the classroom.

**2-Graphic organisers:** a type of visual representation of information such as diagrams, charts, tables, flow charts, plot diagrams. They help to organise ideas, to compare, to classify information. They help learners internalise and apply information more easily.

**3-Teacher-made resources:** are created by the teacher for better teaching, such as: handouts, worksheets, tests, quizzes, projects.... They are used for information transmission and student assessment.

**4-Electronics and media:** are technological tools such as computers, interactive whiteboards, and tablet...used by the teacher and students for educational purposes. This allows students to manipulate easily information, on the one hand, and to attract students' attention and interest, on the other hand.

**7. Learning Styles:** refer to a preferred way of learning. It is a natural and habitual way of absorbing, processing and retaining new information. There exist five major learning styles/learner styles:

**6-1-visual:** learners learn better/prefer learning when they visualize/see the teacher and the new content. Eg. Visual materials such as pictures, graphs, videos....

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**6-2-auditory:** learners learn better/prefer learning when hearing to the teacher and the new content. Eg. Audio-materials like dialogues, songs....

**6-3-kinaesthetic:** learners learn better/prefer learning by touching and experimenting new content. Eg. Scientific experiments, architectural designs....

**6-4-read and write:** learners learn better/prefer learning by reading (silently or aloud) and writing, taking notes, summarizing....

**6-5-environmental:** learners learn better/prefer learning in their own environment. There are two main types of environments: physical and sociological.

**6-5-1-Physical environment:** learners are sensitive to environment factors such as: light, temperature, furniture....

**6-5-2-Sociological environment:** learners are sensitive to relationships with the learning process such as with the classmates, the teacher....

➤ *Learners can prefer more than one style and use different learning strategies.*

## 8. Teaching strategies:

A teaching strategy refers to all actions, techniques, steps, behaviours performed or adopted by a teacher to help students understand the material as much as possible. The choice of teaching strategies depends on learning strategies, learner's needs and interests, learner styles, teaching content, teaching materials and objectives, teaching approach and the types of teaching to adopt.

They are classified into six-6 types:

- a. **Direct instruction:** a teacher-directed strategy. It aims to provide information. It refers to explicit teaching in which the teacher explains; demonstrates and pushes students to practice. The teacher controls the content and the pace of learning. The drills are the main practice and "wh" questions are the basis.
- b. **Interactive instruction:** the teacher and learner are cooperative. This strategy promotes discussion and knowledge sharing between learners. It involves pair and group work, thus develop social skills. It involves activities such as jigsaw, role play, problem-solving, laboratory groups, brainstorming, discussions, debates, interviewing, conferences...



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- c. **Indirect instruction:** a learner-directed strategy. It is used by learners by to observe, investigate, infer and form hypotheses. The teacher is a facilitator, supporter, guide and a source. It involves mapping, charting, writing, reading for meaning, case studies....
  - d. **Independent study:** a learner-directed strategy. Learners perform individual, pair or group work, either given by the teacher or initiated by them. Eg. Essays, computing, journals, corresponding with a native speaker, homework...
  - e. **Experimental instruction:** a learner-directed strategy. It involves inductive teaching and activity-oriented teaching. The basis with this strategy is the process not the product. Eg. Conducting experiments, writing narrative essays, simulations, games, storytelling, surveys....
  - f. **Instructional skills:** all teachers should possess three main skills:
    - i. **Explaining:** to make unclear clear, difficult easy for the learners.
    - ii. **Demonstrating:** to show how to apply the theory; learners learn better by doing.
    - iii. **Questioning:** to check learners' understanding, learners' interest and motivation, to go from simple to high-level questions. Knowing to ask right questions is part of a good teacher.
9. **Teaching difficulties:** during the process of teaching, teachers are confronted to a lot of obstacles. Among them:
- a. **Learners' perceptions and behaviours:** learners' ways of thing and behaving influence the class environments. Lack-disciplined learners disturb both other learners and teacher.
  - b. **Learners' handicaps:** physical and mental handicaps put the learners in a difficult situation. That is the teacher does not know how to behave with students with special needs. S/he asks always the question: "am I going to treat this student as other students or differently from them?" in both cases, problems raise.
  - c. **Lesson preparation and teaching materials:** teachers pass hours and hours in order to prepare their lessons, so they waste a lot of time and find barriers when they turn to choose suitable materials for their lessons.

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- d. Administration constraints:** the administration put enormous pressure on teachers to finish the syllabus in time, to cover the content. It does not provide necessary means for successful teaching....
- e. Teacher constraints:** teachers can be their own difficulty in teaching. When teachers are old, they are tired, they do not understand their students because of the interval age between them... when the teachers are novice, they need time to adapt to the classroom constraints and adopt suitable teaching strategies and behaviours. When teachers are not trained to teach the content they are teaching. When teachers do not love what they do (no passion)...

## 10. Teaching and Evaluating:

### 1-Definition in of terms:

Testing, evaluating and assessing are terms generally used interchangeably in the process of judging students' progress. However, they are different in use. Here are simple definitions to distinguish between the three terms:

**1-1-Evaluation:** is the process of making judgements based on criteria, standards and evidence. It is the process of observing and measuring a thing for the purpose of judging it and of determining its "value", either by comparison to similar things, or to a standard. Evaluation of teaching means passing judgement on it as part of an administrative process. Watson defines evaluation as "used to judge the learning that has occurred. This judgment can be made by comparing a product, meant to show learning, to either other similar products or a standard. For example, an instructor is evaluating learning when they grade a paper. This paper may be graded in comparison to other papers produced for that course (similar products) and/or a rubric made to grade the paper (a standard)". Weir & Roberts (1994) add that "evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard" (in Yambi, 2018, p. 5).

**1-2-Assessment:** it is the process of describing, collecting, recording, scoring, and interpreting information about learning. The aim is to make improvement. It is the process of objectively understanding the state or condition of a thing by observation and measurement. Assessing of teaching



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means taking a measure of its effectiveness. Tontus (2020) claims that “assessment is the systematic field for reasoning about the development of students and the evaluation of the program and the effectiveness of educational activities. It is the process of planning, implementing, clarifying, designing, collecting, analysing, interpreting and re-designing to increase students’ learning and development” (p. 11).

“Summative assessment” is what we normally call “evaluation”. Yambi (2018, p. 3) sustains that “summative assessment is used primarily to make decisions for grading or determine readiness for progression. Typically summative assessment occurs at the end of an educational activity and is designed to judge the learner’s overall performance. In addition to providing the basis for grade assignment, summative assessment is used to communicate students’ abilities to external stakeholders, e.g., administrators and employers”

“Formative assessment” is measurement for the purpose of improving it. According to Watson, “formative Assessment is any task or activity that produces feedback for students about their learning in a course”.

- **Feedback** encompasses not only correcting students, but also offering them an assessment of how they have done, whether during a drill or after a longer language production exercise. The way we assess and correct students will depend not only upon the kind of mistakes being made (and the reason for them), but also on the type of activity the students are taking part in (Harmer, 2001, p. 99). Tontus (2020) affirms that “feedback provides guidance to learners about where and how they need to focus their attention in relation to their learning (p. 15).

### **Types of assessment:**

1. **Teacher assessment:** “because the assessment we give is either positive or somewhat negative students are likely to receive it in terms of praise or criticism. Indeed, one of our roles is to encourage students by praising them for work that is done, just as it is one of our duties to say when things have not been successful. Yet the value of this praise and blame is not quite as clear-cut as such a bald statement might imply (Harmer, 2001, p. 100); this is because sometimes teachers tend to do not provide direct utterances for what is correct and incorrect. There are a number of manners, in which a teacher can assess his/her students; among them: comments (by saying sentences such as “good, yes, excellent, well not exactly, you can do better...); marks and grades (we often grade

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students' works out of 20 or out of 10); reports (for the student, the school or the parents in which the teacher indicates how well or bad the student is done during the year or the semester, and the progress, the strengths, the lacks and weaknesses of the student)

2. **Self-assessment:** “student self-assessment is bound up with the whole matter of learner autonomy since if we can encourage them to reflect upon their own learning through learner training or when on their own away from any classroom, we are equipping them with a powerful tool for future development (Harmer, 2001, p. 103). Self-assessment can be formal or informal; informal is done by asking direct questions to the student about how well or bad s/he has performed hence s/he judges his/her own abilities; formal is generally done with the help of a checklist or a rubric (a list of criteria) which guides the learner to judge his/her work. Here is an example of a self-assessment checklist<sup>5</sup> in a writing class:

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<sup>5</sup> : [www.googleimages.com](http://www.googleimages.com)


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 Whooo's checked their work....



I have started my sentences with a capital letter.  
ABC....

I have used finger spaces between my words.  


I have used the correct punctuation in my sentences.  
. ! ? " ,

I have tried to sound out words and used my word mat for help with my spellings.  
C\_a\_t b\_ar\_k

I have used interesting words.  
wow! Words (adjectives)  
Amazing scary enormous quiet soft

I have used connectives then because when so

I can read my own work.

I have tried my best !

### 3. Peer-assessment:

Peer assessment is the practice of students giving summative or formative evaluations of one another's academic performance. Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria (Karthikeyan, 2021).

Here is an example of a peer-assessment checklist<sup>6</sup>:

<sup>6</sup> : [www.googleimages.com](http://www.googleimages.com)

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**PEER EDITING CHECKLIST**

<b>A. CONTENT</b>	Yes	No
1. Main idea is clearly stated in the introduction		
2. Main idea is illustrated by several points		
3. Each point is supported by concrete examples		
4. Irrelevant, ambiguous, or unclear ideas or examples are included		
<b>B. ORGANIZATION</b>		
5. The essay has a title		
6. The essay contains an introduction, support, and conclusion		
7. Each point is covered in a separate paragraph		
8. Paragraphs are logically related and sequenced		

**4. Class/group assessment:**

Educators use classroom assessment, as a structured kind of formative evaluation, in order to gauge how much and how well students are learning. "The central purpose of Classroom Assessment is to empower both teachers and their students to improve the quality of learning in the classroom" through an approach that is "learner-centered, teacher-directed, mutually beneficial, formative, context-specific, and firmly rooted in good practice" (Angelo & Cross, 1993, p. 4)<sup>7</sup>.

**1-3-Testing:** measures the level of skills or knowledge that has been reached. A test or a quiz is used to examine learner's knowledge of content in order to determine what s/he has learned.

<sup>7</sup> [https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/classroom-assessment-techniques-\(cats\)#:~:text=Classroom%20Assessment%20is%20a%20systematic,can%20be%20made%20as%20necessary.](https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/classroom-assessment-techniques-(cats)#:~:text=Classroom%20Assessment%20is%20a%20systematic,can%20be%20made%20as%20necessary.)

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**Types of test:** the type of the test depends on the reason of testing; here are four types:

**1-placement test:** it is an entrance test. It usually relies on the materials (textbooks, syllabuses) used in the institution. It aims to place the student in the right class and right level. It generally assesses the student's grammar and vocabulary knowledge as well as the productive and receptive skills.

**2-diagnostic test:** it aims to shed light on the student's difficulties, lacks and gaps in his/her knowledge and skill deficiency during the course (Harmer, 2001). In this case, the teacher works to remedy to the student's problems.

**3-progress or achievement test:** it aims to measure the student's progress in both language knowledge and language skills in relation to the content studied.

**4-proficiency test:** gives a general picture of the student's knowledge and ability (Harmer, 2001) and not measuring the learner. It is used in university admissions, job requirements....

**Characteristics of a good test:**

For a test to be good, it should answer two main requirements:

- **Validity:** if the test deals with what it supposes to test
- **Reliability:** the test should give consistent results. This means that if a person takes the test twice or more, the results should be the same each time.

## The Learning Process

### 1-Definition:

Learning refers to the change of behaviour of someone after or through experience, instruction or self-study. It is the act of knowing or acquiring new things after or through experience, instruction or self-study. It is the result of teaching. It is the act of acquiring or modifying existing knowledge, skills, behaviours and values. Sequeira (2012) summarises the concept of “learning” in the following lines:

Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn! ...Other learning can take place without planning, for example by experience. Generally with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time (2012, p.1).

**Learners:** are the people who acquire knowledge. Generally, there is a willing of learning new content from the part of these people. They are two types

**Effective learners:** are learners who

- Use a variety of learning strategies.
- Are aware of why and how they use their learning strategies.
- Select language learning strategies that work well together and tailor them to the required task.

**Less effective learners:** are learners who

- Are less aware of the language learning strategies they use.

Apply strategies at random.

### 2.Types of learning:

**1.1.Transmission/reception:** it is the most traditional and used way of instruction. It is the act of receiving information, ideas, knowledge, skills, and values by the teacher. Eg. In a lecture, the teacher transmits and the learners receive.

**1.2.Acquisition:** refers to the conscious choice to learn (interesting materials). Learners explore, experiment, instruct themselves (self-instruction, inquiry). Learners feed their curiosity.

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**1.3.Accretion:** it is the gradual subconscious process by which we learn things, like habits, behaviours, culture, social rules....

**1.4.Emergence:** learners tend to structure and construct new ideas and meanings through reflection, insight, creative expression and/or group interactions. Learners synthesise, create, solve problems, and use their intuition and wisdom to sort the new from the already known.

**2. Characteristics of a good learner:** according to many researchers, such as Harmer 2001...., the following represent the main features of a good learner:

- Attentive,
- Hard worker,
- Active and cooperative,
- Good listener,
- Reflect on his/her learning style(s),
- Participant,
- Risk-taker,
- Sets learning goals,
- Takes in charge,
- Creative,
- Develop positive attitudes towards the language he learns,
- Learns from his mistakes to fix things,
- Motivated and not anxious,
- Self-confident,
- Collaborator,
- Interactive,
- A good guesser,
- Strategic,

**3. Learner Styles:** refer to a preferred way of learning. It is a natural and habitual way of absorbing, processing and retaining new information. There exist five major learning styles/learner styles:



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**6-1-visual:** learners learn better/prefer learning when they visualize/see the teacher and the new content. Eg. Visual materials such as pictures, graphs, videos.... Gandhi states that (2016, p.18) “visual learners prefer the use of images, maps and graphic organizers to access and understand new information”.

**6-2-auditory:** learners learn better/prefer learning when hearing to the teacher and the new content. Eg. Audio-materials like dialogues, songs.... Gandhi states that (2016, p.18) “auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions”.

**6-3-kinaesthetic:** learners learn better/prefer learning by touching and experimenting new content. Eg. Scientific experiments, architectural designs.... Gandhi states that (2016, p.18) “kinesthetic learners best understand information through tactile representation of information. They learn best through figuring things out by hand”.

**6-4-read and write:** learners learn better/prefer learning by reading (silently or aloud) and writing, taking notes, summarizing.... Gandhi states that (2016, p.18) “learners with a strong **reading/writing preference** learn best through words. These learners are able to translate abstract concepts into words and essays”.

**6-5-environmental:** learners learn better/prefer learning in their own environment. There are two main types of environments: physical and sociological.

**6-5-1-Physical environment:** learners are sensitive to environment factors such as: light, temperature, furniture....

**6-5-2-Sociological environment:** learners are sensitive to relationships with the learning process such as with the classmates, the teacher....

➤ *Learners can prefer more than one style and use different learning strategies.*

#### 4. Learner roles:

- Learner is the centre of the classroom,
- Active and interactive,
- Member of the group,
- Central participant,
- Makes most of the work,



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- Responsible for his/her own learning,
- Asks questions,
- Answers to peers,

## 5. Learning Strategies/Language Learning Strategies (LLS):

### LLS vs. Learning Styles:

- **LLS** refer to any plan used by the learner to achieve an immediate objective.

Eg. Using a dictionary  
Summarizing  
Classifying  
Taking notes...

- **Learning Styles:** refer to a preferred way of learning. It is a natural and habitual way of absorbing, processing and retaining new information.

There are six types of strategies used by the learners:

There are, in the literature, many classifications of LLS. In this course, we will rely on Oxford's model as it "the most comprehensive classification of learning strategies" (Ellis, 1994, p.539). Oxford's classification (1990) of learning strategies provides a detailed model and helps better understanding. The model relies on the previous different classifications of learning strategies.

Oxford divided LLS into direct and indirect strategies:

### 2-1-Direct LLS:

Direct LLS involve direct leaning and require mental processing of language. They include three main categories: *memory* strategies, *cognitive* strategies and *compensation* strategies:

**2-1-1-Memory strategies:** also called memory-related strategies, refer to any techniques that are designed to help learners store and retrieve new information when needed, such as grouping, creating mental linkages, applying images and sound, reviewing, and employing action. These strategies help learners to link one L2 item or concept with another but not necessarily involve deep understanding. They range from everyday, *external* aids (eg. Using a planner) to *internal* memory strategies (eg. Mnemonics devices) that facilitate storage and retrieval of information from long-term memory.

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**2-1-1-1-external memory strategies:** are everyday things people do in order to remember other things such as reminder notes, making a shopping list, setting a timer, using a calendar, making a cross (x) on one's hand....

**2-1-1-2-internal memory strategies:** take place mentally such as rehearsal or repeating in one's head, mental imagery, elaboration, mnemonics (encoding meaning), organizing information (mind mapping)....

**2-1-2-Cognitive strategies:** enable learners to understand and produce new language. These strategies enable learners to manipulate the language material in direct ways such as reasoning and analyzing, practicing, receiving and sending messages, synthesizing and summarizing, outlining, note taking, reorganizing information in order to develop a stronger schemas (knowledge structure), practicing in naturalistic settings, and practicing structures and sounds formally. Hence, cognitive strategies involve deliberate manipulation of language to improve learning; assist learners with language problems since they are asked to use their mind to solve different problems or to complete tasks; and include remembering and applying information from course content. Such strategies are mostly essential for reading and listening comprehension activities.

**2-1-3-Compensation strategies:** also known as “cover or coping strategies”, allow learners to use the new language for comprehension or production despite limited knowledge, and they are used to make up for “inadequate repertoire of grammar, especially of vocabulary” (Oxford, 1990, p. 17). They include guessing meanings from context, using gestures.... they are used by learners to overcome knowledge gaps and continue to communicate in the target language, thus develop their strategic competence. Eg. If an expression or a word is not known; if something is not heard correctly.... they include: *guessing intelligently*, and *overcoming limitations in speaking and writing*.

**2-1-3-1-Guessing intelligently:** is mainly important for listening and reading because it helps learners understand a lot of language without retaining all the details. Guessing may be applied by *linguistic* and *non-linguistic* clues. **Linguistic clues** may be derived from the learners' knowledge of the target language, their mother tongue, or other

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foreign/second languages they may be familiar with. Eg. The learner discovers the topic of the conversation just by knowing some words: market, potatoes, onion, carrots (topic is shopping). The **non-linguistic clues** are related to forms of address and social relationships, non-verbal behaviour, including tone of voice, facial expressions, emphasis, body language....

**2-1-3-2-Overcoming limitations in speaking and writing:** helps learners keep interacting or writing despite their limited knowledge of language. This can be achieved by:

- Switching to the mother tongue.
- Asking for help in a conversation by hesitating or directly asking for the right word.
- Using mime and gestures in order to illustrate the meaning of the unknown word.
- Avoiding communication partially or totally if problems are expected. Eg. Learners avoid topics they do not know.
- Select the topic they know and enjoy it or even direct the conversation towards that topic.
- Create words to communicate something the learner does not know. Eg. Eye-doctor for ophthalmologist.
- Using synonyms, description, definitions, opposites...
- Pointing...

**2-2-indirect LLS:** support learning indirectly but are powerful to learning process (Oxford, 1990). They include: *metacognitive* strategies, *affective* strategies and *social* strategies:

**2-2-1-Metacognitive strategies:** help learners to regulate their learning, such as paying attention, planning, setting goals, self-evaluating and monitoring one's errors or the learning process. These strategies help learners to control their cognition. They include: *centring learning*, *arranging and planning*, *evaluating progress in the target language*.

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**2-2-1-1-centring learning:** such strategy is used to identify a focus in language learning. This can be achieved by:

- Over-viewing and linking with already with already known material by previewing the new material to previous one to an upcoming task. Eg. *Task:* to check off the phrases related to “request” while listening to a tape/watching a video or reading a text. *The learner:* might preview the vocabulary about or related to “request”, put it in context, add other expressions and compare the English expressions with those in his mother tongue.
- Paying attention is essential for the development of all language skills. It involves *directed* or *selective* attention. **Directed attention** refers to being totally attentive to the task, the learner lets nothing to distract him/her. **Selective attention** is related to noticing particular details or elements such as pronunciation, register, style, grammar, vocabulary in spoken communication, or to structure, content, punctuation, or sentence construction in writing....
- Delaying speech production applies to listening and reading. It consists of postponing speaking in the target language for hours, days, weeks, or even months. It is considered as a way of concentrating on listening comprehension before feeling comfortable to speak. The delay can be: *total* or *partial* if some stock phrases are uttered but not creative sentences. Eg. Simple answers such as **yes, 1920, no...**

**2-2-1-2-arranging and planning learning:** such strategies aim at organizing learning, setting personal aims and task purposes, planning tasks, and creating opportunities for language practice. They follow some steps:

- Finding out about language learning or discovering what language learning involves, what learners may face and what effective strategies they could use.
- Organizing or creating an appropriate physical environment for learning and scheduling outside classroom practice.
- Setting goals (both long-term and short-term) for each skill area and deadlines for their accomplishment.
- Identifying the purpose of a language task enables learners to focus their attention on the right aspects.

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- Planning for a language task by identifying the nature of the task, its requirements, and the teacher's available resources as well as the need for supplementary aids and resources.
- Seeking practice opportunities for all the language skills both inside and outside the classroom. Eg. Listening to songs, watching videos, listening to radio programmes, reading short stories, magazines....

**2-2-1-3-evaluating progress in the target language:** this set of strategies includes two main types:

- Self-monitoring, or noticing and correcting personal errors in any of the language skills.
- Self-evaluating, or measuring the overall language progress or achievements in one of the four language skills by using checklists, diaries, or journals.

**2-2-2-Affective strategies:** help learners to deal with their own emotions, motivations and attitudes, such as lowering anxiety, self-rewards, self-encouragements.... Such strategies prepare learners both “emotionally and attitudinally for the learning process” and for attaining communicative competence. They aim to develop students' self-confidence and perseverance by dealing with negative feelings such as anxiety, fear of speaking, shyness.... they include: *lowering anxiety, encouraging oneself, and taking emotional temperature.*

**2-2-2-1-Lowering anxiety:** involves *using progressive relaxation, deep breathing or mediation*, these can be used inside and outside the classroom, before entering a testing room, or giving a talk in the target language; *using music* before any stressful language task; *using laughter* through jokes, role plays, games and other active activities.

**2-2-2-2-Encouraging oneself:** involves *positive statements* (eg. I did well, I can do it...); *taking risks* wisely despite the possibility of making mistakes or facing difficulties; *rewarding oneself* after well-doing (eg. Eating something sweet, go shopping...)

**2-2-2-3-Taking emotional temperature:** is important for *affective self-assessment* to give up negative feelings and attitudes, and get in touch with positive ones. They include:

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- Listening to one's body or assessing one's physical state. Eg. Before presenting a work, one can feel his stomach knotting or his legs going weak. Knowing about the symptoms helps to overcome the difficulty by applying relaxation strategies for example.
- Using a checklist for identifying one's emotional state in general or related to particular task and skill.
- Writing a language learning diary including learners' emotions, feelings and attitudes towards language learning.
- Discussing one's feelings with someone else such as parents, peers, friends, teachers, or native speakers, both inside and outside the classroom.

**2-2-3-Social strategies:** refer to ways in which learners learn the language through interactions with native speakers of the target language, such as asking questions, cooperating with peers and improving cultural understanding. Such strategies aim at developing sociolinguistic competence by increasing the interaction with other learners or language speakers, as well as their empathetic understanding. They include: *asking questions*, *cooperating with others*, and *empathising with others*.

**2-2-3-1-Asking questions:** include *asking for clarification or verification*, especially in listening and reading. Clarification includes asking to slow down speech, to repeat what is said, to paraphrase, or to explain; verification includes checking whether the message is understood (eg. What does it mean?...); and *asking for correction* issues especially in speaking and writing (language production).

**2-2-3-2-Cooperating with others:** involves cooperation with other people, real-life contexts, interaction with peers and other proficient users of the target language. *Cooperating with peers* means working together with other learners in order to accomplish a task and reach a common goal (eg. Role play, jigsaw, telephone conversation, project work...). *Cooperating with proficient users* of the new language involves all language skills and it aims at enhancing communication with more proficient users of the new language.

**2-2-3-3-Empathising with others:** is mainly related to *developing cultural understanding* by providing learners with knowledge of the new culture since this is very important to understand listening and reading selections, and thus to produce appropriate oral and written language;



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and to *becoming aware of others' thoughts and feelings* that would help learners come closer to the people they communicate with.

**1-Parameters affecting a strategy use:** the quantity and type of LLS used by the learners is largely influenced by two types of factors: those related directed to the learners and those which are external to the learners:

**1-1-Situational or social factors:** are external to the learners and are connected to the immediate learning context (be it the classroom or the wider environment). They include:

- The type, rate and quality of instruction (eg. Seminar, workshop, experimental, long period, short period...).
- Task requirements and materials.
- The opportunity to practice (eg speaking in a foreign language).
- The course status in the curriculum (obligatory or not).
- Teacher related variables (style, strategies, availability).
- The availability of language practice outside the classroom...

**1-2-Learner-related factors:** are concerned with learner differences. They include:

- Age
- Gender
- Aptitude
- Proficiency level
- Motivation
- Learning style
- Cultural background
- Attitudes and beliefs
- Field or study or career orientation
- Various personality traits such as: anxiety, self-esteem, tolerance of ambiguity, and general personal flexibility
- Learners' personal background in education in general and in language learning in particular.

## 6. Learning difficulties:

**6.1.Dyslexia:** difficulty of reading; learners change resembling letters: /b/ and /d/, /6/ and /9/...

**6.2.Disgraphia:** difficulty of writing. It is the result of Dyslexia.

**6.3.Dyscalculia:** difficulty performing mathematical calculations.

**6.4.Auditory-memory and processing deficit:** difficulty of understanding and remembering words and sounds.

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**6.5.Attention deficit and hyper-activity disorder:** lack of concentration.

**6.6.Language problems:** lack of grammar, spelling, vocabulary

**6.7.Family problems:** Harmer asserts that “students’ experiences in their families have a profound influence on their attitudes to learning and to authority” (2001, p. 126). Situations such as divorce, dead parents, religion, attitudes towards the foreign language and country... are a great hinderer to learning.

**6.8.Personal problems:** low self-esteem, low self-confidence, anxiety, timidity....

**6.9.Education and background:** previous learning and experiences play a major role in students’ future achievements and performance and behaviour.

**6.10. Class problems:** teacher and students’ interaction and relation.

**6.11. Social problems:** such as rejection by society...

## 7. Individual differences and learning

### 1-Definition:

- Individual differences are personal attributes that vary from one person to another.
- Individual differences are inherent in the learner.
- Individual differences refer to learner characteristics that play a role in their learning.
- Individual differences can predict success or failure in language learning.
- Some variables of these individual differences are observable and measurable directly such as: age, gender, aptitude...
- Some other variables cannot directly be observable or measurable such as: personality, intelligence....

### 2-Individual Differences Examples:

#### 2-1-Age:

The pupils' age play represents a key consideration in how and what to teach since the abilities, needs and interests are different from one level age to another. In this respect, Harmer (2001) states that



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“people of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought” (p. 37).

The relationship between age and L2 acquisition takes into consideration three-3- major elements:

- The stage of L2 development (childhood, adolescence, adulthood...)
- The goals of learning the target language (in what aspects of L2 the learner has achieved)
- The context in which the learner learns L2 (including language input, learning environment, and socio-cultural context).

Children are believed by researchers to learn more easily foreign languages, though there is no definite and final conclusion about such assumptions.

**2-2-Gender:** many studies found that gender can have a significant impact on how students learn. Studies claim that learner differences related to sex (biological) or gender (socially constructed) have shown that females tend to show greater integrative motivation, willingness and more positive attitudes towards L2 and L2 learning.

**2-3-Aptitude:**

Harmer (2001) claims that “some students are better at learning languages than others” (p.41).

- ❖ Aptitude refers to potential for achievement,
- ❖ It is a natural ability for learning an L2,
- ❖ It is an inherent capacity, talent or ability to do something,
- ❖ It is usually measurable with aptitude tests which are standardised tests designed to measure individual's ability to certain skills:

**MLAT**= the Modern Language Aptitude Test (by Carroll and Sapan, 1959).

**PLAB**= the Pimsleur Language Aptitude Battery (by Pimsleur, 1966).

**Components of aptitude:** aptitude is reflected in current performance which is expected to improve overtime with training. Aptitude is believed to be composed of four-4 levels through which it is measured:

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- **Phonemic coding ability:** the ability to identify sounds of a foreign language so that they can be remembered later. The ability to identify and memorise new sounds.
- **Grammatical sensitivity:** the ability to recognise the grammatical function of words in sentences. The ability to understand the function of particular words in sentences.
- **Inductive language learning ability:** the ability to identify patterns of correspondence and relations between forms and meaning. The ability to figurative out grammatical rules from language samples.
- **Rote learning ability:** the ability to form and remember association between stimuli. This is believed to be important in vocabulary learning.

**2-4-Motivation and Attitudes:** motivation involves the attitudes and affective states that influence the degree of effort learners make to acquire an L2. There are different types of motivation:

- Instrumental motivation: learners make efforts to learn an L2 for some functional reason. Eg. To pass an examination, to get a better job, to get a place at university....
- Integrative motivation: learners learn an L2 because they are interested in the people and culture represented by the target language group.
- Intrinsic motivation: stems from inside the learners themselves. The learner wishes to learn for personal growth. Harmer states that intrinsic motivation “comes within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better” (2001, p.51)
- Extrinsic motivation: refers to an external force (a person or a factor) pushes the learner to learn. Harmer claims that extrinsic motivation “is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel” (2001, p.51)

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The following table summarises the types of motivation:

Source Purpose	Intrinsic (internal) motivation	Extrinsic (external) motivation
<b>Integrative</b>	The learner wishes to learn L2 for personal growth and cultural enrichment.	Someone else wishes the learner to learn and know L2 for an integrative reason.
<b>Instrumental</b>	The learner wishes to achieve practical goals using L2 (eg. For career).	An external power wants the learner to learn L2 for a practical purpose (eg. A boss offers a language training for his workers).

### 2-5-Pace of learning:

Pace of learning refers to the rate at which the learner learns. There are who grasp concepts at the first explanation and there are who needs more explanation and more time for assimilation. Gandhi (2016, p. 18) indicates that “every individual is unique and has his own learning style and pace of learning”.

### 2-6-Personality:

- Personality represents overall profile or combination of stable attributes that capture the unique nature of a person.
- Theories of personality often describe what people have in common and what sets them apart.
- The two sources that shape personality are: **heredity** and **environment** (such as culture, family, group, life experience...).
- When we speak about personality, we speak about traits.
- Traits refer to basic components of personality.
- Traits are characterised by:
  - Emotional stability (degree to which a person is relaxed, secure and unworried).
  - Agreeableness (ability to get along with others).
  - Extraversion (person comfort level with relationships).
  - Conscientiousness (number of goals a person focuses).
  - Openness (curiosity and range interest).

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### Some specific personality traits:

- **Self-esteem:** refers to extent to which a person believes that s/he is a worthwhile person and deserving individual. People develop, hold and sometimes modify opinions of their behaviour, abilities, appearance and worth.
- **Locus of control:** refers to extent to which individuals believe they can control events affecting them. **Internal** loc people believe that their behaviour and actions primarily but not necessarily totally determine many of the events in their lives. **External** loc believe that chances, fate or other people primarily determine what happens to them.
- **Introversion vs. Extroversion:** introverts are quite, introspective and emotionally inexpressive. They perform better alone and in quite environment. Extroversion is an orientation toward other people, events and objects. They are sociable, lively, impulsive and emotionally expressive. Extroverts perform better in an environment with great sensory stimulation such as noisy office or high level activity.
- **Emotional intelligence (EQ/EI):** EQ includes:
  - ❖ Self-awareness (refers to recognising one's emotions, strength and limitation).
  - ❖ Self-empathy (refers to sensing what others need in order for them to develop).
  - ❖ Self-motivation (refers to being result-oriented).
  - ❖ Social skills (ability to influence others).
- ✚ **Attitudes:** are relatively lasting feelings, beliefs and behaviour tendencies aimed at specific people group, idea, objects and are formed by a variety of forces, including their personal values, experience and presentation.
- ✚ **Components of attitudes:**
  - Affective: feelings, sentiments, moods, emotions...
  - Cognitive: thoughts, opinions, knowledge hold...
  - Behavioural: predisposition to act.

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**2-6-Intelligence:** intelligence is defined as “ability or abilities to acquire and use knowledge for solving problems and adapting to the world”. The nature of intelligence involves:

- The capacity to learn
- The total knowledge a person has acquired
- The ability to adapt to new situations and the environment in general.

Traditionally, intelligence refers to the mental abilities that are measured by an IQ test (intelligence quotient). It usually measures only 2 types of intelligence (verbal-linguistic and mathematical/logical).

Research has shown that there are 8 main types of intelligence:

- a. **Linguistic intelligence:** refers to speaking, using words, writing, giving presentations, solving word problems...
- b. **Mathematical intelligence:** refers to using numbers, logic, calculations, learning and understanding grammar rules...
- c. **Spatial intelligence:** drawing, painting, using colour art, graphics, pictures, maps and charts...
- d. **Bodily-kinaesthetic intelligence:** muscular coordination, athlete skills, body language, drama, theatre...
- e. **Musical intelligence:** using music, tones, hearing (producing the intonation and rhyme of language)...
- f. **Interpersonal intelligence:** talking with other people, understanding them, using language to communicate...
- g. **Intrapersonal intelligence:** refers to self-knowledge, self-confidence, using language to analyse oneself...
- h. **Naturalist intelligence:** the ability to interact with nature.

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## A SAMPLE TEST ON THE CHAPTER:

### Activity 1: Say true T or false F

1. Language Learning Strategies are any activities, steps, actions, plans, behaviors, techniques or routines used by the learners to improve the learning of language for its use.....
2. Learning styles depend on learning strategies.....
3. Both direct and indirect strategies require mental processing of language.....
4. Individual differences are personal attributes that vary from one person to another.
5. LLS are used only in class.....
6. Cognitive strategies enable learners to understand and produce new language thus manipulate the language material in indirect ways.....
7. Students rely on linguistic clues as the only basis to guess meaning.....
8. Metacognitive strategies help learners to regulate their learning, such as paying attention, and monitoring one's errors or the learning process.....
9. Affective strategies help learners to deal with their own emotions, motivations and attitudes, such as lowering anxiety, self-rewards, self-encouragements.....
10. Individual differences are all observable and measurable.....
11. Differentiated instruction is a strategy used by learners to learn better .....
12. ICTs are learning strategies used to learn language .....

### Activity 2: to which type of LLS do these strategies belong?

1. Matching .....
2. Switching to another language .....
3. Planning.....
4. Making a shopping list.....
5. Setting goals.....
6. Telephone conversation .....
7. Rewarding oneself .....
8. Self-monitoring.....
9. Using mime and gestures.....
10. Paraphrasing .....
11. Note taking .....
12. Pointing.....
13. Assessing one's physical state.....
14. Mind mapping .....

**Activity 3:** Individual differences are believed to play a crucial role in students' success or failure. In a coherent essay, discuss **which** of these differences are influential and **how** they impact on learning:

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## **Classroom Management**

### **1-Definition:**

Classroom management (CM) refers to all the wide variety of skills, techniques and strategies performed by the teacher in the classroom in order to **create** and **maintain** a suitable environment for learning. This environment takes into consideration the **academic** and **social-emotional** learning of students. The *academic* learning refers to the content to learn whereas the *social-emotional* learning refers to the teacher-students and students-students *relationships* as well as the *psychological state* and behaviour of the learners. It is the process of ensuring lessons; performing lessons in a favourable atmosphere. It is the ability to control the class problems (like attitudes, discipline and behaviours of students). It is creating a positive environment in which both the teacher and students work at ease. It aims at making learning easier. Masrur, (2015) defines CM as “... methods and strategies used by the educators to maintain a helping classroom learning environment” (p. 3). Moreover,

Effective classroom management is an indicator of student's success. The primary purpose of the classroom management is to get control on the students. Classroom management consists of practice and processes that a teacher uses to uphold an environment in which instruction and learning can occur smoothly (Wong, H.K., 2004 in Masrur, 2015, p. 3).

CM is the most difficult task of the teachers particularly in children and teenagers classes since they should always control the class without being rude or dictatorial. This means that CM means creating a positive atmosphere environment in which both teacher and students work smoothly, at ease with no disturbance. It is based on respect between teacher and learners, discipline of learners, and motivation of both teacher and learners.

### **2-Importance of Classroom Management:**

Classroom management is a very important process for any successful teaching and learning. “The ability of teachers to organise classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction possible, it establishes the environmental context that makes good instruction possible” (Oliver & Reschly, 2007, p.1). Relying on Masrur (2015), here are some features:



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- ✓ **Preparation:** CM helps the teacher to get prepared before the class takes place, not only for the content to teach but also for any unexpected situation or behaviour.
- ✓ **Consistent routine:** the teacher has to follow a specific procedure as a routine to help students recognise the ways in which the classroom runs. Example: use the same warming up activities to indicate learners that work time has started.
- ✓ **Effective time management:** Effective CM leads to maximum learning input. The teacher has to set time for work and time for entertainment and distraction.
- ✓ **Positive atmosphere:** the teacher should help the learners to feel comfortable. The teacher should create a friendly atmosphere in order to maximise opportunities for interaction and participation.
- ✓ **Student impact:** if the class is well-managed, the impact would be positive on the students' behaviour, organisation skills, attitudes, discipline and achievement....
- ✓ **Student engagement:** as the class is organised, the students get more engaged in creative activities and learn better the material.

### 3-Techniques for classroom management:

Before	Today
<ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Emotional punishment (bad words and expressions, insulting... that underestimate learners)</li> <li>• Writing punishment (to write something such as a sentence or a paragraph many times in order to remember and not repeat the mistake)</li> <li>• Sanctions such as standing behind students in the class; staying in a bookcase for hours; running in the stadium for hours...</li> <li>• Giving bad marks....</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses with students to situate the problem(s) and find solutions arranging both teacher/student and the classroom in general.</li> <li>• There is a kind of interaction, of a close relationship between the teacher and the learners (communication).</li> <li>• Encouragement and interaction are the key.</li> </ul>

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#### **4-The Golden virtues of a successful classroom management:**

**3-1-patience:** the teacher should be patient enough in order to maintain good working relationships with his/her students.

**3-2-determination:** the teacher should be determined enough to establish his/her authority and rules and to keep them until the end of the session.

**3-3-consistency:** the teacher should be consistent when dealing with students' behaviour or class situations. Eg. The way of dealing with one misbehaviour should not differ from one student to another.

#### **5- Strategies for classroom management:**

Classroom management strategies stand for all the actions the teacher performs in order to create and maintain an environment of teaching and learning.

According to you, what are the actions made by your teachers in order to control the class and deliver the lessons in a positive environment?

Here are some strategies for a positive classroom management:

- ✓ The teacher asks about the students' state (eg. How are you? Have you spent a nice weekend?..)
- ✓ Respects the students so they respect him/her
- ✓ Shows a smiling face
- ✓ is funny to a certain degree
- ✓ sets rules for class discipline (no more than 5 to promote better memory) (eg. Chewing a gum in class is forbidden...)
- ✓ avoids humiliating students
- ✓ Deals with disruptions immediately
- ✓ Sets silence before starting the lesson
- ✓ Checks students' understanding
- ✓ Uses non-verbal language to set the discipline
- ✓ Manages the time (time to explain, practice, relax and for self-expression)

CM strategies are actions of and tools used by the teacher in order to create an atmosphere for learning. They refer to activities, teacher-students relationship, rules to regulate behaviors.... There are two main types of CM strategies:

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### 5-1-Preventive CM strategies:

Preventive CM strategies (PCMSs) are used to create and maintain a learning atmosphere. They are rules to regulate behavior and prevent misbehavior. PCMSs are all the actions the teachers undertake in order to manage the class and avoid any misbehaviors, disruptive moments.... They are used **before** and **during** the whole session. Here are some PCMSs:

- ✓ Asking about the students' state (eg. How are you? Have you spent a nice weekend?...)
- ✓ Showing interest
- ✓ Respecting the students so they respect him/her
- ✓ Being positive
- ✓ Showing a smiling face
- ✓ Being funny to a certain degree
- ✓ Setting rules for class discipline (no more than 5 and the words used for each rule should be brief to promote better memory) (eg. Chewing a gum in class is forbidden...)
- ✓ Avoiding humiliating students
- ✓ Being not a slave of his/her curriculum
- ✓ Moving around the class and monitors learners to attract and keep interest
- ✓ Being fair with all students
- ✓ Sharing personal experiences with his/her learners
- ✓ Avoiding confrontations in front of all the class though sometimes it is inevitable
- ✓ Dealing with disruptions immediately
- ✓ Setting silence before starting the lesson
- ✓ Checking students' understanding
- ✓ Using a suitable classroom seating chart (eg. The U shart) though in most of classes the seating is already set and difficult to change.
- ✓ Keeping students on task by attracting strategies
- ✓ Using non-verbal language to set the discipline
- ✓ Managing the time (time to explain, practice, relax and for self-expression, debate and discussion)

Here are two examples of classroom rules for primary and secondary school levels:

#### Sample Classroom Rules Primary level classroom rules

1. Raise your hand to speak.
2. Only one person speaks at a time.
3. Do not eat, spit, or litter in the classroom.
4. Do not fight.
5. Ask permission before you leave the classroom.
6. Respect other people's belongings.

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Adapted from: Peace Corps/The Gambia

### Secondary school classroom rules

1. Cooperate with your teacher and classmates.
2. Respect the rights and property of others.
3. Carry out your student responsibilities:
  - Keep track of your own supplies, books, and assignments.
  - Ask for help when you need it.
  - Do your own work.
  - Turn your work in on time.
  - Accept responsibility for grades or other consequences.

Adapted from: Peace Corps/Tonga

### 5-2-Reactive/Controlling CM Strategies:

Reactive/controlling CM strategies are used after preventive CM strategies failed to create and maintain a learning atmosphere. When the PCMSs used by the teacher to manage the class failed, the teacher resorts to reactive or controlling classroom management strategies (R/CCMSs). They are reactions to control, stop or avoid misbehavior. They are divided into two types:

**5-2-1-Punishment:** refers to “a penalty imposed for wrongdoing” (Peace Corps, p.76). There are different types of punishment: corporal, emotional (such as insulting, underestimating words....), sanctions (eg. Standing behind the class, running in the school stadium for 30 minutes, writing the same sentence many times), giving bad marks....

**5-2-2-Consequences:** refer “an act or instance of following something as an effect, result, or outcome” (Peace Corps, 76). Consequences are actions that make sense; they refer to a logical ending for a behavior. They show to the students the effects of behaving in a certain way. They generally take place through communication, discussion and a close relationship between the teacher and the students as the teacher searches for the reasons behind the misbehavior.

#### 5-2-2-1-Reacting to problem behavior:

According to harmer (2001), ignoring misbehaviors in the class is a mistake. However, the way a teacher would deal with them should depend on the particular type of the disruption. Here are some guidelines:

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*1-act immediately:* it is important to deal with the misbehavior as soon as it is done because “the longer a type of behavior is left unchecked, the more difficult it is to deal with” (Harmer, 2001, p. 129). This means that, if a teacher lets until s/he ends explanation, there is a risk for the other students to perform the same misbehavior. Example: if the teacher does not stop a student chewing a gum in the classroom at the moment s/he notices it, the other classmates would take a good behavior hence do it the coming sessions.

*2-focus on the behavior not the student:* the teacher should pay attention to do not humiliate the student because it the misbehavior that matters and that concerns the whole class and not the student as a person. The teacher should be consistent

*3-take things forward:* when teacher's reaction to misbehavior is not sufficient or does not bring the expected result, the teacher has to change the stratagem. The teacher would better use positive sentences in order to discourage students from disrupting the class. Therefore, instead of saying “do that and don't do”, one can say “let's do that...”, separate students and change them place (Harmer, 2001).

*4-reprimand in private:* the teacher would get better results when s/he takes in private the student and tries to discuss about the misbehavior and its reasons in order to find suitable solutions; because reprimanding and humiliating a student in front of his/her classmates is dangerous for the student's affect and learning.

*5-keep calm:* “in many students' eyes teachers who have to shout to assert their authority appear to be losing control” (harmer, 2001, p. 130). However, speaking quietly or keeping silence for a moment seems more beneficial to restore the class calm and atmosphere.

*6-use colleagues and the institution:* when the problem persists and goes beyond the teacher's control, it is helpful to consult more experienced colleagues for guidance or get to the administration which could take the intricacy in charge.

*7-call the parents:* calling the learners' parents should be the last option a teacher could resort to. This happens in case the first discussed options do not work and the student still misbehaves particularly when such behavior impacts on the class performance and achievement and on the teacher class practices.

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Here are some strategies to prevent misbehaviors:

### Preventing Student Misbehavior

- Establish a working system with rules and consequences for the classroom.
- Establish a relationship with students based on respect.
- Allow students to participate in the creation of consequences.
- Give praise to students for appropriate behavior.
- Encourage students to work together in positive and supportive ways.
- Involve parents, the parent-teacher association and administration in classroom issues.
- Create a committee for students' welfare or students' rights.

Adapted from: Peace Corps/Tanzania

**6-Classroom management styles:** there are in the literature four-4 styles of classroom management identified on the basis of the degree of **control** (of teachers over students) and **involvement** (of teachers).

- **Control** can be high or low:
  - ❖ High: when the teachers explicitly lay down laws and rules that should be followed by the students.
  - ❖ Low: when teachers have no rules and no expectations for their students.
- **Involvement** can be high or low:
  - ❖ High: when teachers have high regard for students, like students, enjoy being around students, and want to see students do their best.
  - ❖ Low: when teachers show a real lack of both regard and concern for students.

	High Involvement	Low Involvement
High Control	<b>Authoritative</b>	<b>Authoritarian</b>
Low Control	<b>Indulgent</b>	<b>Permissive</b>

**5-1-authoritative style:** **high control + high involvement**. This style is characterised by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others not acceptable, and warm students-teacher relationships.

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**5-2-authoritarian style:** **high control + low involvement**. This style tends to be characterised by numerous behavioural regulations, is often seen as punitive and restrictive, and students have neither a say in their management, nor are they seem to need explanations; the teacher's character is sometimes perceived as being cold, even punishing.

**5-3-permissive style:** **low control + low involvement**. This style is characterised by a lack of involvement. The environment is non-punitive; there are few demands on students, and there is a lot of freedom.

**5-3-indulgent style:** **low control + high involvement**. This style presents an environment where there are no demands on the student of any sort, and the students are actively supported in their efforts to seek their own ends using any reasonable means.

**Task:** in a coherent essay, reflect on your own personality and knowledge then answer the following questions:

1. What sort of classroom management style will you exhibit once you begin teaching? Justify your choice.
2. Which classroom management style is most consistent with your personality? Justify your choice.

**The most important point in a successful classroom management is a good lesson**

**planning.**



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### **Lesson Planning:**

#### **1-Definition:**

A lesson plan is a teacher's in-depth explanation of the instructional strategy for a particular lesson. It is the teacher's road map of what should happen in class and be learned by the learners. Harmer (2001, p. 308) defines lesson planning as "the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognise, work within, and react to-whatever metaphor teachers may use to visualise and create that identity". Accordingly, every teacher is required to prepare a lesson plan if s/he wants to achieve the objectives set. The purpose of lesson planning is to assist teachers in ensuring that the daily activities that take place in their classrooms are giving students an adequate level of long-term progress toward the objectives outlined in their scope and sequence and, if necessary, their individualized education plans.

Dahiya (nd.) defines lesson plan as "a detailed plan prepared by the teacher in advance for the daily teaching. It helps the teacher in systematic, and effective teaching. Lesson plan is a teaching outline of the important point of a lesson arranged in order in which they are to be presented; It may include objectives, points to be made, questions to be asked, reference to materials, assignments etc" (p.1). It is believed that "well developed lesson plans help ensure effective instruction techniques are incorporated into your lessons. As a rule of thumb, it takes about twice as long to develop an effective lesson plan as it does to teach the lesson in the classroom". (Peace Corps, p. 9)

A good language lesson plan should include a variety of activities that combine different types of language input and output in order to **motivate** learners and to ensure **effective results**. The key concept in lesson planning sheds light on having a plan for what is going to happen in the classroom by following some guidelines:

- Setting goals
- Deciding what and how to incorporate textbooks and other teaching aids
- Developing suitable activities that engage learners.

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## 2-planning a lesson:

The process of planning an effective lesson goes through many steps and decisions a teacher makes in order to ensure a successful lesson delivery. Here are the two main steps a teacher generally follows:

**2-1-pre-planning:** the most important decisions are made in this step. A step that takes place outside the classroom and that helps the teacher organise his/her lessons adequately and work to achieve the objectives. These actions cannot not happen in class because the teacher will waste time and hence loose the class control. Here are the main points to consider at this level:

- Always considering the class level and the interval age as well as the number of students and their background knowledge.
- Listing the objectives
- Listing the learning outcomes (specific objectives)
- Deciding on the content to teach
- Choosing the adequate method (different techniques and procedures to perform the lesson)
- Organising and managing the content and the class according to the time allotted
- Choosing the adequate activities
- Choosing the adequate sources and materials
- Letting some time to relax either in the middle or at the end of the session
- Listing or anticipating students' questions and providing answers
- Deciding on adequate preventive classroom management strategies to adopt
- Anticipating students' behaviour and thinking about adequate reactive classroom management strategies because sometimes the teacher (as a human being) could not know how to figure out a specific misbehaviour.

## 2-2-planning/lesson procedure:

The second step of lesson planning takes place in the class however it is prepared before the session. There are many models for lesson procedure. In early methodologies, the effective lesson plan

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constitutes the 3P (PPP) structure. With the advancements in teaching methodologies, evaluation and student's centeredness are taken into account and form an integral part in the teaching and learning processes.

A typical language lesson is structured with 5 criteria: *preparation, presentation, practice, evaluation and expansion*. Here is the 5P model:

- 1) Preparation:** the first action of the teacher consists of the students' brainstorming in order to review previous knowledge and activate students' memories. In this step, the teacher motivates learners, attract their interest and dive them in the lesson. The teacher sets the objectives and outcomes to guide the students' learning. To achieve this objective, the teacher can refer to personal experiences of the students or his/her own. The teacher also introduces orally the main concepts (eg. vocabulary and grammar) to use during the session. The teacher can use activities, a video, a picture, an audio selection, a text....
- 2) Presentation/modelling:** this step consists of presenting the linguistic and topical content of the lesson; providing the language input in the form of examples, explanations and instructions (this is called a structures output because students structure their knowledge and understanding). The teacher provides the necessary theory related to the lesson topic.
- 3) Practice:** this step consists of practicing the theory dealt with before. The students perform tasks individually, in pair and/or in groups. The tasks are topic-based (contextual) to achieve specific outcomes. The teacher acts as a resource, a guide and a facilitator. This is a communicative output because the learners invest and reinvest their structured output and check their comprehension.
- 4) Evaluation:** the evaluation step refers to the lesson recapitulation. Evaluation is considered an integral part of both teaching and learning therefore the teacher evaluates students not just for giving marks but as a strategy to understand better and grasp more content. This point aims to check students' understanding, reinforce the material taught, monitor each student and conclude the lesson.
- 5) Expansion:** this step generally takes place outside the classroom. It aims to apply the output outside the class, thus transferring knowledge to the real world (eg. discussion and free debates, home work, project work....)

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**A final note:** Such lesson plan structure can take place in one or more sessions. This depends largely on the content to teach, the physical environment of the class (the number of students, their ability to grasp information, the materials...).

Here are some examples of lesson plans (adapted from: [www.googleimages.com](http://www.googleimages.com)):

Instructor	Luiza <u>Billiter</u>
Class/Level	College ESL Course Beginner-Low Adult learners
Time	57 minutes
Topic	Types of jobs in the US
Skill(s) in Focus	Grammar/Speaking: Asking questions using the 5Ws Speaking: Discussing different workplaces using work-related vocabulary Listening: Identify different work schedules using key words to match them up
Goal(s)	Asking questions in the simple present using wh-words (who, what, when, where, why, how) Discuss different places of work in the United States and how it compares to the students' work lives using the appropriate vocabulary Listen to people talk about work schedules and be able to match them up to the correct person using key words
Objectives	By the end of the lesson students will be able to: 1. Be able to discuss workplace related topics such as employment and environment using the appropriate vocabulary 2. Identify key words when listening in conversations about the workplace

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**A Detailed Lesson Plan in  
English II**

**I. Objectives**

At the end of a 45-minute period, 80-85 percent of the class is expected to:

- Determine how vowel sounds are produced.
- Pronounce correctly the vowel sound words.
- Write the phonemic symbols for the words that will be presented.

**II. Subject Matter**

**Chapter 3: The Vowel Sounds /i/ and /e/**

**Reference:** Growth in English; The Laidlaw Language Experiences Program; pp. 62-63

**III. Materials**

OHP, Chart

**IV. Procedures**

Teacher's Activity	Student's Activity
<p><b>A. Preparation</b></p> <p><b>Motivation</b></p> <p>Before anything else, I would like to share a short story which is related to our lesson for today.</p> <p>Okay, It was in UB- elem way back when I was in 6<sup>th</sup> grade. One day in our English class, we are having a discussion on Homonyms and I was tasked by my teacher to read the word "press". Unfortunately, I mispronounced it, instead of "press" pertaining to media men or push against, I pronounced it as "priest" or "par". Then there is this loud laughs all over the class. Then I thought to myself "yikes! I wish I've never spoke Pangalatok before".</p> <p>Well of course that's a negative feedback right? What should be then? Anyone? Indeed! We should conquer our fear and act on our weaknesses.</p>	<p>(Listen)</p> <p>Yes, sir Think positive and act on your weaknesses.</p>

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**Task:**

1-how do you feel when you see a teacher lost in class or not organised in his/her lesson delivery?

2-choose one of your teachers' lesson plans, try to analyse it and identify the 5 P model.

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**First Semester Workshop Assignment**

**Activity 1: Say true or false**

- Didactics searches solutions for teaching and learning problems and difficulties in order to improve teaching and learning.
- Didactics is concerned only with the learning process.
- Learning is limited to changing behaviour.
- Exercise teaching is teacher-centred.
- The teacher has always a positive effect on students and their learning.
- The teacher should authoritative in the classroom.
- Motivation is an essential component for better learning.
- Mime and gesture help to memorise better.
- Affective strategies help the learners work individually.
- A good learner is the one who learns everything by heart.

**Activity 2: complete the following sentences:**

- 1-The teacher as a language model .....
- 2-social strategies refer to .....
- 3-accretion learning refers to .....
- 4-environmental learners are .....
- 5-Metacognitive strategies are .....
- 6-affective strategies refer to .....

**Activity 4:** teachers face a lot of difficulties during the teaching process. In short paragraph, summarise these difficulties:



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