

- Module: **TEFL**
- Lecturer: **Dr. K. LADJEL**
- Level: **Master One**
- Semester: **One**
- Location: **A9**
- Time: **Sunday, 12.30**

Syllabus Sections	Lectures
Section ONE	<ol style="list-style-type: none"> <li>1. Definition of TEFL</li> <li>2. The importance of TEFL as an educational experience</li> <li>3. Teaching Vs Learning</li> <li>4. Didactics Vs TEFL</li> <li>5. Pedagogy Vs Andragogy               <ol style="list-style-type: none"> <li>5.1. The difference between an approach, method and technique</li> <li>5.2. Language Theories</li> <li>5.3. Learning theories</li> <li>5.4. Approaches of English language learning                   <ol style="list-style-type: none"> <li>5.4.1. Standard based approach</li> <li>5.4.2. Competency based approach</li> <li>5.4.3. Communicative Language Teaching approach</li> <li>5.4.4. Content based approach</li> <li>5.4.5. Content and Language Integrated Approach (CLIL)</li> <li>5.4.6. Humanistic Approach</li> <li>5.4.7. Eclectic approach</li> </ol> </li> <li>5.5. Methods of English Teaching                   <ol style="list-style-type: none"> <li>5.5.1. Grammar Translation Method</li> <li>5.5.2. The Direct method</li> <li>5.5.3. Audio lingual method</li> <li>5.5.4. The Silent method</li> <li>5.5.5. Suggestopedia</li> <li>5.5.6. Total Physical Response</li> <li>5.5.7. Communicative language teaching</li> </ol> </li> </ol> </li> </ol>

❖ **Learning Outcomes:** By the end of this lecture, students will be able to:

- Discriminate between terminology, including didactics, TEFL, pedagogy, and andragogy.
- Elaborate upon the distinct principles, merits, and limitations inherent to each pedagogical approach or method.
- Identify commonalities and disparities within the domains of concepts and instructional strategies pertaining to the various teaching approaches.
- Attain equilibrium through the employment of a multifaceted array of pedagogical approaches within an English language instruction setting.
- Undertake a critical analysis and thoughtful consideration of instructional materials, such as those found in the works of PIONEER, FULLBLAST, HEADWAY, and Algerian textbooks.

## Preface

In the realm of education, two fundamental concepts hold pivotal roles in shaping the pedagogical landscape: teaching and learning. These two terms are inextricably linked, forming the core of educational practice and theory. At the heart of this connection lies a concept that encapsulates the art and science of teaching and learning—didactics.

Teaching, in its essence, is the deliberate act of imparting knowledge, skills, and values to others. It involves a dynamic exchange between an educator and a learner. While it may traditionally conjure images of classrooms, textbooks, and teachers, teaching transcends these physical and metaphorical boundaries. It can occur in formal educational settings, through formal / informal conversations, or even self-directed exploration. Teaching is the channel through which knowledge is transferred, and it plays a central role in the intellectual and personal growth of individuals.

Learning, on the other hand, is the receptive counterpart to teaching. It is the acquisition of knowledge, skills, and values, often facilitated by the teaching process. Learning is not confined to rote memorization but extends to a deeper understanding, critical thinking, and the application of what is acquired. It is a multifaceted journey that takes place in various contexts, including classrooms, workplaces, and everyday lives. Learning is a dynamic process that involves the active engagement of the learner, who processes, internalizes, and adapts the information or skills being taught.

Now, where do these two intertwined concepts meet? This intersection is most concisely captured by the term "**didactics**." Didactics, as a field of study, explores the methods, strategies, and principles of teaching and learning. It delves into the intricate dynamics of how knowledge is transmitted and received, considering the needs, abilities, and motivations of learners. Didactics bridges the theoretical and practical aspects of education, providing educators with a structured framework to enhance their teaching methodologies and, consequently, optimize the learning experiences of their students.

*Didactics may be defined in two ways: « as the art of teaching or as the discipline about teaching ».*

In the first sense, the art, it is being expected that didactics explains the process as the « practical cognitive quality, the inner skill to produce specific tasks » (Gutiérrez, 2001: 14). That is, the cognitive ability teachers demonstrate to communicate knowledge to others, and to make it easier for students to understand the content being taught.

In the second sense, didactics, as a science, refers to « clear, ordered and supported concept in theory » (Gutiérrez, 2001: 15). That is, it is believed that to know the methodology is not fairly enough to acquire the art of teaching. But, it is a required step to reach that art. Hence, one can conclude that if a teacher is not a born-gifted, it can be stated that this discipline has two main objects of study (Gutiérrez, 2001: 15):

- ❖ **The teaching - learning process (art)**
- ❖ **The teaching - learning techniques and methods (science)**

❖ **Questions for reflection:**

- a. Does it matter if didactics is considered as an art rather than a science?
- b. Does didactics prescribe or/and describe the teaching-learning process?

## 1. Definition of TEFL

### Didactics:

Didactics is the science or art of teaching. It encompasses the theories, principles, and methods of instruction, with a focus on how to effectively convey knowledge and facilitate learning. (Klafki,2000).

### TEFL (Teaching English as a Foreign Language):

TEFL refers to the teaching of the English language to non-native speakers in environments where English is not the primary language. It encompasses the strategies and techniques used to teach English to individuals who need it for purposes like communication, work, or academic study (Richards, J. C., & Rodgers, 2001).

### Pedagogy:

Pedagogy is the practice and study of teaching, particularly as it relates to the methods, techniques, and strategies used to facilitate learning in educational settings. It is a broader term that encompasses all aspects of teaching and instruction (Shulman, 2004).

### Andragogy:

Andragogy is the theory and practice of teaching and educating adults. It is characterized by self-directed and experiential learning, acknowledging the unique needs, motivations, and prior experiences of adult learners (Knowles,1980).

### Distinction between Concepts

Concept	Focus
<b>Didactics</b>	<u>focuses</u> on the general principles and methods of teaching, without a specific content area
<b>TEFL</b>	is a subset of didactics, <u>concentrating</u> on teaching English to non-native speakers in diverse contexts
<b>Pedagogy</b>	broader concept encompassing teaching methods and strategies for all educational contexts and subjects, not limited to language teaching
<b>Andragogy</b>	<u>addresses</u> specifically the needs and characteristics of adult learners and their self-directed learning, which distinguishes it from pedagogy
These distinctions demonstrate that while all these terms are related to education and teaching, they have different focuses and applications within the field.	