

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Department of English

Master 1 civilization

Module: TEFL

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1/Definition of TEFL

TEFL is the teaching of English to people whose first language is not English, especially those from a country where English is not spoken. **TEFL** is an abbreviation for 'teaching English as a foreign language'.

2/Method, Methodology and approach

a/ Methodology

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques.

b/ Method

Method ([Ancient Greek](#): μέθοδος, methodos) literally means a pursuit of knowledge, investigation, mode of prosecuting such inquiry, or system. In recent centuries it more often means a prescribed process for completing a task.

c/Approach

An **approach** is a way of looking at **teaching** and learning. It gives rise to methods, the way of **teaching** something, which use classroom activities or techniques to help learners learn.

d/ What knowledge should English teachers have?

- Knowledge of the language
- Knowledge of the activity of teaching itself
- Knowledge of the different pathways of learning
- Knowledge of the different roles of teachers
- Knowledge of the different (institutional) contexts.

3/ Former Methods of Teaching English

a/ Grammar Translation Method

The **grammar–translation method** is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 1500s, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its shortcomings.

b/ Direct Method

The **direct method** of teaching, which is sometimes called the **natural method**, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key

international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

In general, teaching focuses on the development of oral skills. Characteristic features of the direct method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- centrality of spoken language (including a native-like pronunciation)
- focus on question-answer patterns

c/ Audio Lingual Method

The **audio-lingual method**, **Army Method**, or **New Key**, is a method used in teaching foreign languages. It is based on behaviourist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

4/ the ICC (intercultural communicative competence)

Intercultural Communicative Competence is a discipline that studies communication across different cultures and social groups, or how culture affects communication. It describes the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. In this sense it seeks to

understand how people from different countries and cultures act, communicate and perceive the world around them.

4.1/ Pillars of ICC

- * grammatical competence (ability to use language NOT to state the rules).
- *discourse competence (ability to connect utterances and produce meaningful texts).
- *socio-cultural competence (knowledge of social rules and cultural conventions).
- *strategic competence (knowledge of coping strategies).

5/ Tthe Basic Skills

a/ listenings

a.1/ Importance of Listening

- *triggers language acquisition.
- *constructs one's own interlanguage on the basis of input.
- *is an integral parts of an individual's communicative competence.
- *most widely used skill in everyday life.

a.2/ The Listening Process

- * The bottom-up : from the lowest sound level up to meaning (beginners).
- *top-down: use of word knowledge ; reliance on schemata, scripts & non verbal communication.

a.3/ Listening Tasks

- *pre-listening tasks, while-listening tasks and post-listening tasks.

b/ speaking

b.1/ Models of Speech Production

* **Conceptualisation:** Planning the message content and drawing on various knowledge sources while doing so.

* **Formulation :** finding the words and phrases to express the meanings, sequencing them and preparing the sound patterns of the words and phrases to be used.

***Articulation:** Controlling the articulatory organs.

***Self-Monitoring:** identifying and self correcting mistakes during oral production.

C/ Reading

c.1/ The Reading Process

***Bottom-up:** processing of individual letters to words to sentences and discourse.

* **The Top-Down:** use of expectations based on background knowledge.

* **Interactive Model:** Info from text and word knowledge is combined.

c.2/ Reading Styles

* For gist: **Skimming.**

*For specific info: **Scanning.**

* For detailed understanding: **Intensive reading.**

* For general understanding: **Extensive reading.**

* **Critical reading.**

D/ Writing

d.1/ What does it mean to learn writing?

* Developing a set of mechanical orthographic skills.

* Learning a new set of cognitive relations.

* Learning a new set of social relations.

d.2/ What do writers need to know?

- * Content Knowledge.
- * Context Knowledge.
- * Language system knowledge.
- * Writing process knowledge.

