

1. Effective teaching

Introduction

1. Seeking the right method

Research: improving language teaching will automatically result from improving **the quality of methods**.

However, researchers and teachers : a method can be good for some time but it can never be the perfect way to teach language.

Definition: A set of specification for how teaching should be accomplished, derived from a particular theory on the nature of language and second language learning

1. Grammar-Translation Method (GTM)

Use of native language / translating texts and memorizing rules/

2. Direct Method

learn the target language through speaking and listening native language is allowed

3. Audio-Lingual Method (ALM)

repetition and drills that create good speaking habits

4. The Silent Way

discover language rules with minimal teacher talk / use of visual aids.

5. Suggestopedia

a relaxed setting with music and drama / reducing stress / absorbing language naturally.

Community Language Learning

6. work together in a supportive group, with the teacher acting as a counselor / helping them express themselves in the target language.

7. Total Physical Response (TPR)

spoken commands with physical actions / developing listening skills before speaking.

Therefore, methods proved to weak and limited. Why?

- teaching is complex i.e, involves a lot other factors) that it (teaching cannot be conceptualized only in terms of methods.
- Methods tend to be rigid
- may not suit the diverse needs of students, different contexts, or the dynamic nature of the learning process.
- They focus on “how” to teach only(focus on the teacher's delivery of content..)

2. HANDOUT

3. The shift from teaching to the focus on learning

In recent years, foreign language education has witnessed a major shift **from focusing solely on the teacher’s delivery of content TO FOCUSING on the learner’s active participation, personal needs, and meaningful engagement with the language.**

The **SHIFT** , therefore, is on broadening the concept of education from a **lock-step approach that**

is **structured and inflexible**. It includes:

1. **A fixed set of topics**
2. **Assessment is focused on content** only (i.e., what students can memorize or recall), not on real understanding or development.
 - Everyone learns the same thing, in the same way, at the same time.
 - No room for flexibility or student interests.
 - Focus on *what* students know, not *how* they can use it.

TO A NEW APPROACH WHERE

- **Learning is based on students' needs** –
- It **develops each student's abilities**,
- It uses **a variety of teaching techniques**, not just one method.
- It **stimulates interest**, making learning more engaging.
- It **encourages active participation** from both teachers and learners —

This shift, influenced by **constructivist and communicative theories**

4. The Evolving Role of the Teacher in Modern Education

In the traditional methods, the roles of teachers was

- To explain rules (GTMethod)
- Model , guide (direct method)
- Providing learners with drills: repetition/memorization(audio-lingual method)
- Gives commands (TPR)
- Silent guide (the silent way)
- Supportivee (Suggestopedia)

The traditional image of the teacher as "**the sage on the stage**" : delivering knowledge / **students students passively receive it** —

This model was criticised

has come under increasing criticism in modern educational theory.

It fails to foster deep learning, critical thinking, or meaningful engagement with content.

In this perspective, teachers should have new roles

They should become

- ✓ **facilitators or guides** called "the guide on the side" who.....
- ✓ **planners** who
- ✓ **instructors** who
- ✓ **assessors** who evaluate
- ✓ **mentors** who support

5. The nature of effective teaching

Recent research reveals that the greatest impact on overall school effectiveness is due to classroom-level factors, rather than school-level factors.

what are these factors?

Muijs and Reynolds (2005: effective teachers:

- have a positive attitude;
- develop a pleasant social/psychological climate in the classroom;
- have high expectations of what pupils can achieve;
- communicate lesson clarity;
- practise effective time management;
- employ strong lesson structuring;
- use a variety of teaching methods;
- use and incorporate pupil ideas; and
- use appropriate and varied questioning.

However, effective teaching methods **are context specific**
depending upon factors such as:

- ✓ the type of activity in the lesson;
- ✓ the subject matter;
- ✓ the pupil backgrounds (such as age, ability, gender, socio-economic status and ethnicity);
- ✓ the pupils' personal characteristics (such as personality, learning style, motivation and self-esteem); and