

وزارة التعليم العالي و البحث العلمي
جامعة محمد بوضياف- المسيلة



كلية الاداب و اللغات

المسيلة في : 2024.9.15

رقم : 2024/

شهادة نمر مطلوبة بيداغوجية على الخط

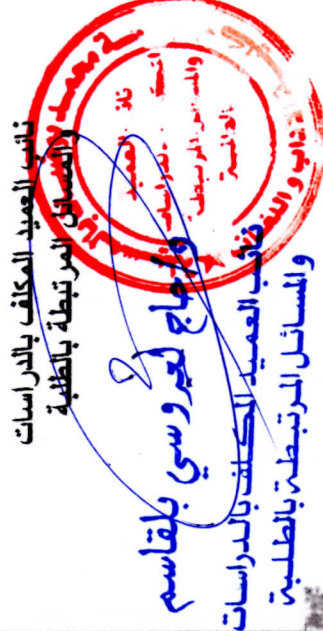
(خاص بملف الترقية العلمية)

بناءا على الإطلاع على المستودع الرقمي لجامعة المسيلة Dspace و التقارير الإيجابي للخبرة البيداغوجية المرسله للهيئة العلمية للقسم , نشهد بأن :

الأستاذ: الطيب بوزايد (أستاذ محاضر 'أ' بقسم اللغة الانجليزية) قام بنشر كتاب بيداغوجي عبر الخط للمقرر الدراسي: **Perspectives on Didactics of English** مستوى : الأولى دكتوراة تخصص : تعليمية اللغة الانجليزية

نائب العميد المكلف بالدراسات

والمرتبطة بالظلية

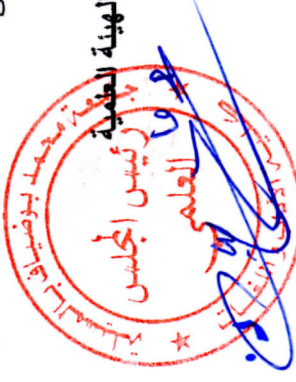


فنانج العميد الكلف بالدراسات

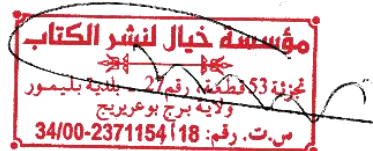
والمسائل المرتبطة بالظلية



عمر جاري



اصدرت هذه الشهادة بطلب من المعني (ة) لاستعمالها في حدود ما يسمح به القانون .



Dr. Tayeb Bouazid

PERSPECTIVES ON DIDACTICS OF ENGLISH

[A GUIDE FOR TERTIARY LEVELS]



Khayal éditions.

Dépôt légal : premier semestre 2024.

I.S.B.N : 978-9931-06-062-6

Illustration de la couverture : Taibi. A.

Prof. Tayeb Bouazid

Perspectives on Didactics Of English

Foreword

This is the book that Tertiary teachers and would be educators aspire to see and use. It embraces nine chapters related to the most important elements in didactics-

- 1. Didactics and Language Teaching**
- 2. Second Language Acquisition**
- 3. Language Teaching Methods**
- 4. Curriculum Design**
- 5. Language Assessment**
- 6. Classroom Management**
- 7. Technology and Language Teaching**
- 8. Special Needs and Inclusive Education**
- 9. Professional Development and Teacher Training**

The nine chapters are theoretically treated followed by a series of activities and exercises. The aim behind is to equip both teachers and learners with the crucial elements that help them delve deep into the teaching realm. The activities catered will offer a wide chance to learners to practice individually and in pairs. The first two chapters tend to give a more theoretical view about the domain of teaching. However, the last seven chapters are designed to offer a chance for learners to self-study, self-research and self-discovery. Students are supposed to design their own lessons, select their proper methods, devise their units and lesson plans and evaluate their students' work.

Wish you the best **TB.**

Aims of the course Contents

The Aims of Didactics as the module are:

1. To develop a deep and advanced understanding of the theoretical foundations and practical applications of didactics and teaching methodologies in the context of English language education.

2. To foster the ability to critically analyze and evaluate various approaches, methods, and materials used in English language teaching, considering their effectiveness, cultural relevance, and alignment with contemporary educational trends.

3. To equip students with advanced research skills enabling them to explore and contribute to the existing body of knowledge in the field of English language teaching pedagogy, and curriculum development.

4. To encourage the development of innovative teaching practices, strategies, and techniques that cater to diverse learners' needs and leverage emerging technologies for effective language instruction.

5. To cultivate a habit of reflective teaching, where students can thoughtfully analyze their teaching practices identify areas for improvement, and implement adjustments based on research and pedagogical theories.

Objectives:

1. To demonstrate Theoretical Proficiency:

1. To analyze and explain key theories and models of language acquisition and learning in relation to teaching English.

- 2.** To describe the role of sociocultural, cognitive, and linguistic factors in language learning.
- 3.** To evaluate Teaching Approaches and Materials:
- 4.** To critically assess various teaching approaches (e.g., communicative, task-based, content-based) and evaluate their suitability for different learner contexts.
- 5.** to analyze and critique language teaching materials textbooks, and resources based on language learning theories.
- 6.** To conduct Educational Research:
- 7.** To formulate research questions related to English language teaching, didactics, and pedagogy.
- 8.** To design and conduct small-scale research projects, employing appropriate research methods and data analysis techniques.
- 9.** To design Effective Curriculum and Assessments:
- 10.** To design learner-centered curricula that align with educational standards and address diverse learners' needs.
- 11.** To develop a range of formative and summative assessment strategies that measure language proficiency and learning outcomes.
- 12.** To integrate Technology and Multimodal Resources:
- 13.** To integrate technology tools and digital resources to enhance language learning experiences.
- 14.** To evaluate the benefits and challenges of incorporating multimedia, online platforms, and digital tools into language instruction.

- 15.** To promote Inclusive Teaching:
- 16.** To develop strategies to create an inclusive and culturally sensitive learning environment for English language learners from diverse linguistic and cultural backgrounds.
- 17.** To address challenges related to language diversity and adapt teaching methods accordingly.
- 18.** To engage in Reflective Practice:
- 19.** To reflect on their own teaching practices through regular self-assessment and peer feedback.
- 20.** To adjust teaching strategies based on reflection and evidence from educational research.
- 21.** To synthesize and present their insights, findings, and innovations in English language teaching through academic writing, presentations, and discussions.

Acknowledgements

The author of this book acknowledges having completed this work with the cooperation of **Doctorate students who contributed in thriving the contents through their constant work in the activities assigned and in their oral participation through the lessons delivered.**

- My deepest acknowledgements go to them all.
- In addition, my deep acknowledgements go to Dr Touati Mourad, Dr Senoussi Mohamed, Dr Hamoudi Abou Bakr and Dr Sahed Bachir for their precious advice in thinking about such a product and for their constant hard work, perseverance and moral support.

Great Thanks for all their deeds.

The author

TB

Contents

Page

Chapter One :Didactics and Language Teaching

<i>1.1. Definition of Didactics of English Teaching and Learning:</i>	<i>1</i>
<i>1.2. Principles of Didactics</i>	<i>2</i>
<i>1.3. Didactics versus Pedagogy</i>	<i>3</i>
<i>1.4. Importance of Didactics of English Teaching and Learning:</i>	<i>3</i>
1.4.1. Enhancing Language Proficiency: _____	3
1.4.2. Definition of Language Proficiency _____	3
1.4.3. Promoting Communicative Competence: _____	5
1.4.3.1. Meaning of Competency: _____	5
1.4.3.2. Definition of Communicative Competence _____	6
1.4.3.3. Elements of Communicative Competence Hybrid Learning	7
1.4.3.4. Facilitating Language Acquisition: _____	9
1.4.3.5. Defining and Adapting to Diverse Learner's Needs: _____	10
1.4.3.6. Embracing Technological Advancements: _____	11

Chapter Two:Second Language Acquisition

<i>2.1. Second Language Acquisition: Definition.....</i>	<i>19</i>
<i>2.2. Theories of Second Language Acquisition:.....</i>	<i>20</i>
<i>2.3. The importance of Motivation in Second Language Acquisition:.....</i>	<i>23</i>
2.3.1. Definition of Motivation _____	24

2.3.2. Types of Motivation	25
2.4. Interlanguage and Fossilization: definition of Fossilization.....	27
2.5. The Role and definition of Culture in Second Language Acquisition:	28
<u>Chapter Three: Language Teaching Methods</u>	
3.1. Grammar-translation method	39
3.2. The Direct method	43
3.3. The Audio-lingual method.....	45
3.4. Communicative language teaching	51
3.5. Task-based language teaching.....	57
3.5.1. Introduction	57
3.5.2. Definition of Task	58
3.5.3. Task Types	59
3.6. Content-based instruction	65
3.6.2. Characteristics of CBI	67
<u>Chapter Four:Curriculum Design</u>	
4.1. Definition of Curriculum	79
4.2. Principles of curriculum design	80
4.3. Approaches to curriculum design	81
4.4. Definition of 'a syllabus'.....	82

4.5. Types of Syllabi:	83
4.5.1. Product-Oriented Syllabi _____	83
4.5.1.1. Structural Syllabi (Ellis 1993, p.199) _____	83
4.5.1.2. Lexical Syllabus Design (Willis, 1990) and (Nunan, 1988) _	85
4.6. Process-oriented syllabuses.....	86
4.6.1. Task based Syllabus _____	86
4.6.2. Three Types of Task-Based Syllabus _____	86
4.6.2.1. Procedural Syllabus _____	87
4.7. The Content-Based Syllabus	87
4.8.The Relational Syllabus	88
4.9.The Communicative Syllabus.....	88
4.10. Syllabus Design: Materials development and adaptation	88
4.10.1. Definition of Material Adaptation _____	88
4.10.2. What is Material Development? _____	89
4.10.3. The purpose of adaptation _____	89
4.10.4. The Rationale behind the adaptation of Material _____	90
4.10.5. Experts and adaptation: _____	91
4.10.6. Critics towards the used materials _____	91
4.11. Questions on Material Adaptation	91

4.11.1. Is achieving good adaptation too demanding?	91
4.11.2. Why do we Adapt Materials?	92
4.11.3. What material should be adapted?	93
4.11.4. How should material should be adapted?	93
4.12. <i>Principles of Adaptation</i>	94
4.13. <i>Process of materials adaptation</i>	94
4.14. <i>Techniques of adaptation</i>	95
4.15. <i>Authentic VS Non-Authentic Material</i>	96

Chapter Five: Language Assessment

5.1. <i>Definition of Assessment</i>	103
5.2. <i>The Role of Assessment</i>	105
5.3.1. Informal assessment	105
5.3.2. Formal assessment	106
5.3.3. Summative Assessment	106
5.3.4. Formative Assessment	106
5.3.5. Traditional Assessment	106
5. 3.6. Alternative Assessment	107

Chapter Six: Classroom Management

6.1. <i>Classroom management techniques for language classrooms</i>	116
---	-----

6.1.1. Establishing Clear Expectations:	_____ 116
6.1.2. Building Positive Teacher-Student Relationships:	_____ 117
6.1.3. Implementing Consistent Consequences:	____ 117
6.1.4. Utilizing Proximity and Body Language:	____ 117
6.1.5. Incorporating Engaging Instructional Strategies:	_____ 117
6.1.6. Implementing Cooperative Learning:	_____ 117
6.1.7. Using Technology as a Classroom Management Tool:	_____ 118
6.1.8. Providing Clear Transitions:	_____ 118
6.2. Group work and pair work	118
6.2.1. Clearly Define Expectations for Collaborative Work:	_____ 119
6.2.2. Establish Group Norms:	_____ 119
6.2.3. Assign Clear Roles:	_____ 119
6.2.4. Monitor and Circulate:	_____ 119
6.2.5. Use Structured Timeframes:	_____ 119
6.2.6. Implementing Peer Assessment:	_____ 120
6.2.7. Provide Clear Instructions:	_____ 120
6.2.8. Facilitate Group Reflection:	_____ 120
6.2.9. Flexible Grouping:	_____ 120

6.4.8. Encourage Positive Self-Concept: _____ 124

6.4.9. Establish a Positive Classroom Culture: ____ 124

6.4.10. Regularly Check-In with Students: _____ 124

Chapter Seven: Technology and Language

Teaching

7.1. Changing scope of Language Learning: 132

***7.2. Advantages of Technology in Language Teaching:
..... 132***

7.3. Enhanced Collaboration and Communication: . 133

7.4. Adaptive Learning to Personal needs 133

7.5 Digital Language Resources:..... 133

7.6. Challenges and Considerations:..... 134

***7.7. Integrating technology into language teaching and
learning..... 134***

7.7.1. Benefits of Technology Integration: _____ 134

7.7.2. Online Language Learning Platforms: _____ 135

***7.7.3. Virtual Reality (VR) and Augmented Reality
(AR): _____ 135***

7.7.4. Language Learning Applications: _____ 135

7.7.5. Video Conferencing: _____ 136

7.7.6. Educational Websites: _____ 136

7.7.7. Gamification:	136
-----------------------------	------------

7.7.8. Social Media and Online Communities:	137
--	------------

7.7.9. Digital Textbooks and E-books:	137
--	------------

Chapter Eight: Special Needs and Inclusive Education

8.1. Special Needs Education:	145
--------------------------------------	------------

8.2. What is inclusive education?	146
--	------------

8.3. Key Principles of Inclusive Education:	147
--	------------

8.3.1. Diversity as an Asset:	147
--------------------------------------	------------

8.3.2. Equity and Accessibility:	148
---	------------

8.3.3. Collaboration and Teamwork:	148
---	------------

8.3.4. Differentiated Instruction:	149
---	------------

8.3.5. Individualized Support:	149
---------------------------------------	------------

8.3.6. Challenges and Opportunities:	149
---	------------

8.4. Meeting the needs of diverse learners in language classrooms:	150
---	------------

8.4.1. Understanding Diverse Learners:	150
---	------------

8.4.2. Individualized Education Plans (IEPs):	150
--	------------

8.4.3. Teacher Training and Professional Development:	150
--	------------

8.4.4Adapting Teaching Materials:	150
--	------------

8.4.5. Collaboration with Support Services:	_____ 151
8.4.6. Promoting Social Inclusion:	_____ 151
8.4.7. Technology in Inclusive Classrooms:	_____ 151
8.5. <i>Strategies for teaching learners with special needs</i>	_____ 151
8.5.1. Differentiated Instruction:	_____ 152
8.5.2. Individualized Education Plans (IEPs):	_____ 152
8.5.3. Multisensory Teaching:	_____ 152
8.5.4. Flexible Grouping:	_____ 152
8.5.5. The Use of Assistive Technology:	_____ 152
8.5.6. Clear Communication:	_____ 153
8.5.7. Positive Reinforcement:	_____ 153
8.5.8. Structured Environment:	_____ 153
8.5.9. Peer Support and Collaboration:	_____ 153
8.5.10. Frequent Feedback:	_____ 153
8.5.11. Adapted Materials:	_____ 153
8.5.12. Behavioural Interventions:	_____ 154
8.5.13. Parent-Teacher Collaboration:	_____ 154
8.5.14. Professional Development:	_____ 154
8.6.1. Differentiated Instruction:	_____ 155
8.6.2. Universal Design for Learning (UDL):	_____ 156

8.6.3. Collaborative Learning:	_____ 156
8.6.4. Use of Assistive Technology:	_____ 156
8.6.5. Professional Development for Teachers:	____ 156
8.6.6. Adapted Materials:	_____ 156
8.6.7. Positive Behaviour Supports:	_____ 157

Chapter Nine: Professional Development and Teacher Training

<i>9.1. Teacher education and training programs.....</i>	<i>164</i>
9.1.1. Initial Teacher Education (ITE):	_____ 165
9.1.2. In-Service Professional Development:	____ 165
9.1.3. Mentorship Programs:	_____ 166
9.1.4. Technology Integration Training:	_____ 167
<i>9.2. In-service professional development for language teachers.....</i>	<i>167</i>
9.2.1. Workshops and Seminars:	_____ 168
9.2.3. Peer Collaboration and Learning Communities:	_____ 169
9.2.4. Online Courses and Webinars:	_____ 169
9.2.5. Task-Based Language Teaching (TBLT) Training:	_____ 169
9.2.6. Cultural Competence Training:	_____ 169
9.2.7. Reflective Practice and Action Research:	____ 169

9.3. Teacher evaluation and mentoring.	170
9.3.1. Teacher Evaluation: _____	170
9.3.2. Formative Assessment in Teacher Evaluation: _____	170
9.3.3. Mentoring Programs for New Teachers: ____	170
9.3.4. Peer Mentoring and Collaborative Learning:	170
9.3.5. Feedback and Goal Setting: _____	171
9.4. Professional Learning Communities (PLCs):	171
References	

Appendices:

Appendix 1- Didactics Pertinent questions with answers -	183
Appendix 2: 15 Learning Theories in Education-	246
Appendix 3: Learning Theories-	278
Appendix 4: Famous Teachers-	280
Appendix 5: Glossary of Didactics Terminology-	289
The Author's Concluding Word-	314



Dr Bouazid Tayeb is an accredited Associate Prof -University of Msila, Algeria, PhD in Applied Linguistics, MA in psycho- pedagogy and Language teaching, teacher trainer (Lancaster University ,UK (1995)), MA in education (University of South Africa(2008)), Certificate of Teacher Trainer- Middle East Partnership Program and the US Embassy (MEPI) (2010). Freelance journalist (London (1992)), President of the Scientific Committee, poet and publisher (seven published books with Edilivres à Paris) and two other books with Edition Khayal, in addition to more than 40 national and international communications, with a sum of 43 years of Experience-(26 years at secondary schools and teacher training Institute), and 17 years at various local universities (Setif. BBA, Bejaia ,Batna,Barika and Msila)

- tayeb.bouazid@univ-msila.dz

- <https://orcid.org/0000-0002-8532-4471> .

Navigate the dynamic landscape of English language teaching with 'Perspectives on Didactics of English,' a comprehensive guide tailored for educators at the tertiary level. This illuminating volume unfolds across nine thought-provoking chapters, each meticulously crafted to explore the critical elements of didactics in the context of English language instruction. From foundational pedagogical principles to cutting-edge methodologies, this book is a roadmap for educators seeking to enhance their teaching strategies. The chapters delve into key aspects such as curriculum design, language acquisition theories, innovative instructional technologies, and assessment methods. The authors, seasoned practitioners in the field, provide nuanced insights and practical advice, offering a well-rounded perspective on effective English language instruction.

'Perspectives on Didactics of English' is not just a guide; it's a conversation among experts, inviting readers to reflect on their own teaching practices and adapt them to the evolving needs of today's learners. Whether you're a seasoned educator or a newcomer to the field, this book serves as a valuable resource, combining theoretical foundations with practical applications. Embark on a journey through the diverse landscapes of English language didactics and discover a wealth of ideas to enrich your teaching repertoire. 'Perspectives on Didactics of English' is an indispensable companion for those dedicated to fostering meaningful and effective learning experiences in tertiary education."



khayaleditions@gmail.com

