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Some Considerations in EFL Teaching

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In any classroom or learning situation there are a number of influencing factors in operation- the teacher, the student, the method of teaching, the teaching material and course designers, and whatever authority that decides the general objectives for EFL teaching. The teacher is the most important of these components; he is the one to associate the other components in his mind and be aware of the pedagogical and psychological consequences of such an association (McArthur, 1983). +

The aim of this article is to draw EFL teachers and specialists' attention to a number of considerations which have to be re-thought by the partners involved in EFL teaching. Such considerations, if taken into account, are a step in the right direction of successful EFL teaching. These considerations include: +

I. Curricula Design

It should be pointed out here that the teachers and the students' involvement is negligible because the shape of the course develops from the general shape of both the educational package itself and the institution where the package is handled. Teachers in most third world countries

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where English is taught as a foreign language respond to directives from the Ministry of Education or whatever organization, authority, or person decides the general policy of the country and/or the school. In consequence, they do not have to do much thinking in this connection, since the portions are assigned, and they apply what they had learned in training colleges or universities. Therefore, courses should be specially designed to meet the needs of a certain group of learners. They also should give more emphasis, than what is being allowed at present, to practising the foreign language in real life situations, and should not be restricted to formal written language which is usually required for passing written exams in the foreign language, thus helping learners to be aware of what language reality is, and to go into their careers and on trips abroad more confidently.

II. Teaching Methods

With regard to the teaching methods or approaches that teachers may adopt, we take a relativist view since it is our contention that each approach has its strengths and weaknesses, and it also depends on the objectives of teaching English in addition to its dependence on the training of the teacher.