THE EFFECTIVE TEACHING METHODS IN EFL CLASSES

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Abstract: The goal of teaching and learning a foreign language, in general, has shifted from putting emphasis on the product of teaching to the process of teaching and learning and the accompanying classroom conditions. This development in foreign language teaching pedagogy stresses the importance of the classroom environment in enhancing the individual's learning styles and motivation to acquire the language, skills and components. Therefore, it is essential that every language class is directed to equip the learners with the necessary language strategies to achieve language proficiency by considering their needs and interests.

Key words: Teaching, learning, process, foreign language, EFL classroom learners competencies , efficiency

Teaching English as a foreign language demands to create a fostering learning environment that involves the teacher, the learner and the language skills and components to be developed. It prepares the learner to be in active interaction with the elements of the learning situation and acquire different experiences. These aspects have a dynamic specificity and include a language activity. The purpose is to let learners acquire knowledge, skills, values , orientations and tendencies . The process of teaching and learning is interactive in a classroom situation. It is then a relationship and a situation between two "poles " : a teacher and a learner . The teacher gives a sum of knowledge, a sum of behaviours , attitudes and values , and the learner receives , internalises , reacts and eventually uses them . However ,an efficient learning and an effective teaching presuppose favourable conditions : teacher , learners , knowledge and behaviours , environment and interaction . Hence the process of interaction between the teacher and the learner and among the learners themselves is an essential and determinant factor in an educational situation .In order to get a feedback about his teaching , the teacher needs an active communication and participation on the part of the learners . Language teaching and learning are essentially based on interaction and communication . Since communication derives from interaction (Hudson 1980:81), learning a language is learning to communicate and interact . Therefore , interaction and communication are closely related characteristics of language:

" Language is the institution whereby humans communicate and interact with each other by means of habitually use oral-auditory arbitrary symbols

With this prominent shift within the field of language learning and teaching, a greater emphasis is put nowadays on the teaching and learning process itself .The purpose of this research is; therefore, to analyze language teaching and learning relationship and emphasize the importance of the quality of this process as well as the role of the teacher in helping learners develop their strategies and competencies . The Study aims to analyse the way EFL material is presented to the EFL learners in the Algerian school and investigate its efficiency.

Teaching is one of the most important activities that helps people gain the knowledge and attitudes to be responsible citizens (The World Book Encyclopedia,1983:144). In general terms, teaching is the process by which a person helps other people to learn. It is a set of activities with various aspects and dimensions : it does not include knowledge only , but reactions and gestures when conveying knowledge , asking questions ,explaining , clarifying , listening , encouraging , discussing , convincing and being convinced . Teaching is; therefore , the action of guiding , assisting the learners to acquire new vocabulary , skills , and behaviour, and to enable them interact and communicate .Furthermore , its ultimate purpose is to help the overall development of their personalities :their cognitive , social and psychological aspects .The process of teaching has to be well arranged and planned in order to reach its objective ; that is learning . Consequently , the teacher has to set a teaching strategy and to provide good conditions within which learning may take place and the learner is actively involved in his learning process to develop the different aspects of his personality . Learning , on the other hand , is the process of translating new knowledge and skills into behaviour .Three domains of learning are identified : -cognitive ; concerning the theories , facts , concepts and problem solving . -affective ; related to feelings and emotions . -psychomotor ; referring to new skills and new way of doing things (Davis 1994:12). Learning is the process by which changes in behaviour result from experience or practice . By behaviour , is meant any response that an organism makes to its environment .Thus behaviour includes actions, emotions, thoughts and the responses of muscles and glands . Learning can produce changes in any of these forms of behaviour (The World Encyclopedia 1983:144) . Learning , then, means the adaptation of the individual to his environment . In other words, it is the ability to adapt the acquired knowledge and experiences to real situations .In order to ensure efficient learning , teaching should be geared towards the implication of the learner as a central element in the educational process . The learner must feel the pleasure to learn . Thus , the learner's role in his own learning should be an integral part of any teaching strategy and the teacher ought to select and use the teaching methods and techniques that would encourage learner's active participation . Moreover, individual relations are important for successful and efficient interaction in the classroom. Positive relations between the teacher and the learner, and the affectionate types and relations arise the

learners' motives to do their best in their studies. Psychological studies have shown the possibility to foresee the learner's reactions and his affectionate behaviour as regards his reaction to his teacher. That is why the latter should be aware enough of the individual phenomena. This, require a good mastery of talking with pupils in order to increase their motives for learning and take pleasure in free learning. The teacher can realize this when he avoids the arousal of negative feelings to mention anxiety and anger or when he develops positive feelings such as respect or rewards. Language teaching and learning are in their objectives essentially based on interaction and communication . The purpose of language learning and teaching is associated with the use of that language in a real communicative situation. There is no doubt that language helps people to interact and promotes mutual understanding , tolerance and respect for the cultural identity and values of others (Lyons 1981:230) .Besides, success in the international world of commerce, trade and business ,in general,is becoming more and more dependent on foreign language learning , especially English . Language plays an determinant role in educating people (The World Book Encyclopedia 1983:143).It is the means by which learners firstly acquire knowledge and skills and are able to interact and communicate by providing them with a " natural context for language use " (Larsen Freeman 2000:144). It constitutes ,therefore, a potent medium in developing the learners' personality, cognitively, socially and psychologically . Cognitively , learners are enabled to express their thoughts and develop their thinking skills and abilities to observe, organise, analyse and criticize knowledge, to think creatively ,etc. Psychologically, they can express their feelings and emotions . Socially , language makes a person feel that he belongs to a particular community and interacts positively with its members .

Lesson objectives are most usefully stated in terms of what students will have done or accomplished at the end of the lesson . Stating objectives in this way allows both teachers and learners to know when the goals have been reached.To set lesson objectives, the teacher should first identify a topic for the lesson which will help in developing the objectives . The topic is generally determined by the curriculum and the textbook and is part of a larger thematic unit . The topics are chosen according to the students interests and the availability of authentic materials at the appropriate level . Then, the teacher has to identify specific linguistic content , such as vocabulary and points of grammar , or language forms , to be introduced or reviewed and are connected in some significant way with the topic of the lesson . These are usually prescribed by the course book and the curriculum . After that , the teacher has to identify the specific communicative tasks to be completed by the students . The tasks should allow , but not require , students to use the vocabulary , grammar , and strategies presented in the lesson . The focus of those tasks should be topical and not grammatical . This means

that it may be possible for some students to complete the task without using either the grammar point or the strategy presented in the first part of the lesson .

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