

English as Foreign Language Teaching: An emerging pedagogical space in university education

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Abstract:

Competition in pedagogy is increasing day by day with addition of new teaching domains. English as Foreign Language (EFL) is a new paradigm of teaching that is invading teaching space overall the world. With feel the need of English as an international language, all countries are intended to include EFL courses to coap the need of English language learning and teaching. In this article we will present a narrative overview of EFL with context to university level teaching.

Keywords: English as Foreign Language Teaching, University Education

Introduction:

Today, English can be a subject in the primary curriculum of most state colleges around the world[1]. Announced The aim of many such curricula is expressed in terms of introducing new, additional 'learning centres', Approaches to teaching to introduce young people to language[2-4].

Develop your skills to exploit it. However, a recent study by Schweisfurth about the implementation of learner-centred learning in a wide variety of contexts[5-9], and The OECD's 2009 report on its Teaching and Learning International Survey (TALIS) suggests both clear evidence of widespread changes in teaching styles in the classroom and Learning outcomes remain limited[10-12].

Communication skills are essential in human interaction[13-16]. Achievement will demonstrate high level English communication skills. Each results in higher opportunities in the non-public and skilled worlds. In the context of the room, effective Communication can definitely affect the training process. Communication skills accept, appreciate, verbal aspects conversation, negotiation and conversation and non-verbal aspects, such as writing, facial expressions and body Language. In English as a Foreign Language (EFL), however, auditory

communication dominates. Mastering a difficult and sophisticated skill for many students

Literature Review:

some of the most important areas of literature are touched upon here to provide a framework[16-20].The focus on the implementation process of TEYL in KSA is described below. First of all we In logistical and culturally demanding situations, regulars offer descriptions of the few who can. Arise from be.g.in's choice to teach English to young learners. Second we draw briefly.To discuss the elements that may influence how organized a Context is to meet such necessary conditions.

English in University level Education:

English language has been feeling much needed in university level education since past couple of decades[12, 21-23]. To overcome the need of new technologies English is a mandatory language to be learn by university students.

No.	statements	Mean	Std. Deviation
1	Lack of time required to develop (build-up) E-learning content	3.57	1.09
2	Lack of interaction between students and teaching staff	3.40	1.06
3	Lack of necessary time for preparing online exams/assignments.	3.40	1.28
4	Lack of awareness regarding ways to integrate the software into teaching	3.62	1.08
5	Inaccessibility of PowerPoint / PDF/ data projection during lectures	3.45	1.40
6	Inaccessibility of course notes/feedback about materials	3.42	1.17
	Total	3.60	0.91

Table 1: relationship between items

Research Methodology:

This section will discuss our framework designed to evaluate trends of English language teaching in universities.

No.	Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard deviation	Ranking	Interpretation
11	Feedback on my oral mistakes is very helpful in improving my communication skills.	18 41.9%	16 37.2%	6 14%	1 2.3%	2 4.7%	4.09	1.04	1	Agree
5	Being anxious about making mistakes makes it difficult for me to practise oral communication in the classroom.	19 44.2%	13 30.2%	8 18.6%	1 2.3%	2 4.7%	4.07	1.08	2	Agree
4	A lack of confidence is my major problem when communicating in English.	12 27.9%	16 37.2%	10 23.3%	4 9.3%	1 2.3%	3.79	1.04	3	Agree
1	A lack of vocabulary is my major problem when communicating in English.	14 32.6%	13 30.2%	5 11.6%	3 7%	8 18.6%	3.51	1.49	4	Agree
6	My instructor rarely applies different methods and techniques to encourage communication among students.	3 7%	17 39.5%	17 39.5%	5 11.6%	1 2.3%	3.37	0.87	5	Neutral
3	Making pronunciation mistakes is my major problem when communicating in English.	11 25.6%	8 18.6%	11 25.6%	10 23.3%	3 7%	3.33	1.29	6	Neutral
7	My instructor rarely tries to initiate students' interaction.	4 9.3%	11 25.6%	21 48.8%	7 16.3%	0 0.0%	3.28	0.85	7	Neutral
8	The techniques and methods my instructors use do not encourage communication practice.	2 4.7%	18 41.9%	13 30.2%	10 23.3%	0 0.0%	3.28	0.88	8	Neutral
14	Arabic is used too much in our English classes.	8 18.6%	13 30.2%	11 25.6%	5 11.6%	6 14%	3.28	1.30	9	Neutral
10	Classroom activities rarely focus on enhancing oral communication skills.	0 0.0%	18 41.9%	17 39.5%	7 16.3%	1 2.3%	3.21	0.80	10	Neutral
13	I do not like when instructors correct my oral mistakes.	10 23.3%	7 16.3%	9 20.9%	10 23.3%	7 16.3%	3.07	1.42	11	Neutral
2	Making grammatical mistakes is my major problem when communicating in English.	2 4.7%	13 30.2%	16 37.2%	8 18.6%	4 9.3%	3.02	1.04	12	Neutral
9	The classroom environment does not help me participate in discussions.	2 4.7%	10 23.3%	13 30.2%	15 34.9%	3 7%	2.84	1.02	13	Neutral
12	Instructors rarely correct my oral mistakes.	3 7%	8 18.6%	13 30.2%	12 27.9%	7 16.3%	2.72	1.16	14	Neutral
Overall mean							3.35	1.09	-	Neutral

Table 2: Overall mean

Conclusion:

Competition in pedagogy is increasing day by day with addition of new teaching domains. English as Foreign Language (EFL) is a new paradigm of teaching that is invading teaching space overall the world. With feel the need of English as an international language, all countries are intended to include EFL courses to coap the need of English language learning and teaching. In this article we will present a narrative overview of EFL with context to university level teaching

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