# Teaching English in the Moroccan universities: The need for renewing Teaching methods

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## Introduction

The world of English in higher education, with its legacy of alignment to traditional teaching practices, finds itself in a tipping point and necessitating a complete shift in the approach to pedagogy. The call for change comes from a confluence of influences, namely, the increasingly complex and rapidly changing globalized world we live in, accelerated innovations in technology, and the diverse student demographics that characterize higher education today. There are still some uses for traditional approaches such as the Grammar-Translation Method, particularly in developing structural accuracy, but the context of using English as a common lingua franca in academic, professional, and personal contexts quickly highlights the limitations of these methods in developing genuine communication and critical engagement ability. This introduction is a call to action to move away from teacher-centered lecturing models used to deliver content, however efficient they may be, and which often restrict the development of 21st-century skills. Traditional approaches often reinforce a passive stance from students and do not allow opportunities for active engagement, critical inquiry, or authentic language use. Renewing the focus on student-centered teaching and learning, where students are able to assert agency over their learning exists as an important move forward. Student-centered learning allows students to take responsibility for their learning, as learners understand how they learn, can problem-solve independently, and grow in their capacity to communicate effectively.

## 1. The definition of Didactic transposition

### 1.1. The concept and its importance

According to Yves Chevallard, didactic transposition is the methodical process of converting knowledge that was first created and verified in a specialized academic or

scientific field (savoir savant) into a form that can be taught in an educational setting (savoir à enseigner), then into what is actually taught in the classroom (savoir enseigné), and finally into what students learn (savoir appris).

It is a fundamental concept in Yves Chevallard's (1985, 1991) anthropological theory of the didactic (ATD), didactic transposition offers a critical framework for examining how knowledge changes as it moves from its original settings of production and validation to the classroom. According to this theoretical perspective, knowledge in its purest form-known as "scholarly knowledge" or savoir savant-is inherently unfit for direct instruction. Its context-specificity, dynamic and provisional nature within specialized domains, and inherent complexity-which frequently necessitates sophisticated epistemological and methodological understandings shared only by expert communities-are the main causes of its unsuitability.

External didactic transposition is the first stage in a multi-stage process of didactic transposition. This initial, institutionaled step includes the selection, decontextualization, recontextualization, and structural organization of acquired knowledge for placement into curricula, textbooks, and official syllabi. Different actors of the "noosphere"-Chevallard's shared space of didactic organization, such as curriculum developers, subject matter specialists, legislators, and textbook authors-mediate this process of transformation. Key activities at this level include selective pruning of large fields of scholarship for pedagogical suitability and usefulness, decontextualization (removal of knowledge from its original research setting), and recontextualization (placement of knowledge within a new pedagogical context by simplification, reorganization, and addition of didactic practice or illustrations). Knowledge tends to be objectified and formalized; presenting concepts in a more rigid, codified manner that may obscure their dynamic or problem-solving origins.

Following this external change, internal didactic transposition determines the next adjustment of the curriculum knowledge (savoir à enseigner) as interpreted and used by the classroom teacher. The teacher, as an integral operator of the didactic system, also refines the content in terms of their pedagogical content knowledge (Shulman, 1986) their understanding of student prior knowledge, and the specific dynamics of the specific classroom context. This level introduces additional layers of sophistication, as the instructor's individual pedagogical choice, class conversation, and testing regimens cumulatively shape the ultimate "taught knowledge" (savoir enseigné). The fourth and ultimate stage, learned knowledge (savoir appris), represents the actual conceptual understanding and abilities absorbed by students, and this can deviate quite substantially

from the taught knowledge due to personal cognitive processes, learning styles, and engagement.

While indispensable to education, didactic transposition is not an unbiased activity and is often accompanied by built-in distortions or losses of epistemological integrity from the initial scholarly knowledge. These inherent complexities may manifest as "didactic effects" (Brousseau, 1997), e.g., depersonalization of knowledge in which human authors are absent; de-synchronization, which is insensitive to historical and developmental evolution of ideas; and dogmatization, where contested, nuanced scholarly ideas become codified as unquestionable truths. Furthermore, the "Topaze Effect" refers to the way a benevolent act of a teacher inadvertently removes the cognitive difficulty of an exercise and induces superficial learning, while the "Jordan Effect" describes students' capacity to produce correct answers through the covert "didactic contract" instead of genuine conceptual knowledge. These effects underline the risk of a harmful loss of epistemological context, whereby students acquire facts or procedures without comprehension of underlying meaning, derivation, or significance.

Theoretical additions of didactic transposition have extremely important consequences for educational research and practice. It provides a powerful analytic tool for curriculum studies, enabling a critical examination of the choices made in the selection of knowledge and structuring and how these may influence learning outcomes. For teacher education, it emphasizes teachers to possess a refined understanding of the character of knowledge, its source, and the intricate process of its transposition, thereby making them better judges in their pedagogical decisions and countering the detrimental effects of transposition. Moreover, it also serves as a uniting analytical framework for didactics of individual subjects, by which researchers can investigate how certain ideas are transposed in disciplinary contexts and the ensuing learning problems. Ultimately, a comprehensive grasp of didactic transposition is important to all education stakeholders ranging from curriculum planners to classroom teachers to ensure the transposed knowledge is not only accessible but also epistemologically sound and conducive to real intellectual development.

### 1.2. The characteristics of didactic transposition

The assertion that teachers, including university professors, do not transmit "academic knowledge" in its raw, unfiltered scholarly form is central to the theory of didactic transposition. This idea challenges the common misconception of teaching as a direct transfer of information from an expert's mind to a student's. Instead, it posits that

all instructional acts, even at the highest levels of education, involve a deliberate and often complex process of transformation this process as we have previously mentioned is complex and has a set of characteristics which include the following:

"Educational vigilance: It basically refers to the need to be completely objective, which necessitates establishing a clear separation between the subject to be taught and personal convictions, attitudes and inclinations; whether it is the didactician who carries out the transfer process or the teacher who leads the learning processes in the classroom.

The property of integrity: Regardless of the changes and adjustments that happen to the academic knowledge in the process of didactic transposition, it should not be out of its educational context, meaning that it must be away from vulgarity and slang culture. Therefore, the teacher must be careful not to fall into inventing or making up situations for the sake of educational obligations or necessities. But rather, he must have the greatest degree of objectivity, and adhere to the requirements imposed on him by academic knowledge, far from vulgarity and the common sense "sens commun", because The mission of the school in particular as Gagné emphasizes is "to ensure that it helps the learner, so that he can move from what is common, prevalent, and sensory to what is academic and abstract."

Adhere to gradual programming: The levels of didactic transposition refer to the programming of scholar knowledge, that is, the distribution of its units into gradual segments, taking into account-at the same time-a specific division of time and a specific division to the internal structure of academic knowledge, a division that-often-depends on starting from levels of varying difficulty and complexity.

Generally speaking, there are a number of levels through which didactic transposition can take place: there is (for example) the didactic transposition carried out by the teacher, when he moves from the subject of learning to the subject of teaching, and this level of transposition may fall under a more general level, as it follows the didactic transposition carried out by the didactician himself."(1)

## 2. Didactic Material in Higher education

### 2.1. The definition of Didactic Material and their importance

A vital component for successful education is didactic materials, which include

1. http://moaalim.blogspot.com/2014/09/didactique-notion-de-base.html(translated by Gemini)

both material and immaterial resources used by teachers to support learning. These resources are essential for improving learners' comprehension, knowledge acquisition, and skill development.

Based on their particular pedagogical experiences, educators frequently use terminology like "aids," "materials," "resources," or "digital products" to describe didactic materials. Academic discourse also reflects this diversity of language. In general, didactic material is defined as "anything which is used to help language learners to learn" (Tomlinson, 2011, p. 13). Materials can include anything that shows or educates about the language being taught, such as a textbook, workbook, tape, CD-ROM, video, photocopied handout, newspaper, or a paragraph written on a whiteboard. (Ikerionwu, 2000) further elaborates, stating that "Didactic materials are all the specially prepared materials intended to be used during the processes of teaching and learning. They are usually needed when studying specific educational contents and achieving specific educational goals defined in syllabuses. For this reason, they are appropriately didactically adapted. Didactic materials consist of books, encyclopaedias, atlases, dictionaries, textbooks, charts, globes, graphs, newspapers, journals, etc.; that is, mostly written materials, which can be either printed or available in electronic form." These definitions collectively emphasize the critical role of didactic products as essential tools for the pedagogical transmission of knowledge. Complex or abstract concepts are made simpler via didactic materials, such as interactive simulations, hands-on models, and visual aids like charts, infographics, and movies. They give students tangible examples that help them understand complex concepts, which promote greater comprehension and better memory. Moreover, Teachers can adapt their lessons to each student's specific requirements and skills in a classroom by using didactic resources. To create a more individualized learning environment, teachers might choose or modify resources to give struggling students extra help or more difficult tasks for those who require enrichment. Therefore, we can say that the creation of dynamic, productive, and inclusive learning environments depends on didactic resources, which are more than just supplemental aids. They give teachers the ability to impart knowledge more successfully and allow students to interact intimately with the material, which improves understanding, skill development, and academic results.

### 2.2. The Types of Didactic Material

Didactic materials are fundamental to education because they help shape teaching methods, encourage participation, and help students retain information. They serve

various learning styles and cognitive processes and vary greatly in form and function. Gaining a thorough understanding of these resources enables teachers and students to make the most of them for efficient instruction.

Since they provide structured content in the form of textbooks, scholarly journals, instructional guides, and worksheets, printed materials have long been considered essential resources in education. These resources' durability and accessibility enable in-depth interaction with textual content, developing reading comprehension and critical thinking abilities. According to Mayer (2017), printed materials promote retention by encouraging students to actively engage with the text by using summarization and annotation strategies.

Visual materials, in addition to textual ones, speed up cognitive processing by arrnging information in a structured, often hierarchical manner. Examples that condense complex ideas into visual formats that are easier to comprehend include charts, graphs, maps, models, and infographics. The cognitive load hypothesis highlights how useful visual aids are in reducing unnecessary cognitive effort while enhancing the learner's focus on important concepts (Sweller et al., 2019). Audiovisual products expand on traditional instructional techniques by combining visual and audible elements to enhance comprehension. Videos, animations, and multimedia presentations all employ dynamic storytelling techniques to give abstract concepts a more tangible form. By simultaneously appealing to several senses, audiovisual learning aids improve retention and strengthen conceptual understanding and memory, claim Clark and Lyons (2019).

A wide range of digital didactic materials, such as e-books, instructional software, online simulations, and interactive learning environments, have emerged as a result of the quick growth of digital technology. Digital materials are accessible and flexible, meeting the requirements and preferences of a wide range of learners. According to Kimmons and Hall (2021), integrating digital technologies into modern learning environments improves motivation and engagement, which supports personalized education approaches.

Physical learning aids, geometrical models, and lab kits are examples of manipulative resources that offer hands-on interaction, which is essential for experiential learning. The importance of manipulative tools in cognitive development is highlighted by Piaget's constructivist theory (1952), which holds that direct engagement with instructional materials promotes greater comprehension and problem-solving skills.

Experiential didactic materials are those created to expose students to real-world,

hands-on applications of their knowledge. Students are encouraged to apply their theoretical knowledge to real-world situations through case studies, project-based learning resources, and role-playing exercises. The experiential learning concept was first presented by Kolb (1984), who emphasized that problem-solving, flexibility, and critical thinking are developed via active participation in experiences.

The need for a variety of teaching strategies in modern education is highlighted by the many categories of didactic resources. Teachers can design comprehensive learning environments that accommodate various cognitive styles and learning preferences by combining traditional, visual, digital, manipulative, and experiential elements. In order to optimize educational outcomes, future studies should investigate hybrid models that make use of both digital and physical resources.

## 3. The Methods of Teaching English in the universities

### 3.1. The difference between the method of teaching and the strategy of teaching

Speaking of teaching methods makes us raise the question what is the difference between a teaching method and a technique, since both terms are used academically in an interchangeable way which makes us question is there really a difference between a strategy of teaching and a method of teaching or are they the same?

The terms "strategy of teaching" and "method of teaching" are often used as synonyms, but they have different connotations in pedagogy.

A teaching method is the systematized, formalized process used to deliver instruction. It is a codified way of teaching by means of pre-established theories and rules. Examples include the Grammar-Translation Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). Teaching methods add to instruction a template on how information is instructed, how students interact with material, and the overlying philosophy behind instruction.

On the other hand, a design of teaching strategy allocates the specific methods or processes teachers use in a method in order to achieve learning objectives. Teaching strategies are context-dependent and variable with respect to students' needs, subject matter type, and context. Examples of teaching strategies include group discussion, role-play, problem-solving exercises, scaffolding, and differentiated instruction. Whereas methods provide a broad approach, strategies are more tangible applications that bring in efficiency to instruction.

In essence, a teaching method is an all-embracing instructional plan, and a teaching strategy is the strategic plan executed within the plan for optimal learning.

### 3.2. The Types of Teaching Methods

Diverse pedagogical approaches that address students' linguistic proficiency, academic literacy, and communication skills are necessary for teaching English at the university level. From conventional strategies to technology-driven tactics, researchers have found a number of efficient ways to improve English language learning in higher education.

The Grammar-Translation Approach is one popular technique that stresses the methodical teaching of vocabulary and grammar rules through translation exercises. Although this approach is still helpful for improving structural accuracy, Richards and Rodgers' (2014) research indicates that it might not effectively promote communicative competence.

University-level English instruction requires a variety of pedagogical strategies that take into account students' linguistic competency, academic literacy, and communication abilities. Researchers have discovered several effective techniques to enhance English language acquisition in higher education, ranging from traditional approaches to innovative technology-driven strategies.

One well-liked method that emphasizes the systematic teaching of vocabulary and grammar rules through translation activities is the Grammar-Translation Approach. This method is still useful for increasing structural accuracy, but it may not be a good way to foster communicative competence, according to Richards and Rodgers' (2014) research.

Content-Based Instruction (CBI) combines subject-specific knowledge with language instruction. With this method, students learn English by studying academic subjects like commerce, science, or history. According to research by Snow et al. (2019), CBI enhances understanding and critical thinking abilities, making it a useful strategy for college students getting ready for the workforce. Blended learning has become more popular in academic contexts as digital education has grown in popularity. This method blends in-person training with virtual communication and online resources. According to researchers like Dudeney and Hockly (2018), blended learning encourages individualized instruction by letting students work through the material at their own pace.

Furthermore, students are expected to complete language tasks that replicate real-world scenarios as part of Task-Based Language Teaching (TBLT). Ellis (2003) asserts

that TBLT fosters spontaneous language usage by engrossing students in meaningful tasks that improve linguistic competence.

Academic English programs, which prioritize writing, research techniques, and scholarly discourse, are also incorporated by university professors. Such programs are crucial for non-native English speakers navigating higher education, according to Hyland (2016), as they aid in the development of their essay writing, critical analysis, and scholarly communication skills.

The course objectives, student demographics, and institutional context all affect how effective these approaches are. To improve English competency in higher education, future studies should investigate adaptive pedagogical models that incorporate a variety of instructional techniques.

### 3.3. Towards Renewing Teaching Methods

It is noticeable that professors of the higher education system, especially at universities, tend to use teacher-centered approaches, and specifically the lecturing method, more than other methods. Despite the fact that it is advisable to teach using student-centered approaches, some professors are aware of student-centered approaches but prefer to use teacher-centered methods, while others know nothing about student-centered approaches and use teacher-centered approaches unaware that student-centered approaches even exist. This raises several questions: the first one deals with the level of consciousness that a professor truly has about his teaching practices in the lecture theatre; is he aware of his practices and does he evaluate himself? The teaching process requires being conscious about one's practices and knowledge about both fields of didactics and pedagogy. If the teacher is unaware of these methods in the first place, this means that his knowledge of didactics is limited and that he does not read about the sciences of teaching (didactics and pedagogy), which causes real issues regarding the way he teaches his students. This has a negative impact on the development of students because a teacher who is unaware of his teaching practices and does not read about the sciences of education cannot teach effectively which causes major negative effects on the level of student achievement. However, not all professors are unaware of their teaching practices. Some teachers are aware of their teaching practices, evaluate them, and read about didactics, but prefer to use teacher-centered approaches such as the lecturing method where the teacher is at the center of the teaching process and the students are passive recipients of the information. This makes us ask what is it that

makes university teachers lean more towards teacher-centered approaches and not student-centered ones?

This decision could be explained by a number of variables. A major factor is tradition and habit; instructors frequently transmit knowledge in the same way that they were instructed, thus continuing a long-standing cycle. Additionally, there is the temptation to cover a lot of material in a short amount of time, and lecturing may seem like the most effective way to do so, even if it compromises comprehension depth. Active learning activities can be difficult to implement in large class numbers, which makes lecturing seem more doable. Furthermore, lecturing may seem reasonable to professors if assessments primarily evaluate factual recollection because it fits with the assessment method.

However, professors should bear in mind that even though the lecturing method saves time and helps them cover a large amount of information, it sacrifices comprehension depth; a professor should focus on **quality**, **not quantity**. What is the point of teaching too much information if students don't grasp the full meaning behind it, understand it and benefit from it? We're not concerned with a vast amount of lessons and information as much as we are with students learning effectively and applying that knowledge, specifically in exams and in their lives generally. Therefore, we shouldn't rely on teacher-centered teaching methods, even though they save time. We need to realize that the point of the educational process isn't the sheer volume of information, but the **benefit that students gain**. Students might receive a lot of information, but without understanding it and benefiting from it at all.

Additionally, some professors may see their job as essentially sharing knowledge because they think that direct instruction is the most effective way to communicate their expertise. They may believe that student-centered methods weaken their position or degrade the subject matter. Professors may be aware of student-centered strategies, but they may not have the necessary expertise or confidence to apply them successfully in their particular classroom setting. Lastly, for career progression, research productivity frequently outweighs teaching excellence in many universities, which can cause professors to devote less time and effort to improving their instructional techniques. Professors are hired and promoted mostly on the basis of their published work at universities, especially those that focus heavily on research. This requires developing a strong scientific profile, getting grants, giving presentations at conferences, and publishing in highly esteemed journals. The justification is that innovative research advances knowledge, draws financing, and improves the institution's reputation.

Furthermore, Doctoral programs are designed to train future researchers, not necessarily future educators. PhD candidates immerse themselves in the most modern study techniques, conceptual foundations, and specific expertise in their field for years. As teaching assistants, they may obtain some teaching experience, but this is rarely accompanied by official training in instructional strategies, classroom management, assessment design, or educational psychology. The focus is on becoming into a disciplinary specialist and knowledge creator but not necessarily an educator, since there is a common, presumption that having a deep understanding of the subject matter equates to being a competent teacher. The theory goes that if you are an expert in your profession, you can just "tell" students what you know, and they will understand it. This ignores the complexity of teaching and science of directing instruction, encouraging critical thinking, and adapting to the various needs of students. Thereof, despite the excellent disciplinary expertise of their professors, the norm will continue to be a reliance on teacher-centered approaches in the absence of structural changes, which could compromise the standard of university students' educational experiences.

### 3.3.1 The need for teachers' training in higher education

Undoubtedly, enhancing student outcomes, improving teaching quality, and adapting to the constantly changing educational environment all depend on the growing need for teacher preparation in higher education. Despite being subject matter specialists, university professors frequently lack official teaching qualifications. This may cause disconnect between their in-depth subject-matter expertise and their capacity to communicate it to a wide range of students.

A primary motivation for such training is to enhance pedagogy and student performance. Modern higher education classrooms are filled with students with varying learning needs and styles. Teacher training familiarizes teachers with fresh methods-like project-based learning, flipped classrooms, and gamification-to respond to these varied styles, leading to more effective and captivating learning experiences. Teacher training can produce more interesting lessons, instill critical thinking, and better motivate students, which has a persistent correlation with greater academic performance and student success. The training also facilitates the shift from the traditional teacher-centered model of teaching to student-centered teaching in which the emphasis is placed on student active participation and development of critical competencies like problem-solving and communication. In addition, it assists teachers in developing and

implementing outcome-based instruction, employing multiple means of assessment and feedback mechanisms to constantly track and assess student learning.

Moreover, Teacher training serves to provide educators in higher education, the opportunity to contemplate their practice and engage in critical reflection that can enable them to improve their practice. The process of critical reflection begins with exposing professors to various formalized frameworks or models, so that they can reflect on their instruction in a more structured way. Rather than merely retelling the sequence of events taking place in the classroom, these frameworks- which may be heavily influenced by the works of John Dewey or Donald Schön- address the systematic view of attention to one's experiences in teaching and learning at an evolved level. Here, the professors ask questions such as "What did I do well and why?" "What did not go as planned, and what part did I play in that?" "What did some student responses reflect about my instructional choices?" "What ideas do I have about teaching and learning and how do they shape my practice?" "What can I change in my instruction to more effectively facilitate learning outcomes next time?" These questions represent a more targeted approach to understanding their instructional actions and reflect on their pedagogical actions, which helps them improve their teaching skills.

Teacher training also significantly contributes towards professional development and confidence building of teachers. Education is a constantly evolving field with new technologies, studies, and best practices emerging every year. Ongoing training provides instructors an opportunity to be current, acquire new methods, and refine their skills throughout their career lifecycles. When teachers are well-trained and well-informed, they feel more confident with their skills and therefore develop a better learning environment and more likely to be satisfied on the job and less burnt out. They may also be able to pursue career development into research and administration. Through investment in staff development, colleges can create internal specialists who share their skills and best practices with their peers, building a culture of continuous learning and advancement.

### 3.3.2 Practice, Awareness about Practice and Analyzing Practice

In higher education, the practice framework, practice awareness, and practice analysis are not only pertinent but perhaps even more important. The particular complexities of university environments make it even more important for teachers to be extremely deliberate and flexible in their instruction.

Practice in higher education includes a wide range of complex pedagogical options.

It goes beyond simple classroom management to concentrate on creating curricula that support advanced learning objectives, developing critical thinking, research, and problem-solving abilities, and promoting profound conceptual understanding. This entails using a variety of teaching techniques that actively engage adult learners instead of depending only on lectures, such as inquiry-based learning, problem-based learning, group projects, and the Socratic method. Effective higher education practices also include deftly incorporating technology into instruction, offering sophisticated and prompt feedback on challenging assignments, as well as fostering an intellectual relationship with students to support their academic independence. In order to continuously improve teaching strategies for particular disciplines and a range of student populations, it also necessitates a dedication to professional development that extends beyond isolated workshops and embraces continuous scholarly engagement in pedagogical research and innovation.

Professors and lecturers, who frequently possess extensive knowledge of their subjects but may lack formal pedagogical training, should be more conscious of higher education practice. This awareness involves understanding how their educational background and personal learning philosophies affect their teaching choices and interactions with students. It entails being aware of their own biases and teaching philosophies as well as how these affect a diverse student body, which may include adult learners, international students, or students with different levels of academic preparedness. It takes a dedication to self-reflection through pedagogical writing in a journal informal check-ins or midterm surveys to get feedback from students, and peer observations to develop this awareness. Additionally, it involves actively relating their instructional decisions to accepted theories of learning, going beyond intuitive teaching to an evidence-based approach.

Furthermore, an extensive and academic approach is necessary for examining practice in higher education. Investigating the underlying causes of success or difficulties is more important than simply determining what "went well." Teachers at universities can evaluate practice by:

The systematic examination of student learning entails examining student work, assessment results, and performance on challenging assignments in order to spot common misconceptions, patterns in understanding, and areas where instruction could be more successful.

Analysis of Teaching Videos: It is possible to conduct a detailed analysis of the flow of

intellectual discourse, student engagement, questioning strategies, and communication clarity by recording lectures, seminars, or practical sessions.

Peer Evaluation of Instruction: Colleagues' constructive criticism and structured observations offer outside viewpoints on how effective teaching is, pointing out areas of strength and recommending areas for improvement.

Teaching and Learning Scholarship (SoTL): Formal research on one's own teaching methods and student learning outcomes is known as scholarship of teaching and learning (SoTL), and it frequently results in publications and presentations that add to the body of pedagogical knowledge.

Mechanisms for Student Feedback: Teachers can make last-minute changes and show that they are attentive to the needs of their students by using formative feedback tools like "muddiest point" surveys or "keep/add/discard" exercises in addition to end-of-course evaluations.

A culture of continuing pedagogical improvement is encouraged in higher education through the integration of practice, awareness, and analysis. It turns teaching into a reflective, evidence-based activity rather than just a means of providing information, which improves learning outcomes and helps prepare students for their professional and educational goals in the future.

### 3.3.3. The Call for an Andragogical Handbook for English Language Teaching in Higher Education

University-aged English language learners are not starting from scratch. They bring plenty of past knowledge, job goals, and frequently a clear reason for learning English, be it research, academic success, career progress, or international communication. In sharp contrast to the external rewards or compliance-driven learning frequently observed in younger cohorts, their motivation is usually internal and driven by personal relevance and instant applicability. However, present ELT practices in higher education often fall back on approaches that were created for kids or teenagers, which results in low performance, disengagement, and an inability to fully utilize adult learners' innate abilities.

University English language professors would all benefit a lot from an andragogical handbook for ELT in higher education; especially that they are considered experts in their subject matter but, lack the means to transfer their knowledge properly. Therefore, and since they have limited knowledge about didactics and pedagogy, higher education

instructors are in need of an andragogical handbook more than school education teachers, as they do not receive any training and have a lack about the fundamentals of teaching. The theoretical foundations of adult learning would be connected with the unique opportunities and challenges of teaching English to adults in a variety of higher education situations by this useful, research-based resource. Such a manual would not only explain andragogy; it would also convert its fundamental ideas into practical ELT-specific tactics. This includes, how to teach guided or extensive reading; how to teach grammar; how to teach literature in all its genres; how to teach linguistics; how to teach spoken English; how teach writing; how to teach public speaking; how to assess students and prepare for exams based on clear criteria such as: validity, reliability, practicality ... in order to guide the professor and to give him the assurance that he is on the right path. Just like teachers of school education, English professors in higher education cannot work vaguely without any guidance and are in need to have an andragogical handbook.

a handbook should outline clear examples and best practices for:

Facilitating self-directed learning: How can we encourage instructors to enable adult English language learners to identify their own learning needs, determine their own goals, and take responsibility for their own learning pathways?

Utilizing adult experience: How can ELT materials and activities use the professional, academic, and life experiences of learners to make learning more relevant and meaningful?

Problem-centered learning: What are some real-world communicative tasks and projects that can be used to teach language explicitly, while addressing authentic language needs in a practical way and developing critical thinking?

Immediate transferability: How can we help instructors make sure the language skills adult learners learn immediately have application and transfer to academic studies, research, or the workplace?

Creating a respectful and collaborative learning space: How can instructors create psychological safety and mutual respect in the ELT classroom, keeping in mind that adult learners are not only adult English language learners, but also learners who have contributions to make to the learning experience?

Multiple assessment approaches: What are series of authentic assessment ways

we can assess communicative competence and acknowledge adult language learners' progress that move beyond traditional grammar assessment?

Embedding technology into the work of adult ELT: How can we use and leverage digital tools and resources to support self-access, collaborative projects with others, and personalized learning paths for adults learning English?

Dealing with the genuine realities of working with adult learners: Provide guidance and strategies for teaching English to adults at various levels of prior English knowledge.

A handbook like this would also be of great importance, gaining important facets of professional development, which could lead to a shift toward a more learner-centered to a more teacher-centered paradigm. Also, with a handbook such as this, teacher educators would be engaged in reflective practice and contemplating their teaching through an andragogical lens, and potentially revising or adapting their teaching practices to better engage their adult learners and develop English language competencies. There is no shortage of demand for English language capabilities, and since adult English language learners are part of an increasingly globalized culture where proficiency in English is an important success factor when attempting to obtain a higher degree or enhance workplace promotion opportunities. An Andragogical Handbook for ELT in Higher Education is not only 'needed', it is practically 'non-existent'!

**Conclusion**

The call for a revolutionary approach to teaching English in higher education is clear. While traditional teaching practices provide the building blocks for a solid foundation, they do not provide students with what they need to be prepared for a world that requires flexible communication, critical thinking, and adaptability. Using models of teaching centered on the teacher hinders a dynamic, active environment and the abilities to learn that are critical for success in the 21st century. Placing students at the center of the learning process turns students from passive learners into active learners that demonstrate positive responsibility by learning independently, independently problem-solving, and independently communicating effectively. It is not simply a preference to move from traditional methods to student-centered learning (the time for preference is far gone), it is a strategic move to make sure that we offer courses in English that prepare learners for challenges and opportunities in a technological, globalized, and pluralistic world. Our former options and considerations are no longer valid as we solidify our commitment to educating critical, engaged, communicatively competent global citizens.

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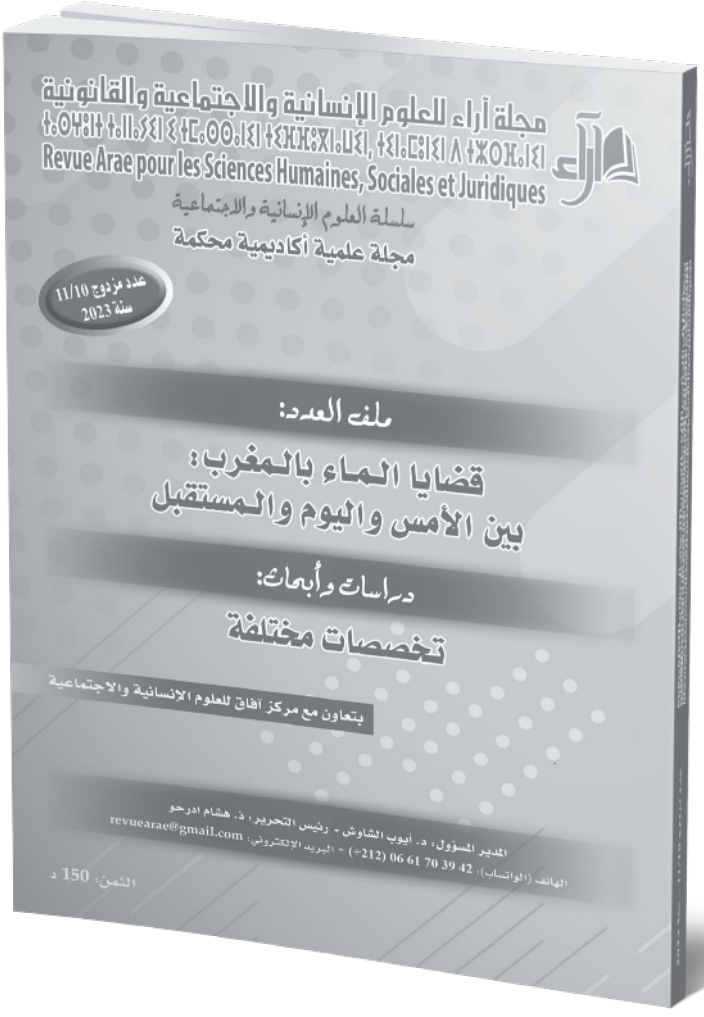
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