

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Belhadj Bouchaib University Center- Ain Témouchent
Institute of Letters and Foreign Languages
Department of Letters and English Language



The Role of Context in Teaching English as a Foreign Language :
The Case of First Year Middle School Learners of Ain Temouchent

*An Extended Essay Submitted in Partial Fulfillment for the Requirement of the
Master Degree in Advanced Studies in Contemporary Linguistics*

Submitted by:

Ms . Imene Taleb

Ms . Imene Abed Bahtsou

Supervised by:

Dr. Hynd Mahdad-Kaid Slimane

Board of Examiners

Dr. Chahrazed Hamzaoui	President	Ain Témouchent University Centre
Dr. Hynd Mahdad-Kaid Slimane	Supervisor	Ain Témouchent University Centre
Mrs. Kheira Hadi	Examiner	Ain Témouchent University Centre

2017- 2018

Dedication 1

My special thanks and appreciation go to my best friend ‘Abed Behtsou Imen’, who is continually helping and supporting me. She gave me a new appreciation for the meaning and importance of friendship.

This extended essay is dedicated to my family.

To the dearest persons to my heart, my parents : my mum ‘Soria’ and my dad ‘Ahmed’. Thank you for supporting me and for being always by my side.....I love you so much.

To my lovely ‘Abir’, to my brother ‘Ibrahim’ and his wife ‘Hayat’ and my lovely new niece : ‘Rodaina’.

I also dedicate and thank my husband ‘Sofiane’, who first encouraged me to learn English and fostered and still encourages my interest in that language and helped me in this work from the beginning till the end. To my mother in law ‘Alia’.

Finally, special thanks go to all my friends. In particular, ‘Bouchra’ and ‘Nadia’ and to everyone who wished the best for me and encouraged me.

Ms Taleb Imene

Dedication 2

My gratitude, appreciation and thankfulness go to my lovely and my ever best friend 'Taleb Imene', my work'partner.

I dedicate my extended essay to my treasure in life, the reason for which I exist today as a master 2 student, the meaning of love, peace and tender in the world : my darling parents : My mum 'Ninet' and my Dad 'Nourdine'. Thank you for all your supports, encouragements, prayers and for your special love. God bless you.

I would like to express my genuine appreciation to my lovely sisters : 'Biba', 'Sara' and her lovely boy 'Nounou', 'Radia', her husband 'Mouhamed' and their cute girls 'Hiba' and 'Radjaa'.

My thanks also go to my unique brother 'Amine'.

My special thanks go also to all my friends : 'Nadia', 'Amel', 'Karima', 'Nour Alhouda' and special thanks to my soulmate 'Fatouha' and her Family.

Finally my dedication go to all people who encouraged me in this study over the past years and stand by me until the end. Thank you all.

Ms Abed Bahtsou Imene

Acknowledgements

The present extended essay would have been impossible without the help of Allah.

We would like to express our thankfulness to all the people who have encouraged us along the process of conducting this research. First and foremost, we are extremely grateful to our supervisor Dr. Mahdad Kaid Slimane Hynd, for her time, patience and for sharing her expertise with us. It has been an honour to receive guidance from such a talented and prestigious teacher. Second, our gratitude, appreciations and respect go to the jury members namely Dr Hamzaoui Chahrazed and Mrs Hadi Kheira for having accepted reading and evaluating our work.

We would like also to thank Mr. Bouhassoun Head of English Departement at Ain Temouchent University –Center. We are especially thankful Mr. Benguerfi and Dr. Soudani for their valuable comments, helps and advice.

Moreover, the results reported in this research have been accomplished with the help of all the participants, to whom we are immensely thankful for their cooperation, especially Mr. Halhali Kada Director of Khalad Bekhalad Middle School at Sidi Ben Adda-Ain Temouchent.

List of Abbreviations and Acronyms

EFL : English as a Foreign Language

ELL : English Language Learner

LEP : Limited English Proficiency

TEFL : Teaching English as a Foreign Language

List of Tables

Table 2.1 : Learners' Questionnaire.....	26
Table 2.2 : Teachers' Questionnaire.....	26
Table 3.1 : Gender of the Participants.....	29
Table 3.2 : Learners' Familiarity with English Language.....	30
Table 3.3 : Learners' Familiarity with English Language.....	31
Table 3.4 : Learners' Means.....	33
Table 3.5 : Teachers' Role.....	34
Table 3.6 : Ways of Teaching.....	35
Table 3.7(a) : Learners' Difficulties.....	37
Table 3.7(b) : Learners' Difficulties.....	39
Table 3.8 : Teacher's Behaviour.....	41
Table 3.9 : Teacher's Background.....	43
Table 3.10 : Learners' Attitudes.....	43
Table 3.11 : Learners' Improvement.....	44
Table 3.12 : Learners' Participation.....	45
Table 3.13 : The Importance of English.....	46
Table 3.14 : Appropriate Age.....	47
Table 3.15 : Teacher's Role.....	47
Table 3.16 : The Use of the Target Language.....	49
Table 3.17 : The Contribution of the Curriculum.....	50
Table 3.18 : Some Priorities of Teaching.....	51

Table of Figures

Diagram 1.1 : Deveopment of Academic Expertise, James Cummins, 2001.....	12
Figure 3.1 : Males' Familiarities with English Language.....	30
Figure 3.2 : Females' Familiarities with English Language.....	31
Figure 3.3 : Learnes' Familiarities with English Language.....	32
Figure 3.4 : Learners' Means.....	33
Figure 3.5 : Teachers' Role.....	34
Figure 3.5 : Teachers' Role.....	35
Figure 3.6 : Ways of Teaching.....	36
Figure 3.6 : Ways of Teaching.....	36
Figure 3.7 : Boys' Difficulties.....	37
Figure 3.7 : Girls' Difficulties.....	38
Figure 3.7(a) : Learners' Difficulties.....	40
Figure 3.7(b) : Learners' Dfficulties.....	40
Figure 3.8 : Teachers' Behaviours.....	41
Figure 3.8 : Teachers' Behaviours.....	42
Figure 3.10 : Learners' Attitudes.....	43
Figure 3.11 : Learners' Improvement.....	44
Figure 3.12 : Learners' Participation.....	45
Figure 3.13 : The Importance of English.....	46
Figure 3.14 : Teachers' Role.....	48
Figure 3.15 : The Use of the Target Language.....	49
Figure 3.16 : The Contribution of the Curriculum.....	50

Absract

No one denies the fact that teaching and learning a foreign language inside the classroom context has shown some benefits. The inside context offers opportunities of gathering knowledge in an academic way. These opportunities focus on the role of the teacher, learners' behaviours and the role of the context too. Thus, this work is based on action research, examines whether or not the classroom context provides enough knowledge for the first year Middle School English foreign language learners at Ain Temouchent and its outskirts, showing the importance and the benefits of classroom learning on the learners. To confirm or disconfirm the stated hypotheses, we conducted questionnaires for both English foreign language teachers and learners. The whole investigation provides by the end of the research work a number of recommendations and suggested solutions.

Table of Contents

Dedication 1.....	i
Dedication 2.....	ii
Acknowledgement.....	iii
List of Abbreviations and Acronyms.....	iv
List of Tables.....	v
List of Figures.....	vi
Abstract.....	vii
Tables of Contents.....	viii
General Introduction.....	01
Chapter One : Literature Review	
1.1 Introduction.....	03
1.2 English Learning Inside the Classroom Context.....	03
1.2.1 The Role of Input, Intake and Interaction.....	04
1.2.2 Opportunities for Interaction and Feedback in the Classroom.....	05
1.2.3 Practical Inquiry into Teaching Praxis and Classroom Interaction.....	05
1.2.4 The Impact of the Teaching Approach.....	06
1.3 Language Learning Strategies	08
1.3.1 English Language Learning	09
1.3.2 Objective of EFL Teaching and Learning in Algeria.....	09
1.3.3 Motivation in Learning English in Algeria.....	10

1.4 Academic Learning.....	11
1.4.1 The Learning Environment (The Context).....	13
1.4.2 Teachers’ Attitudes.....	13
1.4.3 Teachers’ Startegies.....	15
1.4.4 Students’ Attitudes.....	16
1.4.5 The Integrated Skills.....	16
1.4.6 Students’ Problems and Difficulties.....	18
a- The Psychological Factors.....	19
b-The Environmental Factors.....	21
1.5 Conclusion.....	22
Chapter two : Learning Situation Analysis	
2.1 Introduction.....	23
2.2 Description of the Learning Situation.....	23
2.3 Structure of the Study.....	23
2.4 The Limitation of the Study.....	24
2.5 Reaserch Methodology and Tools	24
2.5.1 The Aim of th Study.....	25
2.5.2The Background of the Topic.....	25
2.5.3 The Target Population.....	25
2.5.3.1 English Foreign Language Learners.....	25
2.5.3.2 English Foreign Language Teachers.....	26

2.5.4 The Research Instruments.....	27
2.5.4.1 The Learners' Questionnaire.....	27
2.5.4.2 The Teachers' Questionnaire.....	27
2.6 Conclusion.....	28
Chapter Three: Data Analysis and Practical Implications	
3.1 Introduction.....	29
3.2 Data Analysis and Results.....	29
3.2.1 The Learners' Questionnaire.....	29
3.2.2 The Teachers' Questionnaire.....	42
3.3 Discussion.....	52
3.3.1 The Learners' Questionnaire.....	52
3.3.2 The Teachers' Questionnaire.....	53
3.4 Suggestions and Recommendations.....	54
3.4.1 The Teachers' Involvement.....	55
3.4.2 The Learners' Needs.....	55
3.4.3 The Books' Curriculum.....	56
3.4.4 Time Management.....	56
3.5 Conclusion.....	56
General Conclusion.....	57
References.....	59
Webliography.....	61
Appendices	
Appendix 1 : The Learners' Questionnaire.....	62
Appendix2 : The Teachers' Questionnaire.....	64

General Introduction

General Introduction

English is the world's language not because it is the most widely spoken as native language but because it is widely spoken outside its native countries, either as a second or a foreign language.

As learners of EFL, we expect to be futur teachers. This stimulates us to know the important procedures that an English language teacher should tackle in order to provide a successful academic environment, as well as to improve their levels.

Learning English as a foreign language stands as a necessity, it takes place in formal classes which expose the English language to real life conditions. That is to say that learning English is an ongoing process which is supposed to be confined within the limits of the classroom.

In Algeria, learning English as a foreign language stands as a necessity, it takes place in formal classes and in informal situations, for example : a conversation which is made outside the classroom between two friends who learn the same foreign language.

The present investigation is carried out under the following questions :

1. what attitudes do Algerian Middle School learners have toward English as a Foreign Language ?
2. Could the environment inside the formal context achieve proficiency and enough knowledge ?
3. What are the factors that prevent the learners of English from developing their minds through learning their target language inside the classroom ?

The investigators try to examine the following hypotheses :

- a. If learners have a desire to learn English language, they will have positive attitudes toward this foreign language.
- b. The classroom is always helpful and useful (more academic and formal) in guiding the learners to learn the English Language.

c. Learners may face different difficulties in learning the English Language inside the classroom such as difficulties in pronunciation and understanding because of many reasons such as : motivation, anxiety, teachers' attitudes etc.

This research has been undertaken to show the importance of the classroom context as piece of advice to promote the learners' levels and as an attempt to achieve a mutual respect between learners and teachers.

This study has been divided into three chapters : chapter one provides insights on English learning inside the classroom, language learning strategies and academic learning. It is evident that, while learning English as a Foreign Language inside the classroom learners may face difficulties such as what they believe in, their level of motivation, their teachers' behaviours...

Chapter two presents the general description of the learning situation, the structure and limitation of the study dealing with methodology as well as the tools used : questionnaires. It also tells the reasons behind choosing the topic moving to the sample population. First year Middle School learners have been chosen because they are beginners. The investigators wanted to examine the role of context on this population.

The last chapter, which is entitled : Data Analysis and Practical Implications will interpret the collected data of the participants, draw the findings into figures in order to make them clearer, then some discussions, suggestions and solutions will be provided.

Chapter One

1.1 Introduction

The English language has become a global language that people want to learn and speak fluently. TEFL especially for beginners, requires qualified teachers i.e, persons who know the content and teach it, understand the learners and manage the whole class. The teacher is the important component of a successful learning process. It is generally agreed that a good teaching manner involves a good communication between the teacher and the learners and between learners as well.

The literature review's chapter describes the role of the teachers in the teaching-learning processes and shows how learners interact in an academic environment. Moreover, it shows the factors that affect this process be they psychological or environmental.

EFL classroom is made up of teacher, learners, language and setting. The learner is considered as being a negotiator (between himself, the learning process and the objective of learning). Thus, teaching a language is the combination between what teachers say and what they do with words to satisfy the needs of their classrooms environment.

1.2 English Language Learning inside the Classroom Context

The input that learners receive in the learning process plays a very important role in the language learning. Learners need to be given the opportunity to make sense of what they hear or see ; to notice the contexts in which the samples of the language are used.¹

K. Graves (2008: 154) said in his article « *The Language Curriculum: a social contextual perspective* » that :

*A language curriculum is planned, enacted and evaluated
in multiple contexts. The contexts of a language curriculum*

¹ -Kazar.A.S, « Accelerating English Language Learning : Classroom Tools and Techniques », Master of Teaching, Ontario Institute for Studies in Education of the University of Toronto.

include the educational in which the curriculum is the impact of social context in students' Second Language Learning enacted, the larger community the institution is a part of, the provincial, and the national political context, and, increasingly, the global context .

He also said that « *contexts are not the only places but also it consists of communities of people. It entangled in social systems and manage it according to implied and unambiguous norms, hierarchies and values of the society* » (2008 :54). In other words, context is a mixture of values and education in which a language such as English Language takes place.

Fatchulkip also said in the article « *Language in Social Context* » that, « *in the social context, language is not only a means of communication but also it is a means of creating and maintaining social relationship among speakers of the language* » (2008 : 1). This benefit leads to the creation of a competition among English language students to learn this foreign language.

1.2.1 The Role of Input, Intake and Interaction

In language learning, input is the language data which the learner is exposed to. To acquire a language, a child needs to be able to take linguistic information available in the environment and infer what grammar could have generated this input. ²

Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation in order to make both participants understand what the conversation is about .

The interaction modifications used by native speakers fall into two broad groups. Firstly, there are conversational strategies to avoid conversational trouble. Secondly, discourse repair tactics may be used to repair conversation when trouble happens. A third group combines strategies and tactics to include a slow pace of

² -Strakova.z, « Second Language Acquisition and the Role of Input in the Classroom ».

speech, stress on key words, and repetition of utterances. Each group contains devices that the native speaker uses in conversations with the non-native speakers to modify the interactional structure.

1.2.2 Opportunities for Interaction and Feedback in the Classroom

Most teachers have experienced classes in which students' interactions have been more limited than they would like, with students becoming reticent when asked to 'talk to your partner about...'

This reticence doesn't only apply to interaction in English but it does seem to apply to groups of all nationalities, ages and levels.

From Linda Schinke-Llano's (Author of NTC'S Dictionary of American Slang and colloquial Expressions) findings, one could speculate that the number of opportunities the limited English proficiency (LEP) students had to receive negative or corrective feedback from their teachers were also limited. Furthermore, "*corrective feedback that invites student-generated repair in the form of self-or-peer-repair provides opportunities for learners to proceduralize target language knowledge*" (Lyster, 1998: 53). In other words, if students correct their errors by themselves or by others (teachers for example), their feedback then provides them with a chance by which they learn better about the target language. This kind of repair could result from a combination of repetition of learner error by the teacher with other types of feedback. Hence, it is conceivable that EFL learners who receive limited opportunities to interact and obtain corrective feedback from their teachers or native English-speaking peers may be restricted in their learning of the target language within the context-based classroom context.³

1.2.3 Practical Inquiry into Teaching Praxis and Classroom Interaction

One of the new foreign language curricula is to provide "*the occasions for the student and teacher to find the discourse needed to negotiate both the expression and*

³-Paul J.Glew, 1998, « verbal Interaction and English Second Language Acquisition in Classroom Contexts ». University of Western Sydney, Nepean. Issues in Educational Research, 8(2). 83-94.

comprehension of meanings” (Lange, 1990: 79). In other words, student and teacher need a specific discourse for an appropriate negotiation about expression and understanding of meanings in classroom contexts.

One way in which teachers may modify and manage interaction in their classroom is through their use of feedback. Successful foreign language learning not only requires opportunities for students to receive comprehensible input and produce comprehensible output but also for them to obtain sample feedback. In addressing the issue of feedback through error treatment. The provision of corrective feedback during interactions that occur in content-based lessons can highlight relevant language forms and make them more salient for the foreign language learner. Moreover, the use of feedback in error treatment can provide opportunities for learner uptake involving the repair of errors and an awareness of utterances needing repair.

In the Algerian Middle School, teachers used the Competency Based Approach which is aiming at establishing a link between the learning acquired at school and the context of use outside the classroom. This approach enables the learner to learn how : to learn, to share, to exchange and to cooperate with others. In other words, in the end of the school year, the learner must be able to use the functional language acquired in class as well as verbal or non verbal means to come into contact with her schoolmates and his teacher.

1.2.4 The Impact of the Teaching Approach

According to Webster’s Third New Internatioanl Dictionary, methodology is « *a body of methods, procedures, working concepts, rules and postulates employed... in the solution of a problem or in doing something* ». In other words, methodology is a set of methods with an aim used to encourage the students to use the English language for example.⁴

⁴ -Viera Boumova, 2008, « Traditional Vs.Modern Teaching Methods : Advantages and Disadvantages of each », Master’s Diploma Thesis, p: 9.

Chapter One : Literature Review

One of the aims of any methodology in Foreign Language Teaching is to improve the Foreign Language ability of the student. Traditional methodology focuses on skills and areas of knowledge in isolation. It is associated with the teaching of language which is used in a certain field related to student's life or work, for example : agricultural courses included agricultural vocabulary and grammar, as stated in the book « Teaching English as a Foreign Language » by Geoffrey Broughton et Al, « The recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP- English for special or specific purposes ».

In his book : « Communicative Language Teaching Today », Jack C. Richards highlights that in the traditional methodology « *Learning was very much seen as under the control of the teacher* » (Richards : 4). In other words, by the traditional methodology, the students are obliged to attend the courses because the teacher is the only instructor. Traditional methodology based on grammatical structures, as Jim Scrivener add (p.16), « *the Teacher spends quite a lot of class time using the board and explaining things-as if 'transmitting' the knowledge* ». One more advantage of traditional teaching stated in a book on Czech education, it reads that the teacher « *starts the lesson with revision of the previous lesson. He examines the pupil individually by asking them to come to the blackboard, they are asked to...do an exercise...respond to teacher's questions or sometimes the whole class takes a written test* ». ⁵

Unlike traditional methodology, modern methodology is more based on students and the teacher is just a guide. The teacher encourages the students and makes learning interesting. The aim of learning a Foreign Language according to modern methodology is still discussed. In Jim Scrivener's book « Learning Teaching », he claims that nowadays a great emphasis is put on 'communication of meaning'. (Scrivener: 31). Jack C. Richards also highlights the 'communicative competence' which is, as he defines it, « *being able to use the language for meaningful*

⁵-Viera Boumova, 2008, « Traditional Vs.Modern Teaching Methods : Advantages and Disadvantages of each », Master's Diploma Thesis, p : 11.

communication. » (Richards : 4). Modern methodology tries to enable the students to communicate.⁶

Modern methodology is very rich ; It encompasses a variety of methods which include activities that involve the students and make them close to the real-life situations.

1.3 Language Learning Strategies

Learning a Foreign Language is a complex process. (Robbin, 2007 : 49) « *Language Learning is an integral part of the unity of all language.* ». Learning a language requires the cover of all its aspects : learning how to use symbols such in written or spoken words, learning how to produce different messages by combining these symbols and how to follow the suitable structure to produce grammatical sentences.

Every learning process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning. Among the important things in the process of learning are : « what » to use for learning, i.e strategies and materials which are used for learning and « how » to use it, i.e the way that is followed to learn. Chamot (1987, cited in Hismanoglu, 2000) went further when he attempted to define the term as processes, techniques, approaches and actions that students take to facilitate the learning and recall of both linguistic and content areas of information in other words, a process of learning a language with all its aspects. According to Wenden (1987a: 7), « *language strategies can be defined from the aspect of language learning behaviours, such as learning and regulating the meaning of a Foreign Language, cognitive theory, such as learners, strategic knowledge of Language Learning, and the affective view, such as learners' motivation, attitude, etc* ». It is argued that these three point of views can improve Language Learning. Moreover, Wenden (1987a: 7-8) says : « *Learning strategies are the various operations that learners use in order to make sense of their learning* ». In Oxford(1990: 8), learning strategies are defined as « *Specific actions*

⁶(Idem, p11)

taken by the learner to make learning easier, faster more enjoyable, more self-directed, more effective and more transferable to new situations ». In other words, Language learning strategies are used by language learners as a means to facilitate the acquisition of language and the use of information they receive, store and recall.⁷

1.3.1 English Language Learning

English language Learning is an issue which continues to play a big role in the daily activities and responsibilities of classroom teachers and both in the elementary classroom as well as in secondary schools (Ontario, 2005 ; Ontario, 2008).

English is unwillingly taught throughout the Algerian Middle and Secondary schools and Universities (even in some military/security, economic and cultural institutions). It is considered as the Second Foreign Language, it neither plays an important role in the national and social life of the Algerian people nor it is one of the historical components of the Algerian cultural identity. The entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country. In spite of the spread of English in media and social networks as a medium of communication, it is true to say that only the teachers of English or the textbooks and the reading documents are considered to be the only sources.

In spite of all the challenges faced by the English Language, the Algerian political and educational authorities have managed to improve the status of this Foreign Language. Technically, speaking English is apprehended as a second foreign language in Algeria. Its teaching is in competition with the French language since the year 2000 at the first grade level of middle school. However, in universities, 95% of undergraduate and post-graduate courses in sciences or in medicine are taught in French language (Miliani, 2000 : 20). In general, the desire to promote English in Algeria is due to a high contribution with the United States of America and Canada

⁷ - Abdelmajoud A Hardan, published by Elsevier Ltd 2013, « Language Learning Strategies : A General Overview », University of Anbar, Ramadi, Iraq.

who support this educational reform policy in Algeria. This aid concerns the making of textbooks, the training of teachers of English and the introduction of new technologies.

1.3.2 Objective of EFL Teaching and Learning in Algeria

In Algeria, the general objectives of teaching and learning English as a Foreign Language, according to the Algerian official syllabuses for English, (June 1999), state that the learner should achieve communication in its various forms, aspects and dimensions. In other words, teaching English as foreign language should achieve an integral learning through the development of mental abilities and skills which should be covered by all the subjects included in curriculum because these skills are bases of the English Language Learning.

For a country like Algeria, which has witnessed trouble in the choice of the languages used in education, it has been hard to set the objectives of studying English as a Foreign Language. Travis and Wade (1997 : 232) say :

The fact that our school system relies heavily on grades may help explain why the average college graduate reads few books. Like all extrinsic rewards, grades induce temporary compliance but not necessarily a lifelong disposition to learn.

It is worth mentioning that giving more importance to marks may kill creativity and intelligence. So, in order to avoid such problem, a number of motivating properties need to be introduced into the Algerian education for a better achievement of the teaching goals : creating conditions for learning with plenty of opportunities for students to participate in the class, creating real English situations like using only the target language for teaching English as a separate subject and finally, creating projects focusing on English classes.

1.3.3 Motivation in Learning English in Algeria

Harmer (2001 :68) defines motivation as « Some internal drive that encourages somebody to persue a course of action ». In other words, if we draw a goal and it is sufficiently attractive, i.e we are so convinced for the goal, we will be more motivated to do anything to achieve this goal. Bernaus (1987 :45) states that « Teachers, who want to be successful in teaching, should have Harmer ‘s definition in mind when planning lessons to encourage themselves and their pupils ». On his turn, Garden(1985), as cited in Berns, (2010 : 164) defines motivation as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language.

From the very first sessions, experienced Algerian teachers can determine the skilful learners. These intrinsically motivated pupils, are mostly a big help to the teachers. On the other hand, teachers can also notice some other students who could be extrinsically motivated by the charisma of their teachers, i.e the ability of the teacher to attract her/his students either by her/his personality and appearence or by her/his gestures and behaviours. So, we can say that there are two types of pupils : those who come into the classroom with an intrinsic motivation to learn, while others acquire an extrinsic motivation by relying on the teachers.

One of the most important factors that all teachers should know and that is contributing in increasing the level of motivation is « variety ». In other words, there are many things that can be done by the teachers which add variety not only to the leraning process but also to the pupils’ interest in English. All teachers know that doing the same activities every day make the pupils getting bored.

1.4 Academic Learning

When refering to academic learning, we have in mind the kind of learning that improves academic achievement which leads to successful school completion and fascilitates the successful transition into adulthood.

Chapter One : Literature Review

Academic learning is the shorthand for several, inseparable components of powerful learning and development. These components include :

- Learning process skills and abilities: how to learn.
- Learning enrichment skills and abilities : where and how you get new knowledge.
- learning enhancement skills and abilities : to correct weaknesses.
- the ability to engage in challenges.
- the ability to teach other.⁸

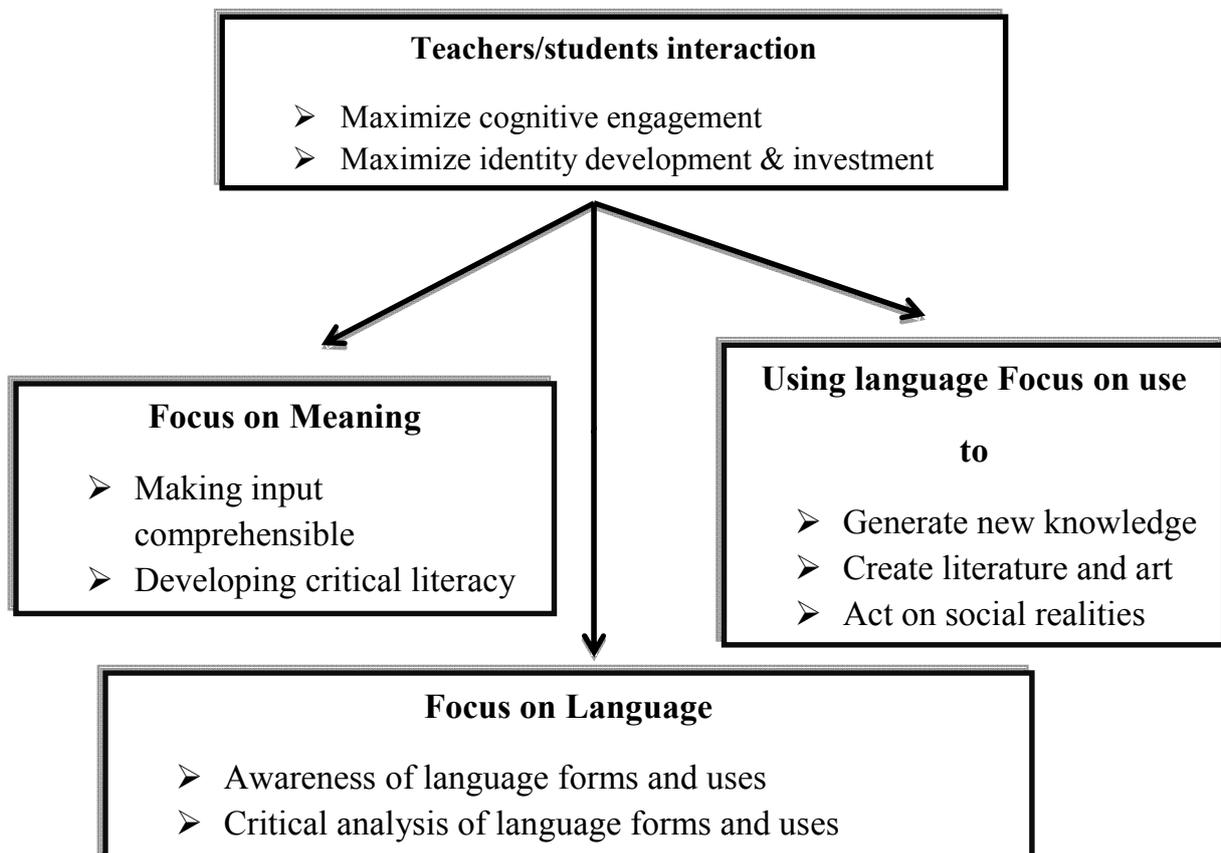


Diagram 1.1 : Development of Academic Expertise, (According to James Cummins, 2001)

⁸ -« Academic Learning », Ohio Community Collaboration Model for School Improvement.

According to James Gummins, learners need in order to develop academic expertise. At the top, he says that there must be teacher/student interactions which are characterized by two equally critical features : Maximum cognitive engagement, and maximum student identity investment. In other words, the teacher should support and encourage his students and these latter know who they are. So, from this proposition, the curricula and pedagogy must focus on English Learners in three ways : First, there must be a focus on meaning to recognize the English language. Then, there must be a focus on language : be aware of all its aspects and forms. Finally, there must be a focus on using language to generate new knowledge in order to be creative be they in the art, literature, etc.

1.4.1 The Learning Environment

Learning environment should be of a sufficient size to support a number of different teaching and learning activities. Teachers who have high expectations of education have a great support motivating and pushing the students to learn and this latter achieves an integral part in learning process that leads to a successful learning environment.

Classroom environment is the setting in which student learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere and norms and values (Creemers and Rezig, 1996). In other words, we can define classroom environment as a combination of the mutual contribution and relationship between the teacher and the students and their awareness about their duties and responsibilities in order to create a suitable learning and teaching environment . Studies conducted in different regions of the world have shown that classroom climate is one of the most important predictors of student achievement (e.g. Brophy and Good, 1986; Mortimor et Al, 1988; Muijs and Reynold, 1999 ; Wang, Haertal and Walberg, 1997). In other words, the more appropriate atmosphere, the greater students' achievements : there is a big relation between the classroom environment and the students' behaviours.

1.4.2 Teachers' Attitudes

Teacher's beliefs, practices and attitudes are important for understanding and improving educational process. The effective of classroom management and student achievement were identified as the aspects of successful teaching practice related to teachers' beliefs, attitude and practice (Brophy and Good, 1986 ; Haertel and Welberg, 1993, cited in TALIS).⁹What the English language learner students hope is an integral part to what the teacher doing exactly at classroom. For the classroom teacher with English language students that can be, at best, a challenge of teaching skills in order to fascilitate learning or at worst, an exhausting and frustrating experience with little or no expectations for learning (Cho and Reich, 2008 ; Gersten, 1999 ; Walker et Al, 2004 ; Yoon, 2008). In other words, for a successful English Language classroom, the teacher should do the best in order to make the learning process easier, however it is a very hard task especially in the case of teaching a Foreign Language and how dealing with the students.¹⁰

Pappamihie (2007) stated that what is needed is for teachers to think of themselves as teachers of English Language Learners instead of as teachers who have English Language Learners students in class. In here, the teacher should think of his work, responsibilities and duties towards his students of English Language. He should be aware of the mission that are waiting for before he thinks of the difficulty and the complexty of the matter.¹¹

⁹ -Nadia Sabrina and Sansrisna, March, 2017, « Teachers' Beliefs in Practicing Inclusive Education », Master's thesis in education, University of Tampere, p : 9.

¹⁰ -Marry R. Smith, « Teachers' Attitudes Toward English Language Learners in Rural Schools Implementing Sheltered English and English as a Second Language Compared to Teachers's Attitudes in Schools with no Clearly Defined Model of Language Services », 2010, University of Nebraska at Omaha, p : 32-33.

¹¹ -(Idem, p : 33)

Reeves (2006) identified four areas of concern while exploring teacher attitudes in secondary mainstream classrooms : (a) a difference exists between teacher's general attitude about ELL inclusion, (b) coursework is questioned when modifications take place for ELLs, (c) teachers were undecided about participating in professional development, (d) many misconceptions about second language acquisition are still prevalent. According to Reeves, till now, there is a conflict between the teachers about the foreign language in general and English Language in particular. Some of the teachers agreed with the inclusion of English Language Learners into the classroom as a positive educational experience, and other didn't believe that.¹²

1.4.3 Teachers' Strategies

Teachers are the most important ingredient in quality education. In TALIS (2013) (Teaching and Learning International Student Survey that examines teaching and learning environments in schools and countries and economies around the world), participating countries and economies had the option of applying TALIS questionnaires as a PISA 2012 subsample with the purpose of linking data on schools, teachers and students, this option is called the « TALIS-PISA LINK ». This link provides us with information about teaching strategies and their relationship with the characteristics of the school, the classroom and student's outcomes. According to this study, teaching strategies are multidimensional : there is no single strategy that can guarantee better student outcome. It depends on the context in which teachers' strategies are applied. However, research has highlighted a number of practices that enable learning among students (Hattie, 2009 ; Marzano et Al, 2001 ; Wayne and Young, 2003). These include techniques such as strong classroom management, for example the first thing should any teacher do, is starting his lecture with a positive and high expectations, and prepares his day's lesson in order to control his classroom. Then, clear instructions. This technique helps the teacher to avoid problems and make things clear to his students from the beginning. Another technique, helping students engage meaningfully with the learning content : this strategy can be created through

¹²(Idem)

motivation with a clear explanation of the courses, simple teacher's way and well behaviour. Applying formative assessment and providing constructive by avoiding to blame the students for just a small fault when they try to answer for example. Finally, Supportive feedback : the teacher tries to use humour to diffuse situations before things get out of hand.¹³

1.4.4 Students' Attitudes

Education is the powerful tool which helps to modify the behavior of the child according to the needs and expentancy of the society.

Students' attitudes is an integral part of learning and it should become an essential component of second language learning pedagogy. Attitudes towards learning are believed to influence bahaviors such as selecting and reading books, speaking in a foreign language etc. Especially in education, if the students have positive attitudes toward any subject, they can achieve many things in that specific areas. There is an interaction between language learning and the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning.¹⁴

In Brown's great work 'Principles of Language Learning and Teaching' (1994) stated « Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience » (p.168). In other words, there are many elements construct and change the attitudes of people started by parents to the society.¹⁵

¹³ -« Teaching Strategies for Instructional Quality », 2016, insights from the TALIS-PISA Link Data, p : 3-6-7.

¹⁵ -« High School Students' Attitude toward Learning English Language », (2013), International Journal of Scientific and Research Publications, Volume 3, Issue 9.

1.4.5 The Integrated Skills

One of the most suitable images used to describe the task of Teaching English as a Foreign Language is that of Rebecca Oxford's (2001 : 1)¹⁶ a famous scholar in the field of language learning motivation, learning strategies and instructional method, who claims that Teaching English as a Foreign Language requires the image of a tapestry. In other words, while a tapestry is a combination of inseparable textile with beautiful colors which is used to decorate the wall, EFL is an interrelated combination of a teacher, learners, language and the setting and each component is too essential. So, the tapestry in EFL is made up of the characteristics of the teacher, the learner, the setting and the relevant languages. The question that comes to mind is how EFL instructors can mix these strands to produce successful classes. Oxford (2001 : 1) considers three key factors. First, the instructor's teaching style should address the learning styles of the learners as much as possible. Second, the learner should be motivated to learn the target language. Third, the setting should provide resources and values that strongly support the teaching of the language. If these strands are not woven together effectively. The EFL class is likely to become almost as boring as a teacher-oriented lecture class.¹⁷

The EFL professional can therefore resort to other strands when faced with the complex task of teaching the target language. One of them is to attend to the practice of the four primary skills of listening, reading, speaking and writing because acquiring a new language necessarily involves developing these four modalities in varying degrees and combinations (Oxford, 1990 : 5-6). Reading is a mental process which enables the reader rich his mind, it is an excellent way for learning English language. Speaking and listening work together. Farel. J (1999 : 44) stated that : « *the other side of speaking is listening. Without effective listening, there can be no effective speaking,*

¹⁶ Oxford's (2001 : 1)

¹⁷ -Silvia Vernier, Silvia Barbuzza, Sandra Del Moral, « The Five Language Skills in the EFL Classroom », Universidad Nacional de Cuyo, p : 266.

no communication ». Writing can be done as a game, as a classroom's activities. These four skills also include associated skills, such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage. Thus, the skill strand of the tapestry can lead to effective EFL communication when all the skills are interwoven during instruction. If these language skills are effectively interwoven, EFL students are likely to become communicatively competent.¹⁸

The four traditional language skills are essential components of integral EFL classes, but these skills are not enough for helping the EFL learners to use the language system appropriately in any circumstance in other words, being communicatives. According to Brown (2000 :29), communicative goals are best achieved by giving attention to language use and not just usage, to fluency and not just to accuracy, to authentic language and contexts, and to the students' eventual need to apply classroom learning to untrained contexts in the real world. In other words, giving the importance to learn and know how we use the target language in the appropriate situation or context which is called 'pragmatics'. According to Brown (2002 : 25), we should remember that while teaching a foreign language, we are teaching a system of cultural customs : the way of thinking, feeling and acting.

1.4.6 Students' Problems and Difficulties

Different students can have different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage.

Proper English pronunciation can be a big problem for some EFL (English Foreign Language) learners and more difficult for some students than for others. A student's native language determines for the most part, the degree of difficulty and the types of difficulties students will have.

¹⁸Silvia Vernier, Silvia Barbuzza, Sandra Del Moral, « The Five Language Skills in the EFL Classroom », Universidad Nacional de Cuyo, p : 266-267.

Chapter One : Literature Review

Non-native speakers often use the pronunciation and communication style of their native language when speaking English, resulting in accented speech. There are five common problem areas that can interfere with intelligibility when speaking in English: intonation, stress, thought groups, linking and vowels/consonants.¹⁹

- **Intonation** (pitch, loudness, resonance, quality and flexibility). Speakers vary these to show intent and emotion.
- **Stress** can show contrast, if the information is old or new, the focus of the message and other information about the speaker's intent.
- **Thought groups** put information in understandable chunks to help lead the listener through the speaker's message.
- **Linking** is based on the last sound of the first word and the first sound of the next word. Without linking, speech sounds choppy and disconnected.
- **Vowels/consonants** : pronunciation in English is based on sounds, not spelling. Some sounds in English ('th' for example) don't exist in other languages.

Spelling words in English is challenging work. As a matter of fact, many native speakers of English have problem with spelling correctly. One of the most reasons for this is that many English words are not spelled as they are spoken. This difference between pronunciation and spelling causes a lot of confusion.

A lack of vocabulary can be the cause of poor reading skills and makes learning every subject challenging. Children usually dislike reading. They avoid it. They misunderstand instructions on texts and final instruction and lectures confusing.

¹⁹ -« Five Problem Areas in English Pronunciation », posted on March 24, 2011. www.calllearning.com

Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. Multiple sense English words and synonyms present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage.

a-The Psychological Factors

It is obvious that psychological factors become important and influential elements which give a great impact on how the students learn second/foreign languages particularly in speaking skill. Therefore, it is important to point out those psychological factors based on various theories.²⁰

1-Motivation

Motivation is regarded as the desire of the students in learning a language, i.e in learning second/foreign languages, motivation can be divided into two factors, they are communicative needs of the students and their attitudes towards the language community (Light brown & Spada, 2001). In this case, the students will be motivated in learning a second/foreign language just because they need to learn and communicate it in a social large scale to support their professional ambition in the future. Therefore, they need to have a good attitude toward people who speak the target language because they need to have a contact with them. In addition, another factor which contributes to the students' motivation is a manner or attitude to reasons of why they want to perceive their intended result (Al Othman & Shuqair 2013). In short, their motivation can influence their decision on being involved or not to a certain situation in language learning such as in speaking class.²¹

²⁰ -Artical « 10 Common Vocabulary Problems for Students », posted on March 24, 2013.

²¹ -Ariyanti : Widya Gamra Mahakan, Indonesia, Article, July, 2016. <https://www.asian-tefl.com>

2-Anxiety

Foreign Language Anxiety (FLA) seems to be occurred very often in the process of language learning. The students can not neglect the existence of being afraid and have a great tension when they think of foreign languages (Ortega, 2009). To the more particular aspect in learning a language, in speaking, adults are different with children where they tend to feel anxious whenever they make mistakes especially in public situation because it is related to an image and judgement from many people about their ability in performing their speaking (Latha,2012).²²

3-Self-esteem

Students who have self-esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about. According to Lathifah, Dulay, Burt ,& Krashen (1982), the students with high self-esteem will be in secure place and become successful in learning a language. On the other hand, self-esteem becomes one of big challenges for students to deal with their speaking performance mostly faced by adult students in university level(Jamila, 2014). It can be concluded that since self-esteem becomes one of the influential factors, it can be said that the students with high self-esteem will perceive better achievement rather than those who do not.

b-The Environmental Factors

As human beings we have to live in society or in a particular place surrounded by lots of people. The environment that surrounds us is called context. In the environment we are living that falls a great effect on our mind. Social context is one of the most important things that influence learners' language learning. Students' social context is determined by a set of social factors associated with their social class , cultural level, home language , environmental language, ethic and religious context etc. Kathleen Graves said in his article ‘‘The language curriculum: A social contextual perspective’’(2008 : 154) that : ‘*A language curriculum is planned, enacted and*

²² (Idem).

evaluated in multiple contexts. The contexts of a language include the educational institution in which the curriculum is enacted, the larger community the institution is a part of, the provincial, and the national political context, and, increasingly, the global context”. In other words, it is decided to teach language curriculum in explicit contexts i.e educational, political or universal contexts that should be systematically applied in educational institution which represent a part of society.

Environment and entertainment like English movies, songs and newspapers encouraged students to learn English. Nowadays the use of social media like Facebook, Twitter, Blogs also encouraged them to learn. Along with the positive effect of social environment students learned English ; there are some negative effects also. When the surrounding people laugh at them or tease them then they discourage for learning. The findings illustrate that the students who grew up in an encouraging environment learn better English than others because when they were encouraged and seeing surroundings’ people uses English with them they get confidence to learn better on the other side when they get negative responses from the surroundings’ then they become disheartened and lose confidence .

For speaking, a person needs a topic and a particular context based on he/she can speak. So it’s clear that environment or surrounding context have an essential role in students’ English learning as foreign language.

1.5 CONCLUSION

This chapter has introduced some definitions, studies, theories that clarify the objective of the reseach which is: Teaching English as a Foreign Language under the classroom context. It has started by English language acquisition inside the classroom context which has relation with verbal interaction and the role of input, intake and feedback, it has also drawn definitions of language learning in general, English language learning in paritcular and academic learning. Focus has been made on the importance of learning environment (context). By the end, the researchers have stated some students’ difficulties and problems that face them while learning EFL. The practical part of this research will be tackled in the following chapter.

Chapter Two

2.1 Introduction

In this analytical chapter, we will try to present a general description of the study and how it is conducted, by describing the learning situation, the structure of the study, its limitation, its aim and the tools that are used in this investigation which are included the questionnaires for both teachers and learners. The researchers will also give an image about the target population: English foreign language learners and teachers, ending by a background of the topic.

2.2 The Description of the Learning Situation

In the Algerian Middle Schools, English is a subject that should be taught like any other subjects from the Algerian curriculum or like other Foreign languages such as French. With regard to Algeria, English language is taught as a Second Foreign language after French language. In Algeria, English language starts to be learned at about 11-12 of age, at different educational levels : Middle, Secondary and Higher education. The investigation is carried out in six Middle Schools of Ain-Temouchent and its different outskirts: Amria, ‘Wiam’ Middle School- Sidi Ben Adda, ‘Khaled Bekhaled’ Middle School and ‘17october 1961’ Middle School- Amir Abd Kader, ‘Mouahadat Tafna’ Middle School, Ain- Temouchent, ‘Boussaid Aicha’ Middle School- Hassi El Ghalla, ‘Houari Boumediene’ Middle School. Each Middle School has about 3-4 first year classes and only one teacher, and each classroom consists of 36-42 learners.

2.3 The Structure of the Study

As it has already mentioned, the present work consists of three chapters. The first one is concerned with the theoretical side of this research. It provides insights on English learning inside the classroom context; the role of input, intake and interaction; opportunities for interaction and feedback in the classroom; practical inquiry into teaching practice and classroom interaction; the impact of the teaching approach; language learning strategies; English language learning; objective of EFL in Algeria; motivation to learn English in Algeria; academic learning; learning environment;

Chapter Two : Learning Situation Analysis

teachers' attitudes, teachers' strategies; students' attitudes; integrated skills; students' problems and difficulties; psychological factors and environmental factors.

The second chapter is rather analytical. It deals with the description of the learning situation, methodology as well as the population and limitation of the study, its aim and its structure and a general idea about the topic.

The third chapter which is entitled Data Analysis and Practical Implications, analyses and discusses the findings and interprets them to make them clear, and then, we will give some solutions that may resolve the research questions.

2.4 The Limitation of the Study

This study is concerned with the first year Middle School learners. Throughout the research, we have found a number of limitations. Two important limitations should be mentioned:

First, the study was carried out with a restricted number of English language teachers and learners because of the lack of the first year English language teachers. Each Middle School has only one first year English language teacher who teaches three or four classes. For the first year English language pupils, there were many absences because the delivery of the questionnaire was after the exams.

Second, many pupils didn't answer some questions and there were some contradictions although the learner's questionnaire was clear and written in Arabic language.

2.5 Research Methodology and Tools

In our study, the most suitable method chosen is descriptive. This part of the analytical chapter is divided into two parts.

The first one is descriptive. It deals with the aim of the study and the target population including the English foreign language learners and the English foreign language teachers populations. The second one as an analytical part. It deals with the research instruments which includes the questionnaires for both teachers and learners.

2.5.1 The Aim of the Study

Any research tries to find solutions to its research questions. This research presents the important procedures that a teacher should tackle in order to provide a successful academic environment inside the classroom for the English language learners as well as to improve their levels in English language depending on the classroom context.

The aim of this study is that learning inside the classroom context is very beneficial especially for the English language learners to get a wider knowledge and to master the target language.

2.5.2 The Background of the Study

It has been recently showed that most of the first year English language learners till now are relying only on their teachers while learning English language. This recent result refers to the attitudes of their parents and of the Algerian society towards English language. The English Language is still difficult for most of first year Middle School learners, although first year Middle School teachers sometimes use the mother tongue during teaching. Moreover, the researchers noticed that most of the English language learners love English language and their teachers for many reasons such as their personalities, their ways of teaching and learners' levels in English language as well.

2.5.3 The Target Population

In the second piece of the first descriptive part of the research, the researchers have chosen the sample population. The English foreign language learners and English foreign language teachers were the target population of this study.

2.5.3.1 English Foreign Language Learners

First year Middle School learners were the target population. They were chosen from one Middle School in Ain-Temouchent and five different Middle Schools in its different outskirts.

The following table will illustrate the basic information related to the English foreign language learners :

The number of the participants	203	
Gender	Male	Female
	94	103
Level	First year	
The place where study was conducted	Amria, Sidi Ben Adda, Amir Khaled, Ain-Temouchent, Hassa El Ghalla.	
The period when the study was conducted	Between 22 February and 19 March	
Instrument	Questionnaire	

Table2.1 : Learners' Questionnaire

2.5.3.2 English Foreign Language Teachers

First year Middle School teachers were the second target population. Because of the lack of first year English teachers, the researchers had only six answers, i.e six English teachers who have been selected from one Middle School in Ain-Temouchent and five different Middle Schools in its different outskirts.

Chapter Two : Learning Situation Analysis

The number of the participants	6
Gender	Female
Age	Between 25 and 48years
Total number of years of experience in teaching English language	Between 1and 25 years
The place where the study was conducted	Amria, Sidi Ben Adda, Amir Khaled, Ain-Temouchent, Hassi El Ghalla
Instrument	Questionnaire

Table2.2 : Teachers' Questionnaire

2.5.4 The Research Instruments

An academic research should be reliable. So, the researcher has to choose the appropriate tools to collect data. In this second part of the research, the questionnaire instrument has been chosen for both English Language teachers and English language learners.

2.5.4.1 The Learners' Questionnaire

The learners' questionnaire of this study is a set of questions which were given to the first year Middle School learners from different outskirts of Ain-Temouchent in order to know their attitudes inside the classroom towards English Foreign Language. The questionnaire consists of Yes/No questions based on the English Language Learners' attitudes towards learning English. Multiple choice questions and only one open-ended question focused on their attitudes towards the English language teachers' behaviours and roles. This questionnaire helped us to make the research more reasonable by gathering information from the real-life situation.

2.5.4.2 The Teachers' Questionnaire

The teachers' questionnaire is a support tool used for depth description. It is a set of questions which is given to the first year Middle School teachers from different outskirts of Ain-Temouchent. It is used to collect relevant information about learners' learning English as well as the teachers' opinions, strategies and behaviours inside the classrooms.

The questionnaire is made up of Yes/No questions, open-ended questions and only one multiple choice question. It is divided into three sections. The first one is concerned with a background information about the English language teachers. The second is about the students' attitudes and the last one is concerning with the teachers' opinions about the English language teaching strategies.

2.6 Conclusion

In this chapter, the researchers have provided an overview of the English language and its status in the Algerian Middle School in general and in the first year in particular. They have also described the learning situation where the study took place. In addition to the objective of the study which is supporting learners to learn the English language inside the classroom context.

In the following chapter, entitled Data Analysis and Practical Implications, the researchers will discuss the findings and will try to answer the research problematic.

Chapter Three

1. Introduction

In this chapter, the researchers attempt to answer the research questions through discussing the findings from the collected data by which they can also accept or reject the proposed research hypotheses. In order to gather appropriate data concerning the topic from the selected participants, the researchers used the questionnaire as a procedure for both teachers and learners in which these data were analysed in quantitative and qualitative way.

3.2 Data Analysis and Results

In this section, researchers try to analyse the information gathered from both learners' questionnaire (see appendix n°1) and teachers' questionnaire (see appendix n°2) in order to suggest by the end some solutions to improve learners' levels, behaviours and attitudes towards learning English language inside the classroom context.

3.2.1 The Learners' Questionnaire

The learners' questionnaire consists of 203 first year Middle School learners. The following data have been conducted at 'Amria', 'Sidi Ben Adda', 'Ain-Temouchent', 'Amir Abd Kader', 'Hassi Ghalla' from February to March. This questionnaire made up of eight questions that were Yes/No questions, multiple choice questions and only one open-ended question.

Question 1 : Gender of the Participants

This question was designed to know the number of boys and girls that participate in this research. The results are as follows :

Boys	94	46%
Girls	109	54 %
Total	203	100%

Table3.1 : Gender of the Participants

Question 2 : Learners' Familiarity with English Language

Chapter Three : Data Analysis and Practical Implications

This Yes/No question was asked to know learners' attitudes towards English language. The following table shows the results of each gender:

Yes/No question	Boys		Girls	
Yes	89	95%	103	94%
No	5	5%	3	3%
No answers	0	0%	3	3%
Total	94	100%	109	100%

Table 3.2 : Learners' Familiarity with English Language

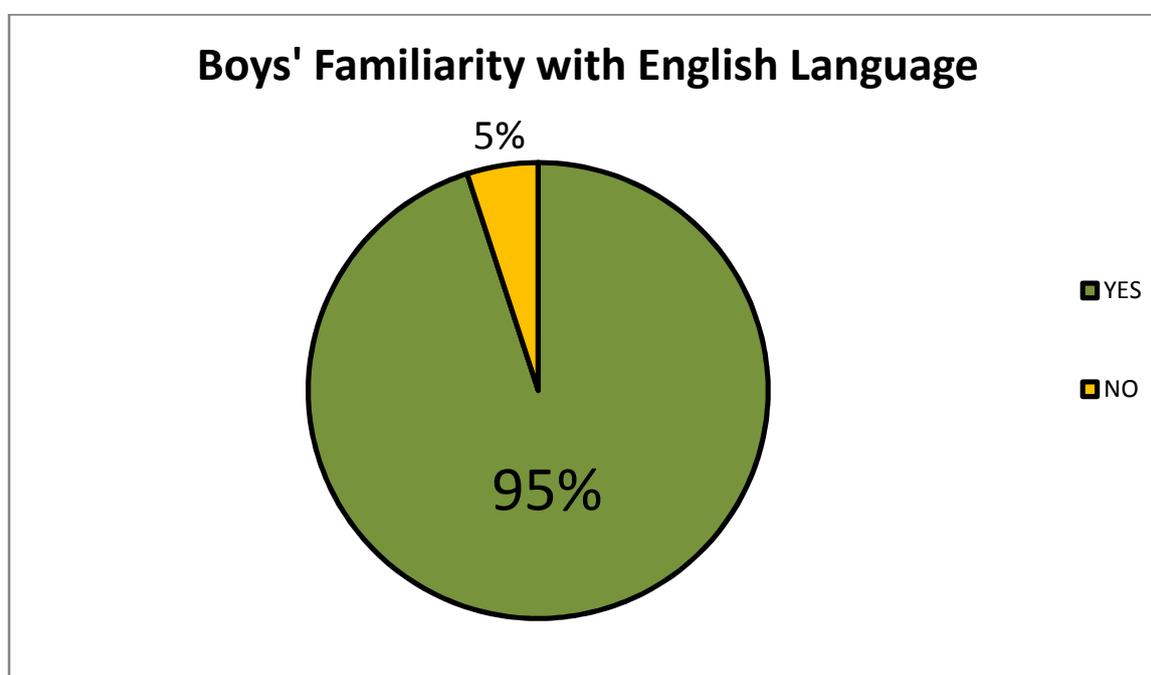


Figure 3.1 : Boys' Familiarity with English Language

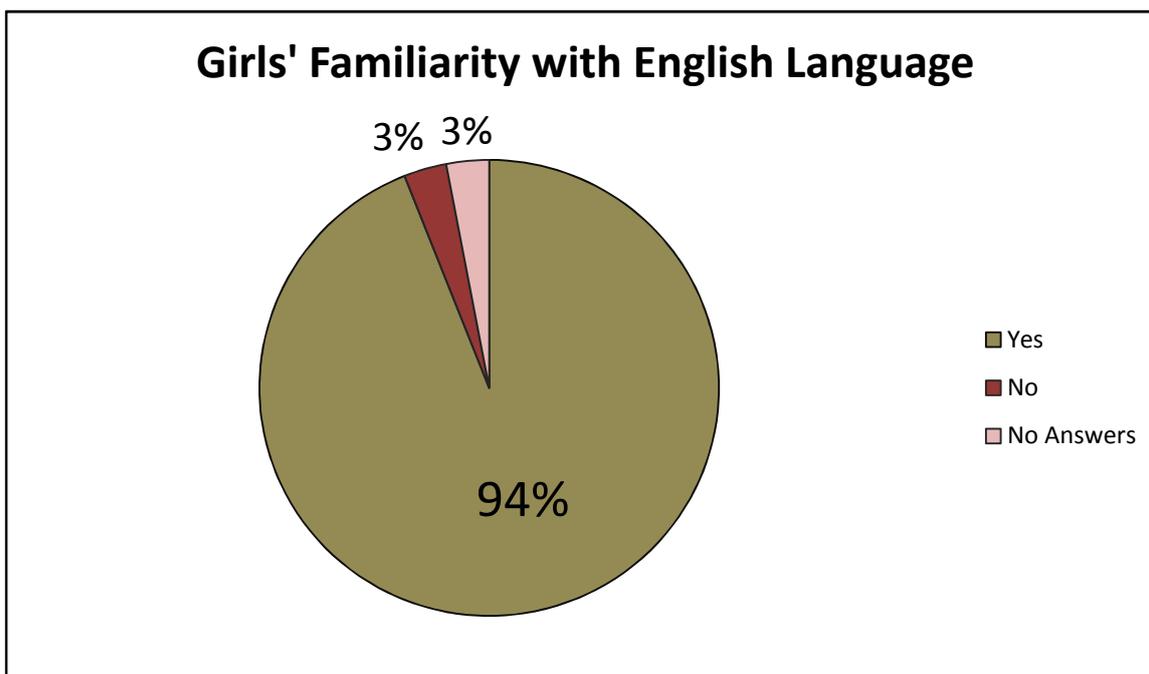


Figure 3.2 : Girls’ Familiarity with English Language

-We have noticed that most of boys and girls like learning English language and only 5% of boys and 3% of girls don’t like it.

Question 3 : Learners’ Familiarity with English Language Teachers

This Yes/No question was used to know the learners’ attitudes towards English language teachers. The answers were ‘yes’ for the majority.

Yes/No Question	Boys		Girls	
	Count	Percentage	Count	Percentage
Yes	85	91%	99	91%
No	5	5%	2	2%
No Answers	4	4%	8	7%
Total	94	100%	109	100%

Table 3.3 : Learners’ Familiarity with English Language

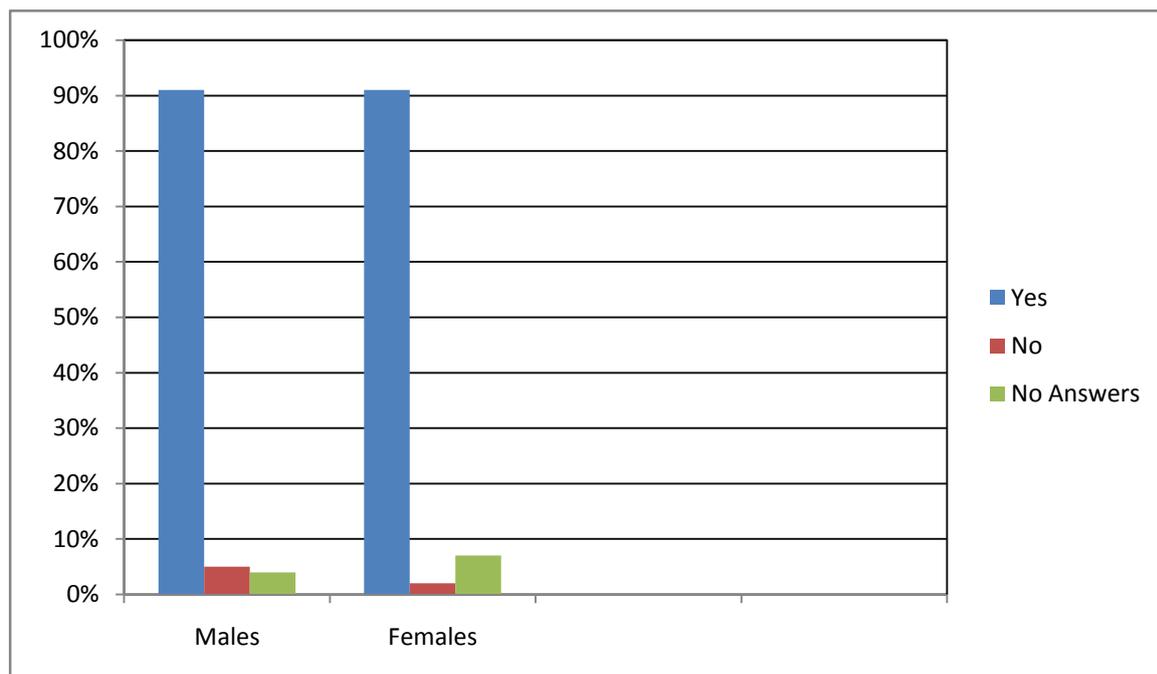


Figure 3.3 : Learners' Familiarity with English Language

Learners love their teachers for different reasons, some of them say that because of their teacher's personality while others justify by their teacher's ways of teaching. Other learners say that since they have good level in this foreign language, they love their teacher. In addition, learners who have a bad level in this target language say that they don't like their teacher.

Question 4 : On which criteria do learners depend while leaning English language ?

This question was asked to know the suitable means for each learner to learn English language.

Chapter Three : Data Analysis and Practical Implications

Means	Girls		Boys	
Parents	3	2.75%	2	2.13%
Teacher	40	36.70%	38	40.42%
Other Persons	5	4.59%	1	1.06%
(Films and Songs)	14	12.84%	13	13.83%
(Parents/Teacher)	20	18.34%	17	18.09%
(Parents/Films and Songs)	1	0.92%	7	7.45%
(Teacher/Other Persons)	5	4.59%	3	3.19%
(Teacher/Films and Songs)	13	11.93%	7	7.45%
(Teacher/Parents/Films)	5	4.59%	5	5.32%
(Parents/Other Persons/Films)	3	2.75%	1	1.06%
Total	109	100%	94	100%

Table3.4 : Learners' means.

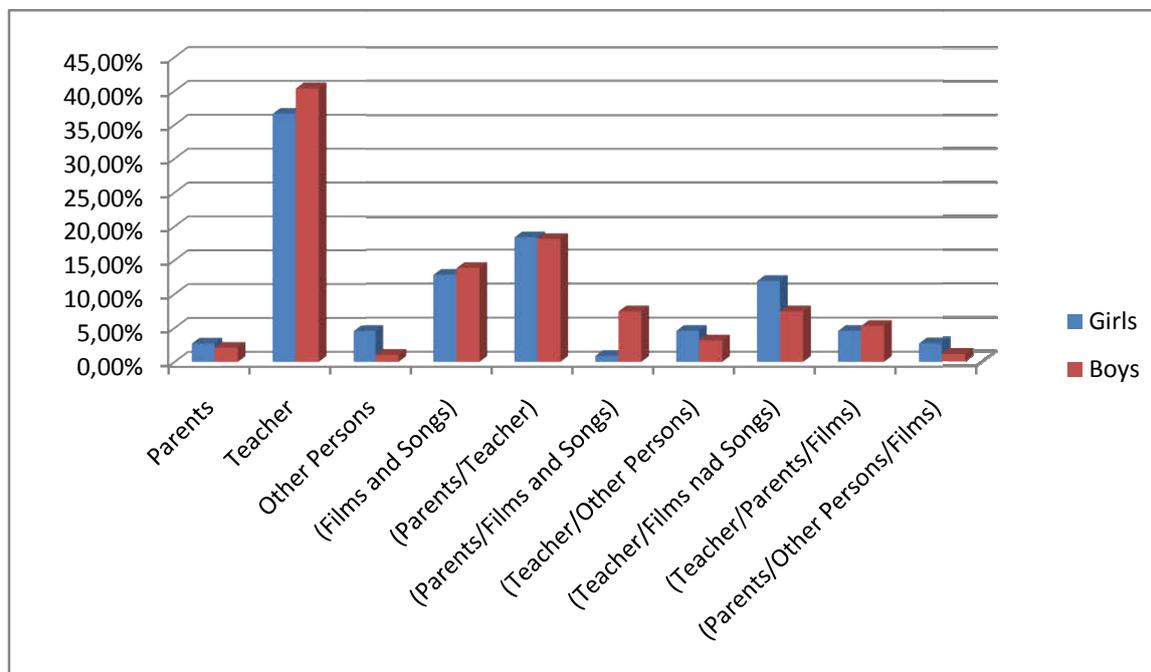


Figure3.4 : Learners' means

Chapter Three : Data Analysis and Practical Implications

According to the previous table and diagram, the researchers have noticed that the majority of the English Foreign language learners (boys/ girls) depend more on their teachers while learning this language inside the classroom.

Question 5 : The Role of the Teacher

This question was designed to know the status of the teacher inside the classroom. The majority of the answers were 'Yes'.

Yes/No question	Boys		Girls	
Yes	84	89%	108	99%
No	10	11%	1	1%
Total	94	100%	109	100%

Table3.5 : Teacher's role

All this we will illustrate in the following pie chart :

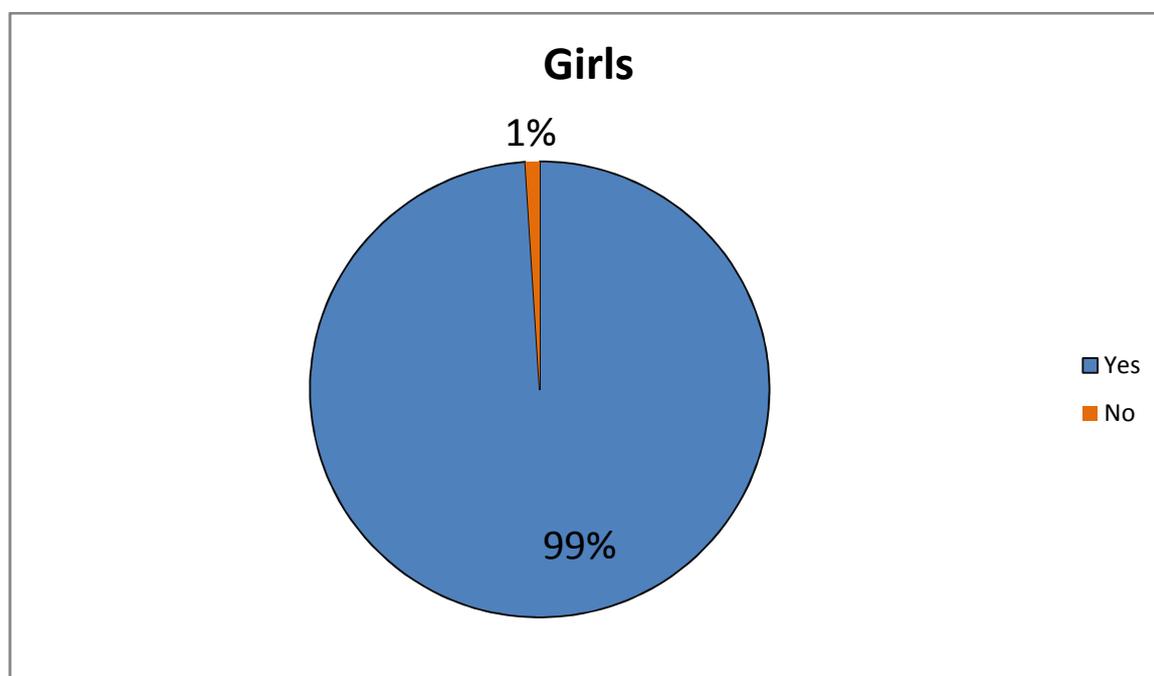


Figure3.5 : Teacher's Role

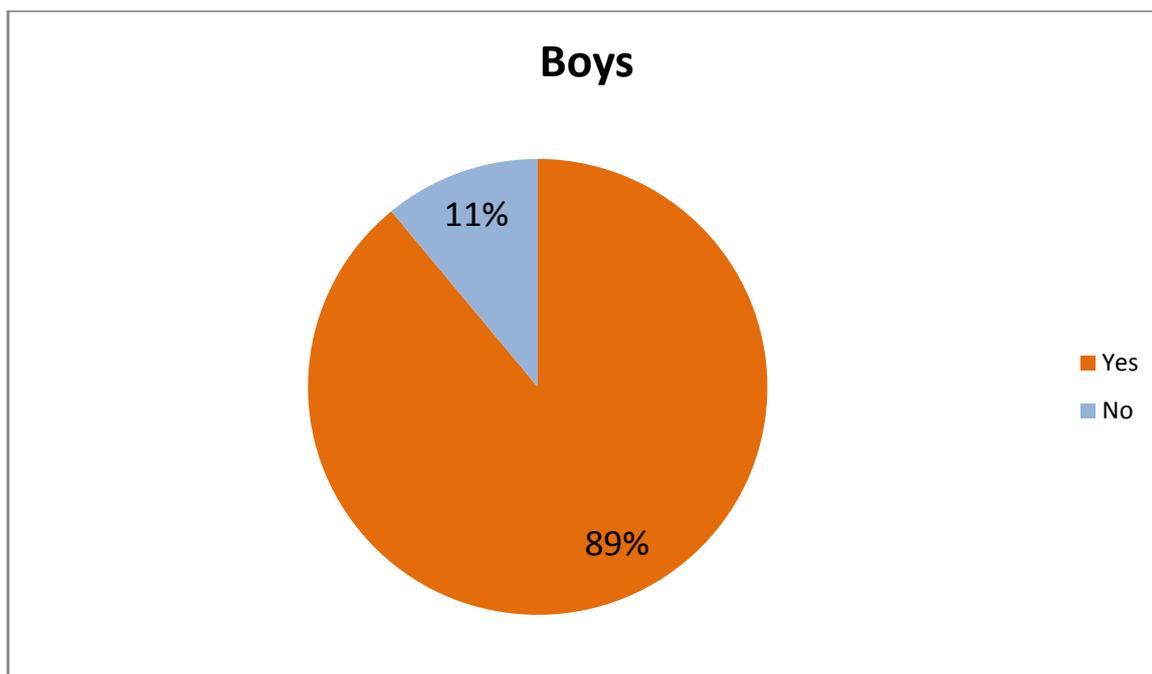


Figure3.5 : Teacher's Role

-We have noticed 99% of girls assert that teachers play a big role inside the classroom.

-For boys, the majority of them also assert that teachers have a great role in the classroom and only 11% of them say that teacher doesn't have such role since they can depend on other means in learning this foreign language.

Question 6 : The way of Teaching

This question was asked in order to know which way of teaching English as foreign language to learners.

Ways of Teaching	Girls		Boys	
	Count	Percentage	Count	Percentage
The Curriculum	12	11.01%	17	18.09%
The Learners	28	25.69%	17	18.09%
Both of them	69	63.30%	60	63.82%
Total	109	100%	94	100%

Table3.6 : Ways of Teaching

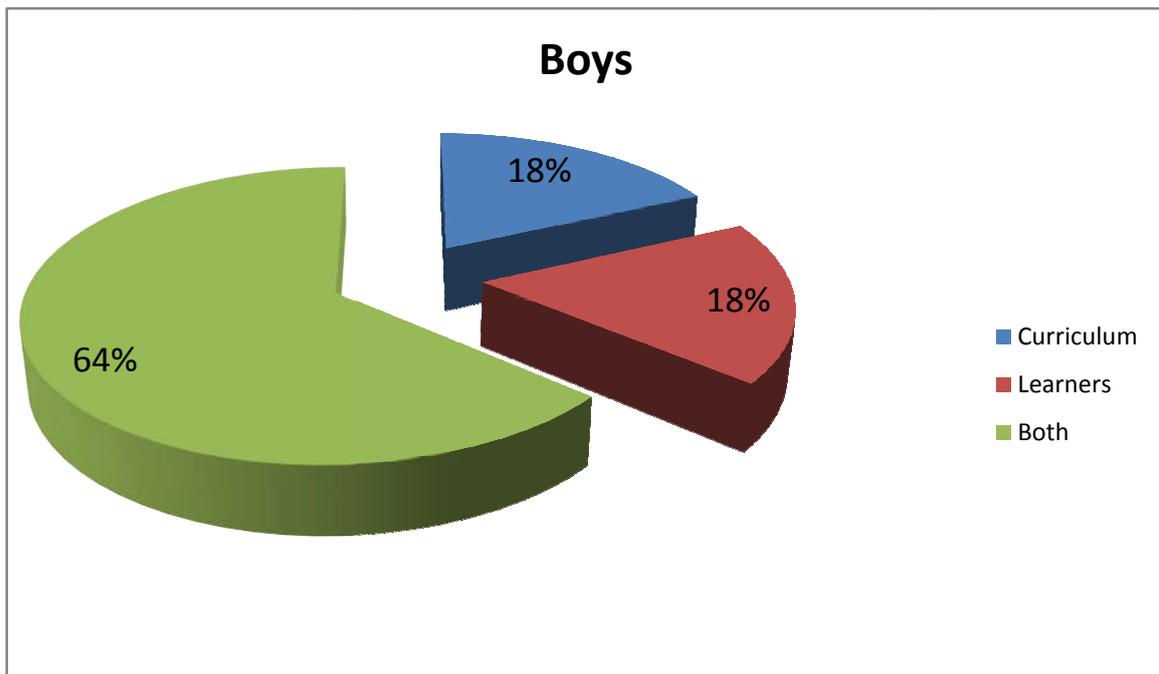


Figure3.6 : ways of Teaching

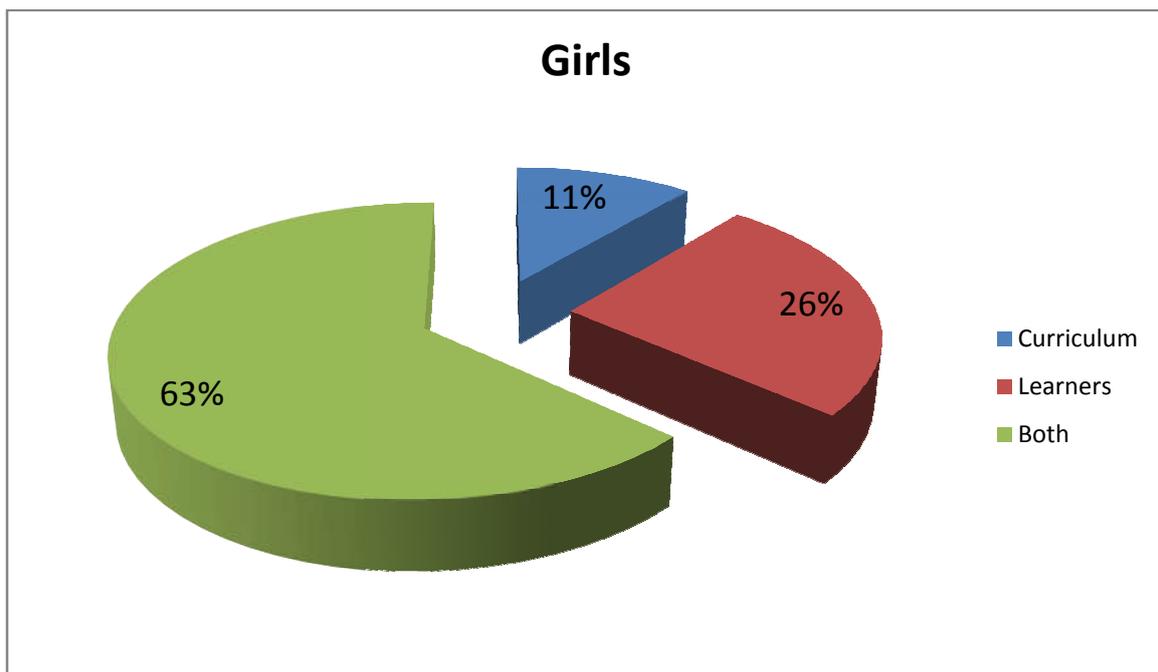


Figure3.6 : Ways of Teaching

-According to the results, most of the learners be they boys or girls prefer both of the school curriculum and their abilities while learning English language i.e they prefer their teachers base on these later while teaching .

Question 7 : Learners' Difficulties

This question was asked to know if learners faced difficulties while learning English language and if yes, what are these ones.

Yes/No Question	Girls		Boys	
	Yes	49	45%	52
No	60	55%	42	45%
Total	109	100%	94	100%

Table 3.7 (a): Learners' Difficulties

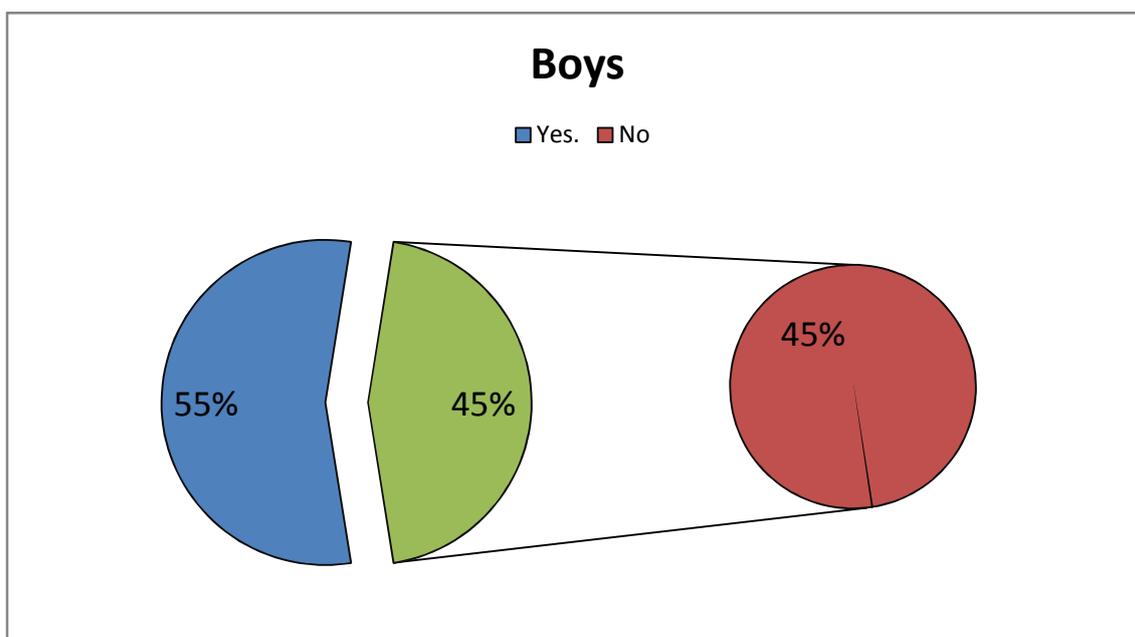


Figure3.7 (a) : Boys' Difficulties

We have noticed that the results were adversed. Most of boys have difficulties in learning English language while most of girls have not. The percentage of boys' difficulties are higher than the one of the girls' difficulties.

-The researchers have found that 55% of boys have different difficulties while learning English language inside the classroom whereas 45% of them have not.

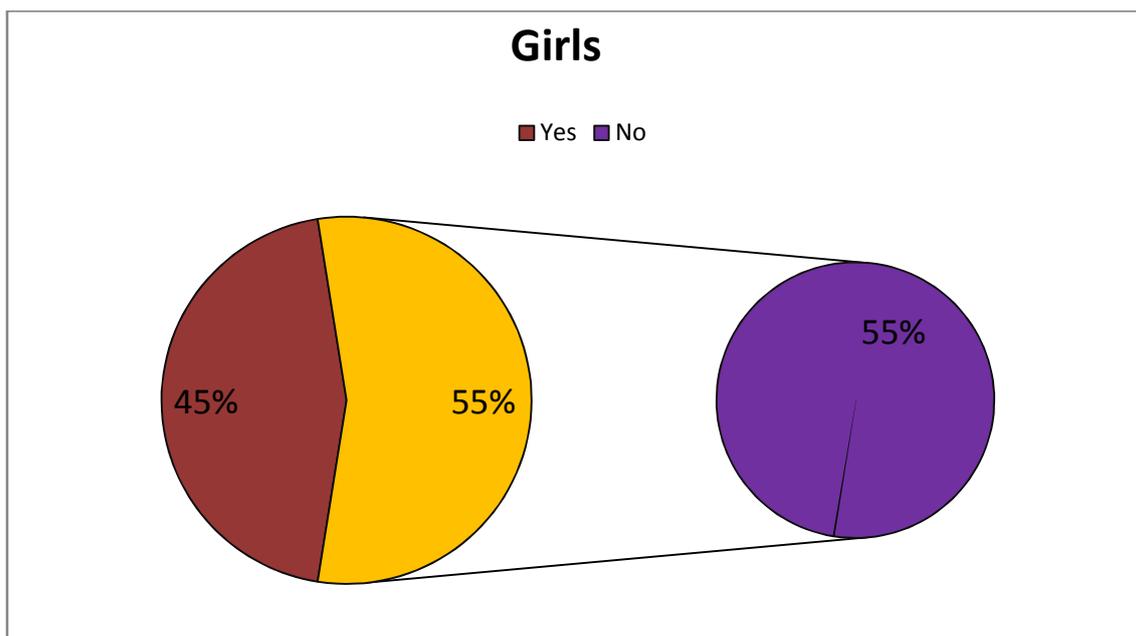


Figure3.7 (a) : Girls' Difficulties

-It is noticed that 45% of girls face different difficulties in learning English inside the classroom while 55% of them do not.

The figures display that there are difficulties for both boys and girls while learning English language :

If 'Yes', pronunciation, understanding, reading, writing, grammar?

This multiple choice question aims at showing and understanding exactly what prevents the students to learn English language.

Chapter Three : Data Analysis and Practical Implications

Difficulties	Boys		Girls	
	Count	Percentage	Count	Percentage
Pronunciation	13	13.83%	17	15.60%
Understanding	17	18.09%	22	20.18%
Reading	15	15.96%	10	9.17%
Writing	9	9.57%	3	2.75%
Grammar	10	10.64%	18	16.51%
(Undersrtanding/Grammar)	3	3.19%	7	6.42%
(Udesrtanding/Writng)	5	5.32%	2	1.84%
(Pronunciation/Reading)	8	8.51%	4	3.67%
All of them	4	4.25%	2	1.84%
Contradicted Answers	10	10.64%	24	22.02%
Total	94	100%	109	100%

Table3.7 (b) : Learners' Difficulties

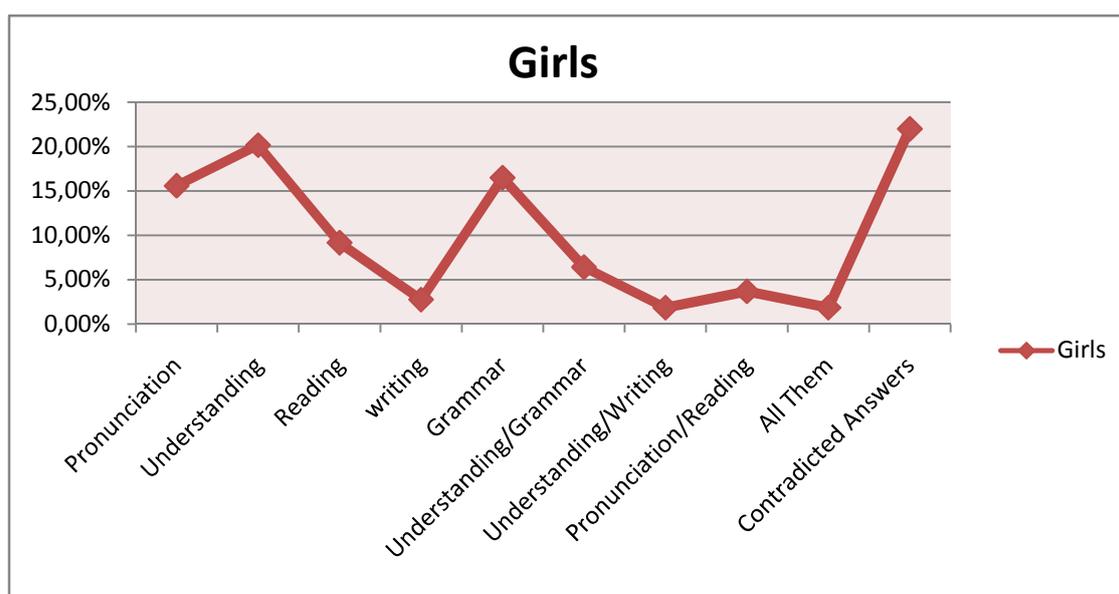


Figure 3.6 (b) : Learners' Difficulties

Chapter Three : Data Analysis and Practical Implications

Contrary to the answers in question seven: some learners answered by ‘No difficulties’ but in the second piece of this question, they selected some difficulties from the list of multiple choices. In this case, the researchers don’t understand whether this sample of learners has a problem while learning English language or not.

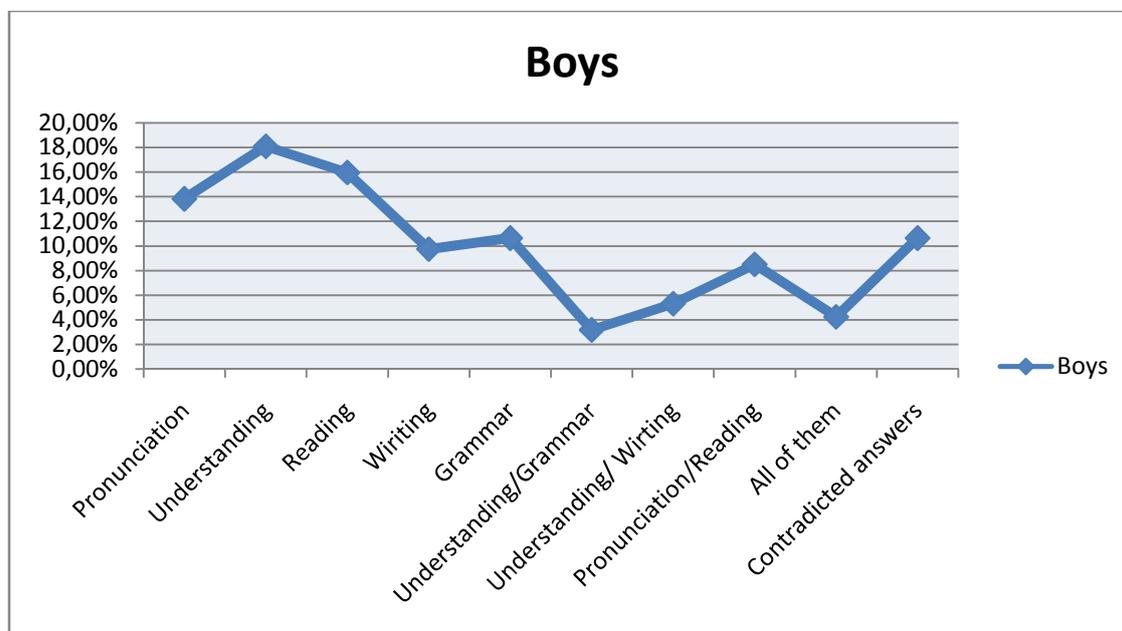


Figure3.6 (b) : Learners’ Difficulties

The researchers have noticed that the main difficulties for both boys and girls is in ‘Undersstanding’,i.e learners face the main obstacles in understanding this target language while learning.

Question 8 : Teacher ‘s Behaviours towards Learners’ Mistakes

This question aims to know what is the suitable teacher’s reaction that are selected by the first year Middle School learners towards their mistakes while they express their opinions, answers and suggestions during the course.

Chapter Three : Data Analysis and Practical Implications

Teacher's Behaviours	Boys		Girls	
	Count	Percentage	Count	Percentage
Corrects the Answer	32	34%	33	30%
Gives a Chance	36	38%	45	41%
Interrupts the learners	2	2%	6	6%
Corrects the Answer and Gives a Chance	24	26%	25	23%
Total	94	100%	109	100%

Table3.8 : Teacher's Behaviours towards Learners' Mistakes

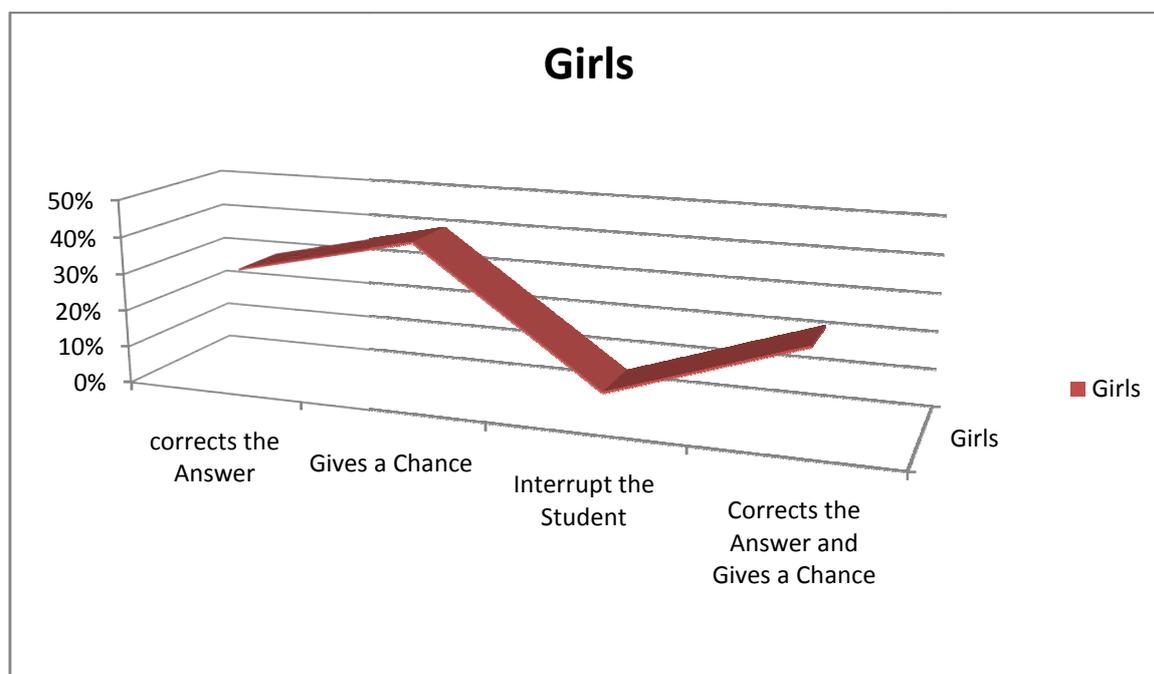


Figure3.8 : Teachers' Behaviours towards Learners' Mistakes

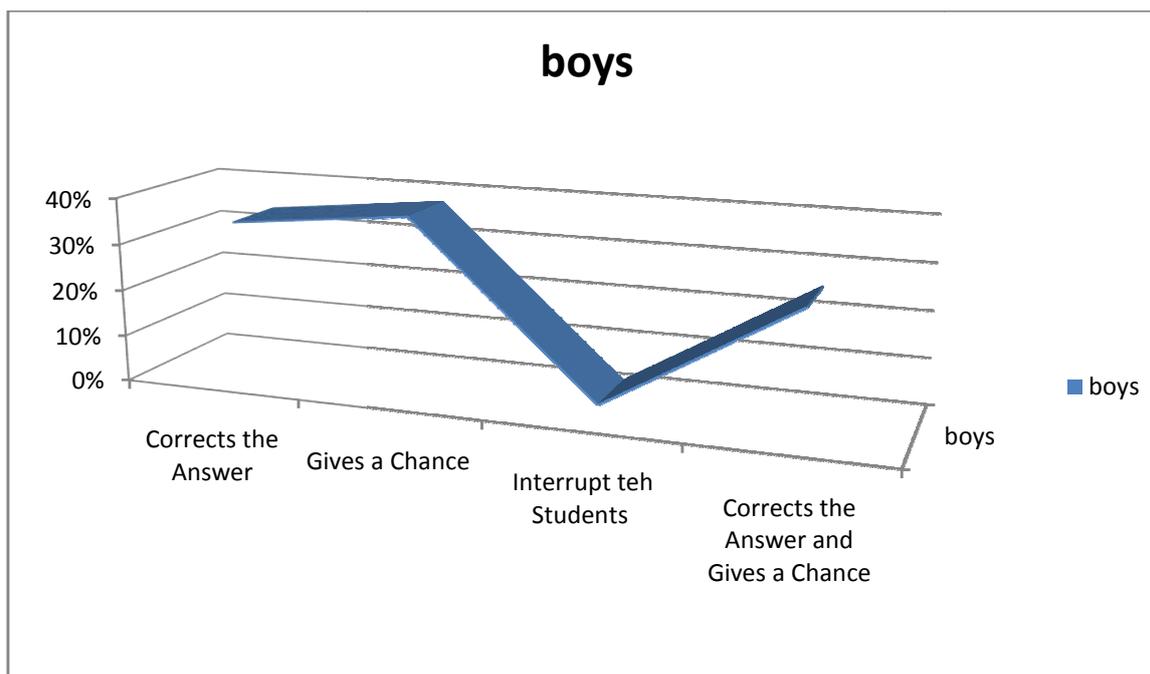


Figure3.8 : Teachers' Behaviours towards Learners' Mistakes

We have noticed that the top of those two diagrams is in the 'Gives a Chance' answer for both boys and girls.

3.2.2 Teachers' Questionnaire

The investigators designed a questionnaire with a sample of six first year Middle School teachers. The objective of the questionnaire was to know the learners' behaviours and attitudes towards English language inside the classroom and do teachers deal with them. Teachers' questionnaire is divided into three parts :

Section one : Teachers' Background

Question1-2-3-4 : Teachers' Age, Gender, Familiarity with English Language and Experience

These questions were designed in order to know the age of the first year English language teachers, gender, their attitudes towards teaching English language and their experience in the field of teaching.

Chapter Three : Data Analysis and Practical Implications

Questions	Answers
How old are you ?	From 25 to 48 years
Female/Male	6 Females
Do you like teaching English language ?	6 yes
Total number of experinece	From 1 to 25 years

Table3.9 : Techers' Background

Section two : Learners' Behaviours

Question 5 : Learners' Attitudes towards Learning English Language

This Yes /No question was asked to know if learners are still afraid of learning this Foreign language.

Yes/No Question	The participants	
Yes	1	17%
No	5	83%
Total	6	100%

Table3.10 : Learners' Attitudes

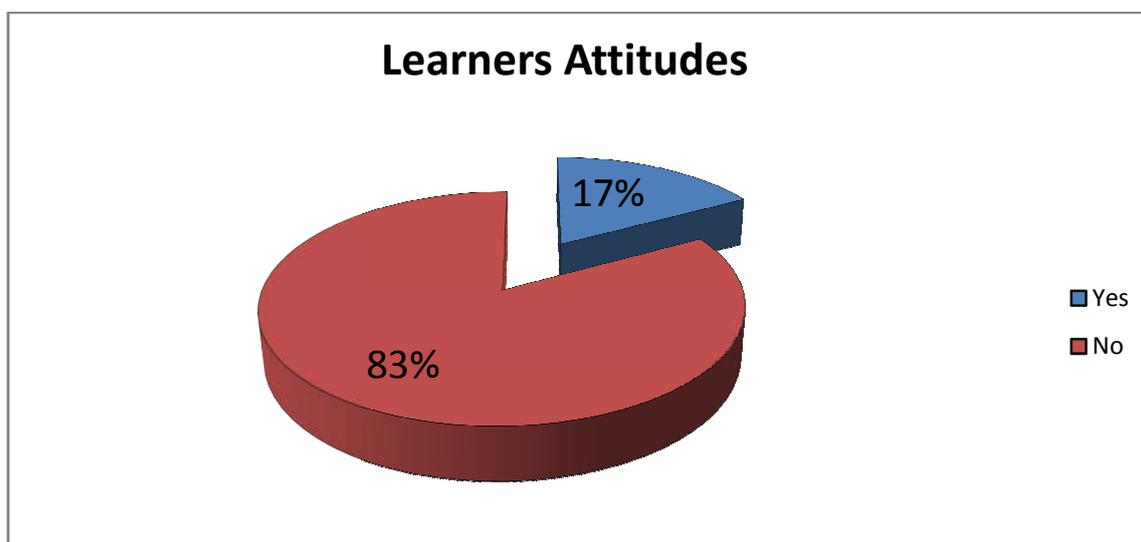


Figure3.10 : Learners' Attitudes

We have noticed that most of the teachers have replied by 'No'. In other words, the majority of the first year Middle School learners are familiar with English language.

Question 6 : Learners' Improvement

This question was asked to know learners' improvement along the year.

Question	The participants	
Yes	5	83%
No	1	17%
Total	6	100%

Table3.11 : Learners' Improvement

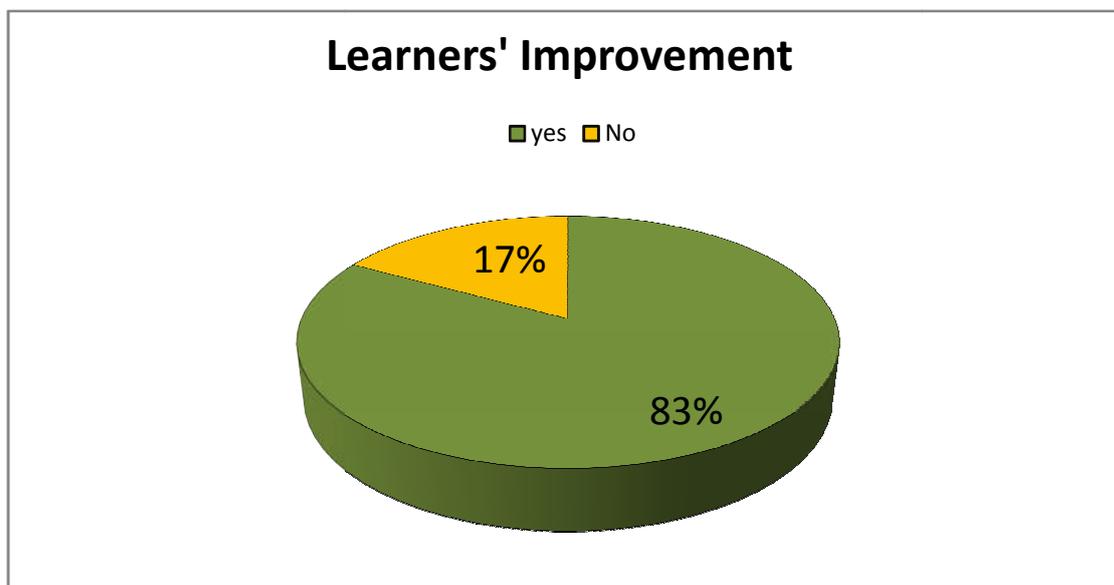


Figure3.11 : Learners' Improvement

The results show that the majority have replied by 'Yes', that means, there is a remarkable improvement among the learners inside the classroom. According to the teachers, this improvement is due to the use of different strategies in teaching English language, to the good motivation of the learners and the covering of all their difficulties during the grouping session.

Question 7 : Learners' Participation

This question aims to know if the participation between learners and the teacher and among them as well inside the classroom are present.

Question	Teachers	
Yes	6	100%
No	0	0%
Total	6	100%

Table3.12 : Learners' Participation

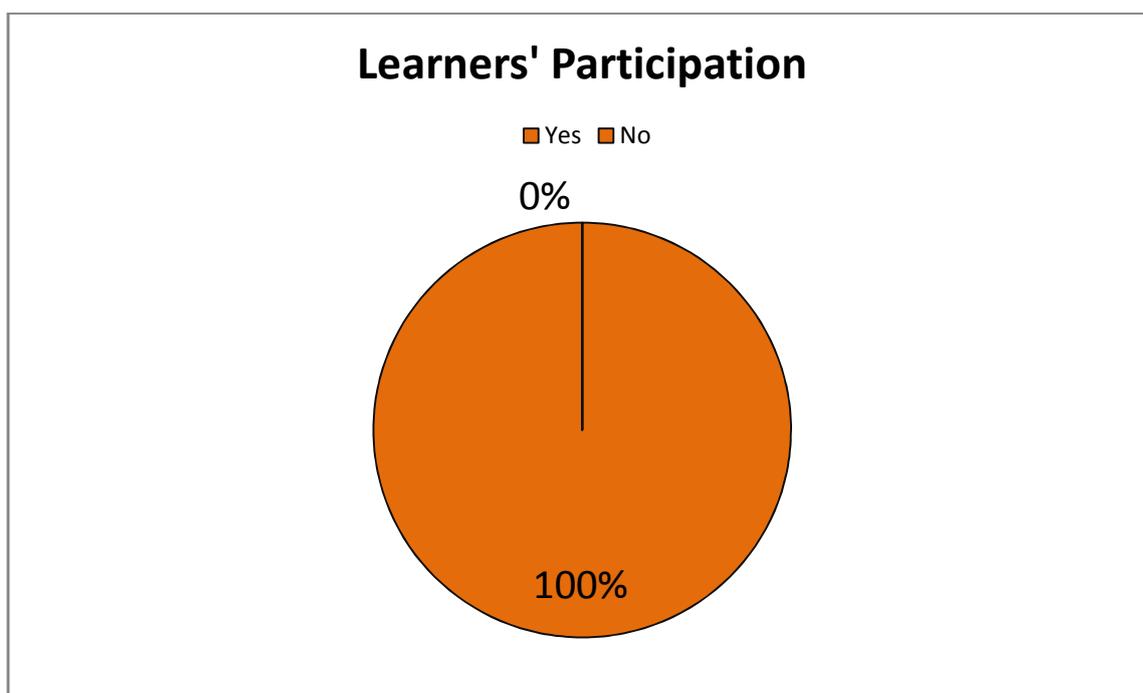


Figure3.12 : Learners' Participation

All the teachers have declared that the learners' participation is existing during the course because the learners enjoy learning English inside the classroom. During the participation, the learners challenge among each other and feel at ease to do so.

Section three : Teachers' Attitudes

Question 8 : The Importance of English

This question aims to know teachers' opinions about the importance of teaching English language in the Algerian Middle Schools.

Chapter Three : Data Analysis and Practical Implications

Question	Teachers	
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.13 : The importance of English

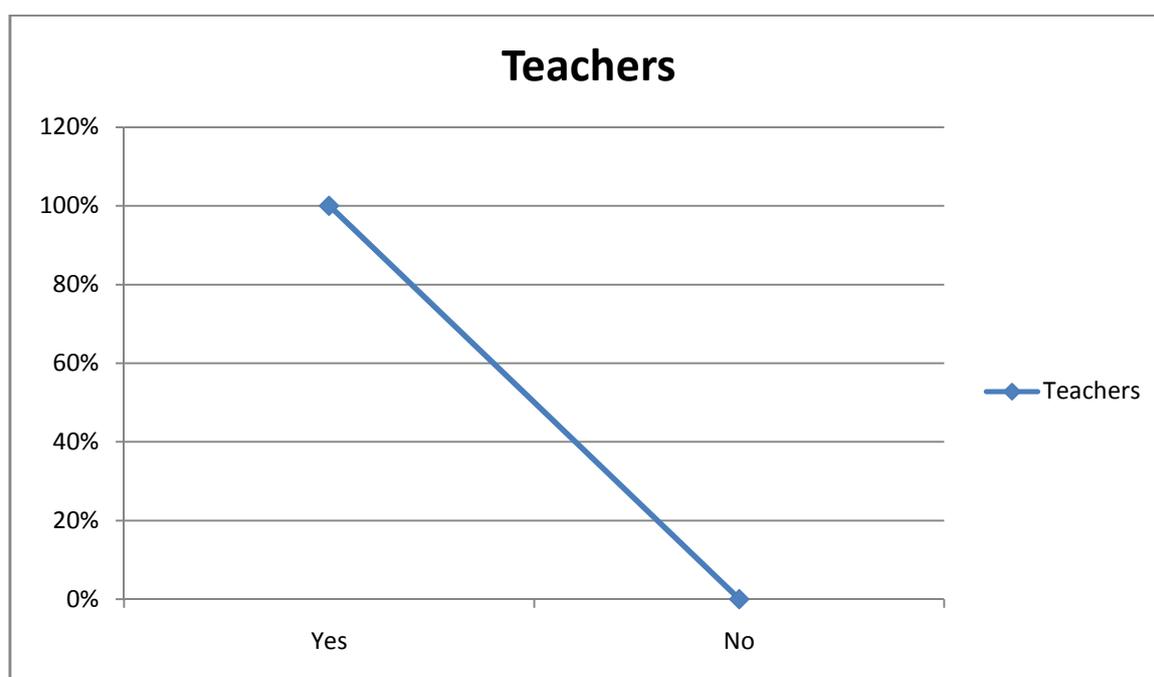


Figure3.13 : The Importance of English

The researchers have noticed that all the teachers are agreed that teaching English language in the Algerian Middle Schools is important. Five of them have declared that English language is an international language and the sixth one has said that learners should learn English language to know other' traditions and cultures.

Question 9 : The Appropriate Age of Learning English Language

This question was designed to know Teachers' opinions about the appropriate age to learn English language.

Question	Answers
What is the appropriate age to learn the English language?	From 5 to 11 years

Table 3.14 : The Appropriate Age

Chapter Three : Data Analysis and Practical Implications

Teachers' answers were between 5 to 11 years and they justified their answers by: the child's mind in this age is ready to receive new information and items and he/she wants to discover the world as well.

Question 10 : Can a creative teacher stimulate their learners ?

This question was asked to know the role of the teacher in motivating their learners.

Question	The teachers	
Yes	6	100%
No	0	0%
Total	6	100%

Table3.15 : Teachers' role

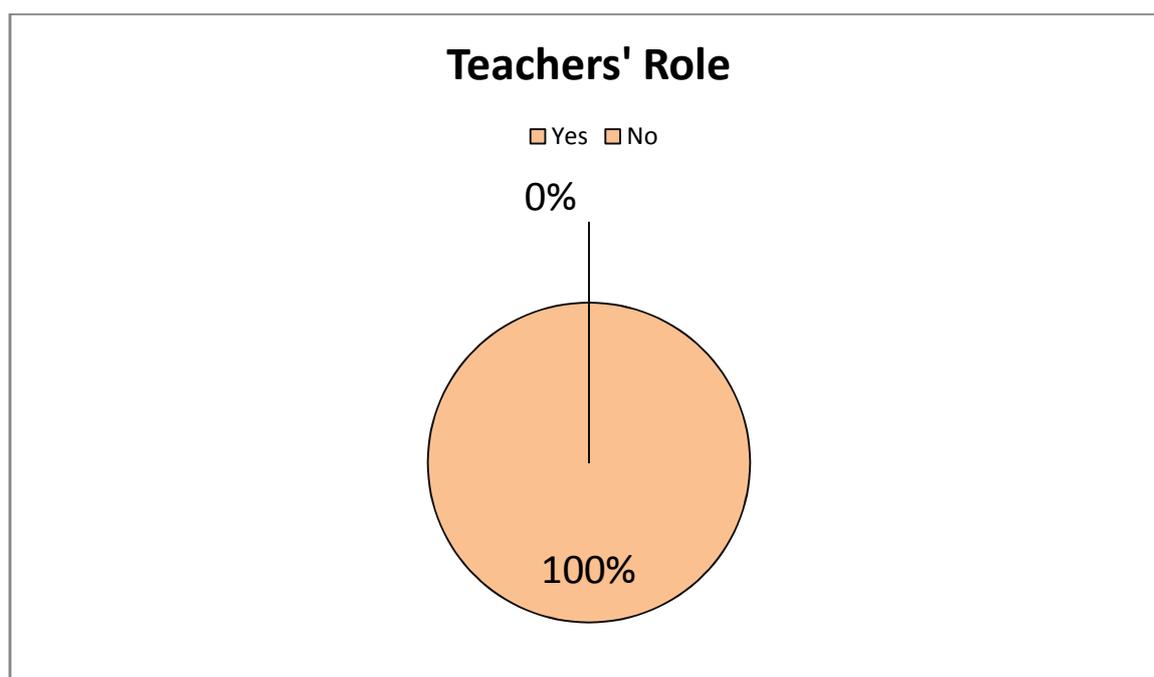


Figure3.15 : Teachers' Role

We have noticed that all the teachers agreed on the fact that a creative teacher stimulates the learners in learning English for many reasons : building strong interaction, killing boredom, improving self-confidence, enriching their intelligence, giving chance to create, encourage them because learners are imitators and finally learners search for something new.

Question 11 : Other Skills in Teaching English

This open-ended question aims to search for other teachers' skills that improve learning English language inside the classroom. Their answers were : the teacher should be active, patient, comprehensive and facilitator. He aims to help all their learners of different levels and uses technology and new methods.

Question 12 : To what extent does the teacher's personality affect the learners ?

This open-ended question was designed to know how can the personality of the teacher influence the pupils learning. They responded by : Good teacher's personality helps in motivating the learners, creating a good relationship between them and the teachers as well as they respect them and loving their subject and in improving their behaviours inside the classroom.

Question 13 : Does the teacher use only the Target Language inside the classroom?

This Yes/No question was asked to know if the teacher bases only on the English language while teaching.

Yes/No Question	The participants	
Yes	4	67%
No	2	33%
Total	6	100%

Table3.16 : The Use of the Target Language

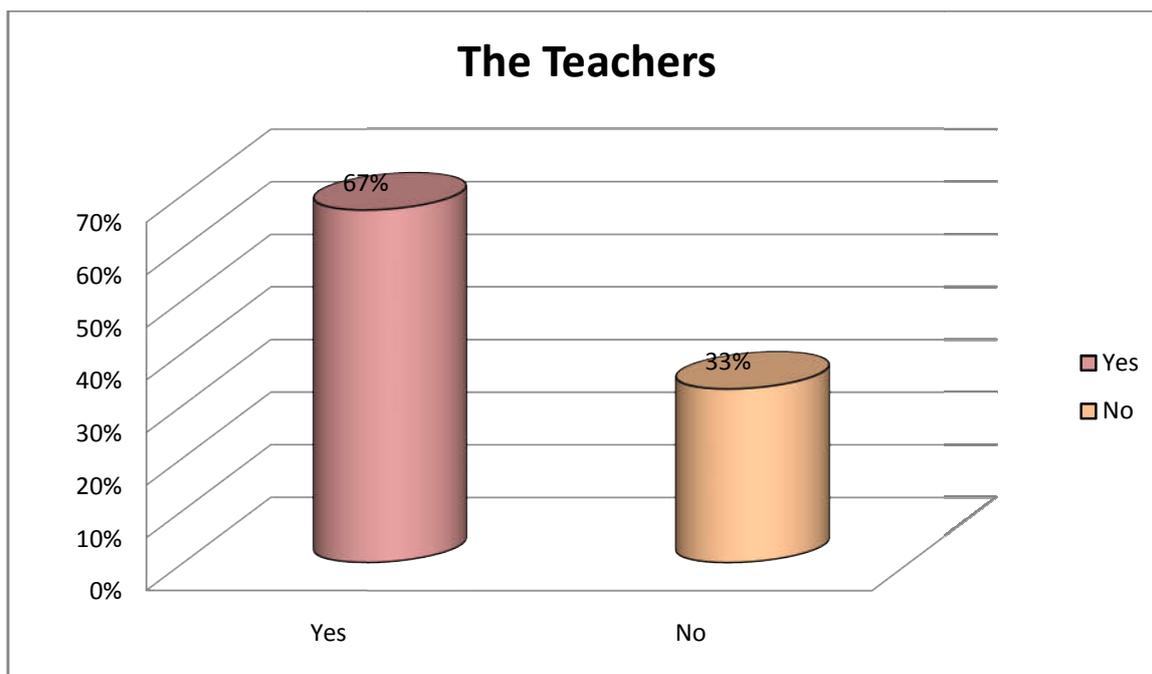


Figure3.16 : The Use of the Target Language

We have noticed that most of the teachers use only the English language (the Target Language) during the course.

Question 14 : Does the curriculum cover all the learners' levels ?

This Yes/No question aims to know if the curriculum provides the students with enough knowledge which they need to learn this foreign language.

Yes/No Question	The Teachers	
	Yes	5
No	1	17%
Total	6	100%

Table3.17: the Contribution of the Curriculum

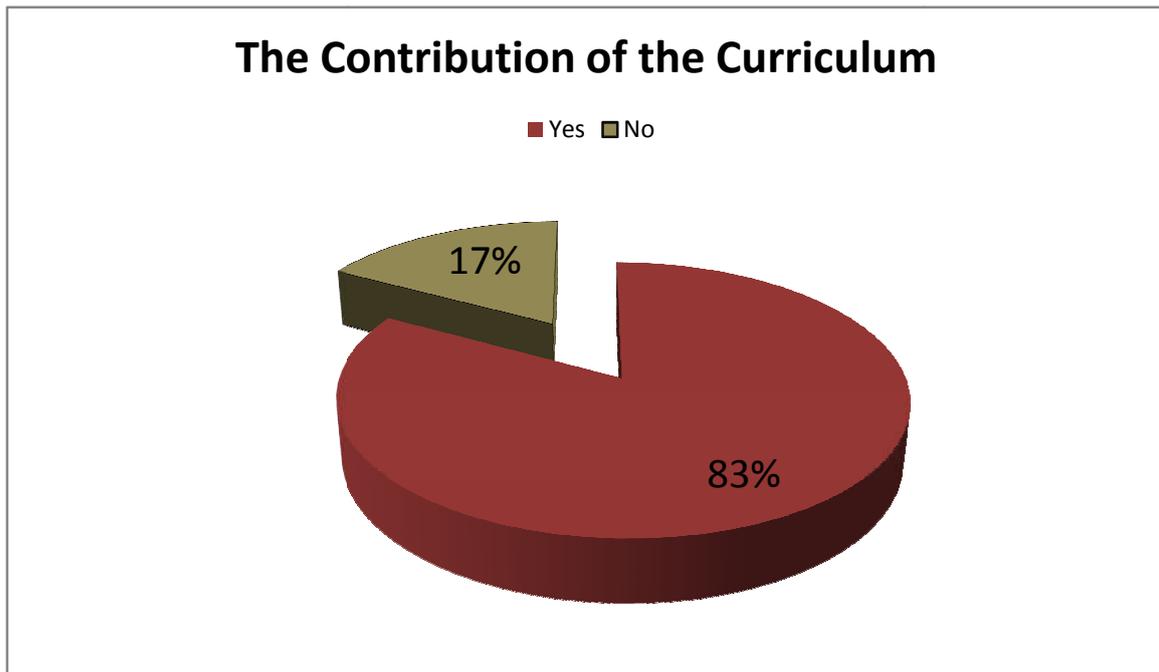


Figure 3.16 : The Contribution of the Curriculum

We have noticed that most of the teachers agreed that the curriculum doesn't cover all the learners' levels.

Question 15 : Some Priorities of Teaching

This multiple choice questions were given to know the teachers' opinions about the importance of some priorities of teaching English inside the classroom.

Chapter Three : Data Analysis and Practical Implications

Multiple Choice Question	Important		Very Important	
Knowing the Subject Matter	0	0%	6	32%
Learners' Assesment	6	35%	0	0%
Regulating Learners' Behaviours	2	12%	4	21%
Knowing the learners	5	29%	1	5
Teaching Methods	3	18%	3	16%
Taking into Account the Individual Differences	1	6%	5	26%
Total	17	100%	19	100%

Table3.18 : Some Priorities of Teaching

The investigators have noticed that the teachers' assessments of these priorities are different from each other except in 'Knowing the subject matter' and 'Learners assesment', all of them agreed on the fact that these two parameteres are 'Very important'. 26% of teachers have chosen 'Taking into account the individual defferences' as a very important priority and 29% of them agreed on the fact that 'Knowing the learner' is important too.

3.3 Discussion

3.3.1 Learners' Questionnaire

According to the results, the learners' questionnaire reveals that 95% of the learners (girls and boys) are excited to learn English inside the classroom, we notice that 91% of the participants are happy with their English language teachers for many reasons, among them the teacher's personality, teacher's way of teaching and learners' levels. More specifically, findings show that teacher's personality, teacher's way of teaching and good learners' levels can be major factors behind learners' love of their English teachers and this what goes with the majority of the sample. Contrarily, 5% boys and 2% girls have a different point of view.

Moving to the means that make learning English language easier for the learners. Firstly, we find that from 1% to 18% of the participants (boys and girls) depend on 'parents/other persons/films', parents, other persons, 'parents/films and songs', 'teacher/other persons', 'teacher/parents/films', teacher/films and songs, films and songs, parents/teacher. Secondly, the higher percentage is in learners' depending on the teacher with 36.70% boys and 40.42% girls. This latter shows that learning English is based mostly on the teacher, that's why 89% boys and 99% girls said that the teacher has a great role in motivating the learners for learning English. This analysis shows that learning English is basically achieved inside the classroom with the assistance of the teacher.

Concerning the English language learners and their English level, 63% (boys and girls) base on the curriculum as well as the book and also on the learners' abilities. This findings show that first year Middle School learners have a great desire to learn this foreign language and this requires the teacher's help.

It has already been mentioned that 55% boys and 45% girls said that they face huge difficulties while learning English language inside the classroom. Many reasons stand for these problems, among them, 'understanding', 'pronunciation', 'grammar', 'reading' as major factors which make the learners feel hesitated.

Chapter Three : Data Analysis and Practical Implications

Teachers differ from one to another in their ways of teaching, while some of them correct their learners' mistakes without punishment, others give a chance for them to correct themselves and others interrupt them. Relying on these differences, the investigators have asked a question in order to know the learners' opinions. So , the findings show that 38% boys and 41% girls prefer that the teacher gives them a chance to correct themselves while 34% boys and 30% girls prefer that the teacher corrects their answers. These results show that first year Middle School learners want to show their abilities, opinions and ideas ;they also want to test their English skills while learning this target language inside the classroom.

3.3.2 The Teachers' Questionnaire

The teachers' questionnaire shows that teaching English language in the Algerian Middle Schools is mostly based on females and according to the results of 6 females between 25 to 48 years and their total number of experience is between 1 to 25 years and all of them teach English language because it is their proper choice.

In addition, 83%of the teachers said that most of the time, learners try to overcome their fear though there is a noticeable improvement which relates to the different ways of teaching that are used. One of the teachers uses different strategies in teaching English language, others' main focus is on motivating the learners to learn this foreign langaueg, or tackling learners' problems during the grouping session and finally using the appropriate method that fit all the learners' levels.

Concerning the learners' participation, all the teachers agree on the fact that there is an involvement among the learners during the course and this is quite noticeable in their challenges, their understanding, and for some teachers they see that the classroom is the only place to learn this target language.

All the teachers assert that learning English in the Algerian Middle School is very important because it is an international language and it is a means to be in touch with other traditions and cultures.

Chapter Three : Data Analysis and Practical Implications

The researchers also wanted to know the teachers' opinions about the suitable age to learn the English language. They have found that learning English should be between 5 to 11 years in the Algerian schools because at this age the child can receive and acquire new information as quick as possible and he/she wants to discover the world around him/her.

All the teachers assert that creative teachers succeed in motivating their learners because they improve learners' self-confidence, enrich their intelligence, give them chance to create, kill boredom, build strong interaction and because learners are imitators. Creative teachers are also considered as good examples for their learners and this builds good relationships between the teachers and their learners. In addition to creativity, teachers proposed other skills that help learners to achieve better results, among them : the teacher must be active, comprehensive, patient, facilitator and he/she uses technology and new methods in order to help all his/her learners of different levels.

Moreover, it has been noticed that 67% of teachers use only the target language while teaching and 83% agree that the book's curriculum does not fit the learners' skills and individual differences.

It is worth stating that all the first year Middle School teachers declare that it is very important to know the subject matter. 83% of them said that also taking into account the individual differences should be taken into consideration.

3.4 Suggestions and Recommendations

Learning English as a foreign language is a very hard task especially for the beginners. It requires a mutual contribution between a learner and a teacher : the learner can not achieve all what he/she wants alone. A number of procedures, strategies and activities could be taken into account once one talks about learning English inside the classroom. The following suggestions and recommendations aim in one way or in another to solve the stated problematic :

3.4.1 The Teacher's Involvement

The English teachers should provide their learners with a pre-test before starting their courses in order to know their lacks or at the end of each course, the teachers should assess their learners by a very short test in order to examine their understanding.

The teachers can use their body language instead of using only the target language in order to transmit their messages, they can also use pictures, videos...etc and they can even draw in the table in order to facilitate the meaning for learners. Whenever these strategies can not help the English language learners to understand the course, the teacher can use the mother tongue as the last solution to simplify the meaning for them.

The English foreign language teachers have to incorporate the four skills in their activities : listening, speaking, reading and writing.

Repeating words and expressions is the best way for the learners to improve their pronunciation in order to speak fluently in the target language and to memorize such words and use it in their life situation.

In order to solve 'grammar' problems, the English foreign language teachers should provide their students with activities relying to grammar depending on the Bottom-Up method.

Reading and writing helps the learners to examine their intelligence, to improve their reading and writing in the same time.

3.4.2 The Students' Needs

The Algerian first year Middle School learners need to express their answers without interruption or punishment and to get the chance to communicate freely.

The teachers have to rely on the book' curriculum without ignoring the learners' abilities while teaching, this latter helps them to improve their levels, self-confidence and to get rid of their fear of failure.

Chapter Three : Data Analysis and Practical Implications

Learning a foreign language in an early age can be the main recommendation to avoid learners' difficulties.

3.4.3 The Book's Curriculum

The book's curriculum should fit all the learners' needs and lacks : the choice of the words within the small passages and texts have to be simple, clear and understandable, it should consist of a set of different kinds of activities for example : fill a gap activities, matching the words with their pictures...etc. In addition, the book should contain a dictionary that consists of a phonetic transcription that imposes the instructors to teach it in order to improve the learners' pronunciation.

3.4.4 Time Management

Learners need an extra time in comparison with the time that is programmed in order to improve their levels, to be more familiar with this foreign language and to use it as fluently as the mother tongue. Four hours per week that are programmed in teaching English as a foreign language in the Middle Schools are not enough for the learners as beginners in order to satisfy all their needs. In this case, the mission of the teachers is to create an extra time as a grouping session or tutorial in which they cover all the learners' difficulties and needs.

3.5 Conclusion

To sum up, it is asserted that the English foreign language teachers play a big role inside the classroom and first year Middle school learners have a great motivation towards this foreign language although they still face different problems while learning. All in all, the inside context of learning is also effective that the learner should take advantage of.

General Conclusion

General Conclusion

It is generally asserted that it is necessary to learn inside the classroom because the knowledge provided in it is more academic, helpful and beneficial especially for the beginners; Though English is a universal language, learners should study it in order to adapt to such changeable in the world.

This research has dealt with a type of studying which is dependent learning: learners rely on the instructor and the curriculum aiming at being more successful and competent in their learning. Thus, the researchers interest was mainly focused on three problems : learners' attitudes, classroom context and learners' difficulties.

It has been stated in the hypotheses that learners who have a desire to learn English as a foreign language, have positive attitudes towards it. Throughout this current research, the hypothesis was confirmed, since the finding that the students love learning English inside the classroom context because of their teachers' encouragements and support.

Furthermore, and according to the research findings, the second hypothesis which states that 'the classroom is always useful and helpful in guiding the learners to learn the English language' was also confirmed. Results indicate that the classroom is the first and the more academic place in which the learners can learn this new language and build a background knowledge.

The third hypothesis which states that 'learners may face different difficulties in learning English language inside the classroom such as difficulties in pronunciation and understanding because of many reasons' was also confirmed. Findings have shown that the big problem while learning English language was in pronunciation and understanding in addition to grammar and reading because of the use of the target language in the classroom.

The main results have shown that first year Middle School learners are interested in learning English language inside the classroom context. Creative teachers stimulate the learners positively towards this foreign language and this learners'

stimulation appears through learners' depending on their teachers while learning the English language.

The researchers also confirmed that many factors affect students learning such as anxiety, motivation and teachers' behaviours.

As a result, we assert that to succeed in learning English as a foreign language, learners have to be motivated, guided and supported by the teachers. A well managed and organized learning and a good teacher's behaviour inside the classroom really affect the students' achievement positively, and make them more satisfied with their learning experience. The contribution of the book's curriculum, students' abilities inside the classroom context for learning also provide a great deal of advantages that would be put on the side of the learners of English as a foreign language.

REFERENCES

- C.Gagliarli.A, (2012), « Input and Intake in Language Acquisition).
 - Eshghinejad.S, (2016), « EFL Students' attitudes toward Learning English Language: The Case Study of Kashan University Students » Research article.
 - Lu.D.R.D.FS, (2015), « the relationship between teachers and students in the classroom : Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning », Master theses and projects, BridgeWater State University.
 - Mami. A.N, (2013), « Teaching English under the LMD Reform : The Algerian Experience », International Journal of Educational and Pedagogical Sciences, Vol : 7 No : 4.
 - Nahar.K, (2015), « The impact of social context in students' second language learning », BRAL University, Dhaka, Bangladesh.
-
- Sanchez.F, (2010), « Interactive Classroom Strategies and Structure for Success ».
 - Slimani.S, (2016), « Teaching English as a Foreign Language in Algeria », University Mohamed Khider of Biskra.
 - Strakova.Z, « Second Language Acquisition and the Role of Input in the Classroom ».
 - TALIS-PISA Link Data (2016). « Teaching Strategies for Instructional Quality »
 - Zascerinska.J, (2010), « Language Acquisition and Language Learning : Developing the System of External and Internal Perspectives », paper presented at the 52nd International Scientific Conference of Daugavpils University, Daugavpils, Latvia.
 - Zhang.S, (2009), « The Role of Input, Interaction and Output in the Development of Oral Fluency).vol.2, N°. 4.

Webliography

- Abdurahman.H., (2013). www.bayt.com
- Beare.K. Updates December 29, 2017 « Spelling Problems in English ». <https://www.thoughtco.com>
- Cross-Cultural Communication. (2010), Vol. 6, N. 1, p. 1-17. www.csc-anada.net
- Dr.R.Kannan. (2009), ESP World. Issues 5(4), volume8. www.esp-world.info.
- Jones.C. Posted on December 24, 2015 « the Difficulties of Learning English as a Second Language ». Oxford Global.com
- Mr.S. Bounab. Meeting September 29, 2015, « Teaching English in Algeria Middle School ». <https://fr.scribd.com>
- Pesce.C. <https://busyteacher.org>
- « Psychological Factors Affecting Students' Speaking Performance ». <https://www.researchgate.net>
- Shelly.M « Difficulties in Vocabulary Learning ». www.english-for-students.com

Appendices

استبيان خاص بالتلاميذ

هذا الاستبيان جزء من بحث رسالة الماجستير. صمم لمعرفة آرائكم حول تعلم اللغة الانجليزية على مستوى التعليم آرائكم مهمة لإتمام هذا البحث. يرجى منكم الإجابة على هذه الأسئلة بوضع علامة (×) في المكان . المتوسط المناسب، و إعطاء إجابة كاملة في بعض الحالات. **شكرا على تعاونكم.**

- 1- الجنس: ذكر أنثى
- 2- هل تحب تعلم اللغة الانجليزية؟ نعم لا
- 3- هل تحب أستاذة (ة) اللغة الانجليزية؟ نعم لا
- لماذا؟ - لشخصيته - لأسلوبه في التدريس
- فقط لأن مستواك في اللغة الانجليزية جيد؟ أم سيء؟
- كل هذا
- شيء آخر ما هو؟
- 4- عند تعلمك اللغة الانجليزية على من تعتمد؟
على أستاذك على والديك على أشخاص آخرين على الأفلام و الأغاني
- 5- هل تعتقد أن دور الأستاذ مهم في القسم لتحفيز التلاميذ لتعلم اللغة الانجليزية؟ نعم لا
- 6- ما هو الاسلوب الذي يجب على الاستاذ اتباعه لتحسين مستوى التلميذ ؟
ان يركز على البرنامج و الكتب المدرسية ان يركز على قدرات التلميذ
الاثنين معا
- 7- هل تجد صعوبة في تعلم اللغة الانجليزية داخل القسم؟ نعم لا

- إذا كان نعم ، من حيث ماذا؟

- النطق - الفهم - القراءة - الكتابة - القواعد

8- في حالة ما شاركت و أخطأت في شيء ما، كيف تريد ان تكون ردة فعل الأستاذة؟

- يصح لك الإجابة دون أن يحاسبك - يقطعك و لا يتركك تواصل الإجابة
- يعطيك الفرصة لتصحيح الإجابة بمفردك

Teachers' Questionnaire

We are conducting a survey about the environment that improves the students' learning and achievements inside the classroom context. As teachers, we want to know your opinions about your behaviours, your strategies of teaching inside the classroom as well as your students' one. So, would you please answer this questionnaire? **THANK YOU.**

Section One: Background information.

- 1- How old are you?
- 2- Are you: Male Female
- 3-Do you like teaching English Language? Yes No
- 4- Total number of years of experience in teaching English Language?
.....

Section Two: Students' attitudes.

- 5- Are your students still timid and afraid about learning the English Language? Yes
No
- 6- Are there any improvement in students' marks from the beginning till the end of the year? Yes No
why?
.....
- 7- Are there any effective participation among students inside the classroom? Yes
No

Why.....
.....

Section Three: Teachers' Opinions.

8- Are you a full time teacher? Yes No

Why?.....
.....

9- Do you think that Teaching English as a Foreign Language is important in the Algerian Middle School? Yes No

Why?.....
.....

10- According to you, what is the suitable age of learning English Language?.....

Why?.....
.....

11- According to you, can a creative teacher be successful in motivating his learners?

Yes No

If yes , How ?

.....
.....

12- In addition to creativity, what are the other skills that a teacher must have in order to help his learners achieve better results?

.....
.....

13- According to you, to what extent does the teacher's personality affect students' learning and results?

.....
.....

14- Do you use only the Target Language (English Language) while teaching? Yes
No

15- Does the English Language book's curriculum fit the students' skills and individual differences? Yes No

16-What is the degree of importance of the following criteria in teaching?

	Very Important	Important	Not Important
-Knowing the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Regulating students' behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Knowing the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Students' assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-Taking into account the individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>