PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Foreign Languages

English Department

How Psychology makes an Effective EFL Teacher?

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Didactics

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2017- 2018

Dedication

To our parents, sisters and brothers with great love and respect

Acknowledgements

Abstract

Educational psychology plays many roles in classroom. It is crucial in predicting, describing, explaining, controlling behaviour, and improving performance. It also helps teachers to find appropriate learning approaches and methods to retain knowledge, and techniques to address their student's psychological needs and problems. EFL teaching in peteculler requires teachers to both master the content of their lectures and have an effective performance. The present work examines the impact of psychology on EFL educators' performance in the classroom. The study starts by discussing some basic issues in psychology such as educational Psychology, student development, and psychological learning variables. A questionnaire was administered to 40 EFL students at Tlemcen secondary schools. It was followed by selecting 08 EFL secondary school teachers to respond to a structured interview for more data concerning the effect of psychology on their classroom performance. Finally, from data analysis, some suggestions and recommendations will be provided.

List of Abbreviations

EFL: English as a Foreign Language

TEP: Teaching Educational Psychology

PHD: Doctorate of Philosophy

SDT: Student Development Theory

TT: Teacher Training

TD: Teachers Development

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General introduction

During the last decades, psychology has obtained a significant place among academic and professional circles. In this regard, Plato was the first to bring psychology into education. He believed that comprehension was boosted by succession, contiguity, similarity and contrast. Edward Bradford Titchener (1867- 1927) focused on such higher mental processes as concept formation and argued that introspection is a valid form for interpreting great variety of sensations and feelings. Thus, with the renewed research interest into how individuals acquire, retain, recall and transform information, investigations of higher mental processes achieved unprecedented levels of sophistication and "the mind is once again at the forefront of theory and research in contemporary psychology" Grinder (1989).

Lately professors of educational psychology noticed that teaching psychology has been considered as a separated field from English language teaching. In this respect, both Dr.Kelvin Seifert and Sandra Deemen, the editor of the online TFP journal, insisted on the use of psychological knowledge in the process of teaching and learning. Inside, EFL practioners need a special guidance and practical resources by which they become effective teachers. In other words, teachers' educational knowledge is not enough to meet students target needs. Furthermore, EFL teachers need a specific training involving the appropriate psychological principles and theories of human learning. Therefore, the ultimate aim of this paper is to determine and implement the impact of psychology on EFL teachers' performance in the classroom.

I. Aims of the study

It is noticeable that learning is so affected by psychological variables. Thus, teachers have to be aware of the importance of educational psychology as a means to overcome behavior problems in classroom, to boost students' spurt for learning to the maximum, and enhance their learning effectiveness. This is quite missing in many schools today. English teachers do not often consider the psychological side during the process of teaching. This study aims at investigating the extent to which psychology is taken into account in Algerian secondary schools. In addition, it attempts to offer solutions to the many communicative problems that undermine the quality of EFL teaching.

II. Research Questions

The main questions to be dealt with in this study are the following:

RQ1: To what extent is EFL teachers' knowledge about educational psychology helpful in the teaching process?

RQ2: Is psychology effective in enhancing EFL teacher's performance in the classroom?

III. Research hypothesis

The above research questions have given birth to the following hypothesis:

Hyp01: Teachers do insist only on language about language and do not often give importance to matters related to psychology to solve problems everyday life in classroom.

Hyp02: Most of the teachers have had some training in this area while they were students but they don't make use of it now as EFL teachers.

IV. Population

This study is carried out on 08 EFL teachers and students at different secondary schools in Tlemcen, Ain Tmouchente, among them two young teachers with high teaching experience in Turkey, for the academic year 2017/2018.

Here are the names of the secondary schools

01- Tlemcen: Nahali Mohammed (Beni Snous), Abdellah Ben Issa (Hennaya), Abd Krim Abdellah (Hennaya).
02- Ain Temouchent: Saim Kaddach Kada
03- Turkey: Kizilirmak, űlko Ulusoy

V. Research Instruments

The data collection process for this study involves two tools: written research questionnaire that includes mixed types of questions in order to collect quantitative data, and structured interview that contains open-ended questions to collect qualitative data.

VI. Structure of dissertation

This study includes two chapters. The first discusses the main concepts of educational psychology and the impact of psychology in the EFL teaching process. The second one deals

with the difference among EFL teachers who use psychology and those who do not. It includes interviews, questionnaires, and the analysis of their results.

The Theoretical part

Chapter One: Educational Psychology

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1.1 Introduction

The past and recent changes in Educational programs emphasize the use of Psychology in the process of teaching. This chapter includes substantial coverage of educational psychology in which we address the learner's cognitive, social, moral and emotional development studied by Jean Piaget, William Perry, Lev Vygotsky and Erik Erikson. These studies explain how educational psychology may enhance and encourage future EFL teachers developing their critical thinking skills and unlock their potential, introducing the psychological explanation of student development, learning variables, classroom management.

1.2 Defining Educational Psychology

Educational psychology is a discipline concerned with the development and application of principles and theories of human learning. Educational psychologists study such topics as, the relationship between poverty and achievement in school, lifelong learning, quantitative methods, and emerging adulthood (Wittrock & Farley, 1998).

1.3 Education and Psychology

Education and psychology are interdependent. One psychologist said that I did not understand how a teacher could teach without the knowledge of education psychology. Psychology had changed the spirit of education and it gives new meaning to learning in classroom. It also changed the old concept of education where only upper class had the ability and right to learn. through educational psychology teachers could finally understand the human learning development, or the long-term changes in growth, behaviour, and knowledgeable, that helps them to kindergarten through the end of high school, students double their height, triple their weight, experience the social and hormonal effects of puberty, and improve basic motor skills, their health is generally good, through illnesses are effected significantly by students' economic and social circumstances (Roxana Moran).

Figure1.1: Student development

1.4 Student Development

Theories of student development (SDT) began in the early 1960s. It is the process in which individuals expand their capacities, present a growth in abilities and knowledge based on experiences; students develop. Ortiz (1995) and Evans et al (1998) present that knowing student development theories can help higher education institutions (school, faculty and administration) to provide better programs and services based on student diversity and particularities. There are various broad theories associated with student development theory which helps school better understand and support students and transition through their studies-year programs.

1.4.1 Physical Development

Children differ in physical, cognitive, social, and emotional growth patterns. Even identical twins, that have the same genetic make-up, are not exactly alike. They may differ in the way they respond to learn, affection, objects, and people in their environment. Some students are active, still others are typically quiet. Teachers may even find that some learners are easier to like. To help all of them, teachers need to understand the sequence of their development.

1.4.1.1Trends in height and weight

During the preschool and school years, growth in height and weight is steady. Children tend to grow a similar amount each year until the next major growth spurt occurs in early adolescence. Different organs grow at different rates. For example, the reproductive system

has a brief growth spurt just after birth, and then changes very little until just before sexual maturation (puberty).

There are other points to keep in mind about average height and weight. The first is that boys and girls, on average, are quite similar in height and weight during childhood, but diverge in the early teenage years, when they reach puberty. During adolescence, most growth in height generally occurs during one single growth period or "growth spurt."

1.4.1.2 Puberty and its effects on students

This is the most important stage in human development, its impacts the educational outcomes of children and adolescents. Puberty is the set of changes in early adolescence that bring about sexual maturity; it typically begins at about 10 or 11 and encompasses physiological, social, neurocognitive and emotional changes.

1.4.1.2.1 The effects of puberty

Hormones have negative and positive effects on children and teens' achievement, those effects are similar for boys and girls; generally girls are experiencing puberty earlier. However, negative effects are the follows:

> ➢ Emotional responses make adults and peer more unpredictable. This may in turn affect how they feel and behave at school.

> ➢ Maturation can prompt adolescents to engage in activities and roles for which they do   not yet have the appropriate cognitive skills.

Yet, there are some potential benefits,

> ➢ It makes students more receptive to rewards and feedback from teachers.

> ➢ Influence their motivation and behaviour for better learning.

1.4.2 Cognitive Development

Juan Piaget and William Perry asserted that we learn by thinking about and trying to make sense of what we see, feel and hear" (Hutchinson and Waters, 1987:43). In other words, he beliefs that the learner is an active processor, he thinks, guesses and interprets the giving information to make generalizations in rules to be applied in the target situation.

1.4. 2.1 Cognitive theory of Piaget

Cognitive development refers to long- term changes in these processes one of the most widely known perspectives on cognitive development is cognitive theory of Jean Piaget (1896-1980) who studied his children's intellectual development from infancy to adulthood, and how children and youth gradually become able to think logically and scientifically.

According to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge are based. He showed that young children think in strikingly different ways compared to adults. Piaget presented in his theory four stages from birth and beyond, however we specified only the stage of adults.

1.4.2.1.1 The formal operational stage: age 11 and beyond

In the last of the Piagetian stages, in which students begin to develop, ability to hypothesize, test and re-evaluate hypotheses. They begin thinking in a formal systematic way, by this stage; the student no longer requires concrete objects to make rational judgments:

➢ He or she is capable of deductive and hypothetical reasoning.

➢ His or her ability for abstract thinking is very similar to an adult.

➢ He or she always moves from one stage to the next in the same order.

However, teachers may have students in their classroom on different levels. There are many practical applications that can be made from Piaget's theory by using these in their teaching they can hopefully teach students in a way that will help them be the most effective learners.

1.4.2.2 Cognitive Theory of William Perry

Theories of William Perry (1913 – 1998) describe college level development; they study how student form an information about something, how they analyse problems and reason. In other words, how student will be able to interpret their experiences differently depending on their development.

Through this theory student will acquire knowledge, as well as developing thinking abilities. Beside this they can be creative in the way how they store this information. However, Perry's work explored the characteristics of brains during various stages of cognitive development as follows:

1.4.2.2 .1 Stage One: Dualism

Here at this stage students are able to distinguish between, black and white, good and evil, day and night. At this dualistic level, truth and knowledge tend to be seen, because their brains display the belief that all problems have correct answers and are solvable. In other hand authorities (teachers, leaders, and scholars) play an important role by providing them the right answers, and guiding them to what is appropriate for them.

1.4.2.2 .2 Stage Two: Multiplicity

The name came from the two types of problems that students may face, those which are solvable and those which their answers are not clear yet. At this stage students begin to form their overconfidence, they recognize that their opinions matter, and they begin to understand the ambiguity in authority knowledge and start to form ideas of their own without fear of being regarded as wrong; they directly put trust in their own inner voice. If it comes to problems they may find more than one solution, "none can be called wrong" (perry-1981).

1.4.2.2 .3 Stage Three: Contextual Realism

At this stage students begin to see themselves as less an absorber of knowledge, but as an analyser; they start utilizing their analytical thinking skills and critique not only the ideas of others but their own. Therefore, they begin to see all knowledge as contextual and relativistic (Perry, 1970, p.109). Student at this stage can answer questions depending on a specific context because their diversity is acceptable.

1.4.2.2.4 Stage Four: Commitment within contextual realism

As a finale stage where knowledge is in its way to be stored, student integrate knowledge from other sources with personal experience and reflection using the combination of personal experience and evidence learned from outside sources to arrive at conclusions. Student realizes the need to evolve and endorse their own choices from the multiple truths that exist in a relativistic world (king, 1978, p.39).

1.4.3 Social Development

According to Gordon Allport, social development uses scientific methods to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual, imagined or implied presence of other human beings.

1.4.3.1 Lev Vygotsky' Sociocultural Development

Beside Piaget' theory Lev Vygotsky proposed a seminal learning theory that has gone on to become very influential, especially in the field of education. He believed that children learn actively and through hands-on experiences, this sociocultural theory also suggested that parents, caregivers, peers and the culture at large were responsible for developing higher order functions. Vygotsky believed that biological and cultural development does not occur in isolation; humans use tools that develop from a culture, such as speech and writing, to mediate their social environments, he also claimed that the internalization of these tools led to higher thinking skills

1.4.3.2 Erik Erikson's Theory of Psychosocial Development: eight psychosocial crises of development

Erik Erickson, (1902 -1994) was influenced by Sigmund Freud, he explored three aspects of identity:

✓ The ego identity (self); every person has his or her own unique identity, which is composed of the different personality traits that can be considered positive or negative.

✓ Personal identity; the personal idiosyncrasies that distinguish a person from another, these personality traits can also be innate or acquired, and they vary from one person to another based on the degree of influence that the environment has on the individual

✓ Social/cultural identity; the collection of social roles a person might play.

Erickson's psychosocial theory of development considers that the external factors: parents and society have an impact on personality development, from childhood to adulthood. According to his theory, every person must pass through a series of eight interrelated stages over the entire life cycle. However, this study is specialized by the fifth and sixth stages of adults:

1.4.3.2.1 Stage Five: Identity vs. Role Confusion

This stage is noticeable when adolescence attempts to develop their sexual identity, through negotiating, struggling with social interactions and developing a sense of morality, it also gained through the discovery of oneself and in the course of finding meaning to their personhood. However, crisis that appear at this stage are like follow

➢ They may experience identity crisis as a result of the transition from childhood to adulthood

➢ Some adolescents may feel confused and are unsure whether an activity is age-appropriate for them or not.

> ➢ Crisis at this stage may also be brought about by expectations from themselves and from people around them.

1.4.3.2.2 Stage Six: Intimacy vs. Isolation

This stage is very apparent for young adults who are in 19 to 30years. Young adults need to form intimate, loving relationships with other people. Success leads to strong relationship while failure results in lowliness and isolation. At this stage student become worried about finding the right partner and fear that if they fail to do so, they may have to spend the rest of their lives alone.

1.4.4 Moral Development

Moral development refers to the changes in moral beliefs as a person grows older and gains maturity. It refers to the ways we distinguish right from wrong as we grow and mature and develop moral reasoning for making decision. Very young children generally do not have the same level of moral development as adults. It is the gradual development of an individual's concepts of right or wrong; conscience, religious values, social attitudes and certain behaviour.

When it comes to teaching and schooling. Teachers may fall into dilemmas while giving tasks to their students because they are diverse. It is Important to keep in mind that students develop their beliefs about right and wrong through morality of justice and morality of care.

1.4.5 Effective emotional development

"There can be no knowledge without emotion. We may be aware of a truth, yet until we have felt its force, it is not ours. To the cognition of the brain must be added the experience of the soul". Arnold Bennett (1867–1931). Teachers must be aware that their students' emotions are very important to acquire knowledge, they can easily control the tits the role of the teachers to make them feel that the lesson is easy or hard to get.

1.4.5.1 Affect and learning

Refers to the experience of feeling or emotion. Piaget (1981) noted: 'the term affectivity includes feelings, properly so-called, as well as the various drives or tendencies including 'higher tendencies' such as the will'. In the same aspect Dewey (1895, 1916) originally propounded the social conditions for learning, emphasising the importance of 'sharing in each

other's activities and in each other's experiences because they have common ends and purposes'. Others have regarded affect as a crucial component for learning in the classroom. In keeping with Carl Rogers (1951), who believed that personal growth is tied to the evident support of a caring person.

1.4.5.2 Cognition and learning

Reflection is a cognitive process that helps teachers to gain insights into the 'big picture' and rethink their practice, to learn from their experiences and help them to cope with similar situations in the future. Fullan (1993, 1999) argued that it is only through reflection at the personal, group and organizational levels that teachers will begin to question their practice and think differently about teaching and learning.

1.4.5.3 The synthesis of affect and cognition

The interaction between affect and cognition is not dissimilar to social cognition, which attempts 'to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others' (Allport, 1985). It studies the individual within a social or cultural context and focuses on how people perceive and interpret information they generate themselves as intrapersonal and from others as interpersonal (Steirnberg, 1994).

In the field of developmental psychology, Piaget (1981) used metaphor to encapsulate the interaction of affect and cognition: "affectivity would play the role of an energy source on which the functioning, but not the structures of intelligence would depend. It would be the patrol, which activates the motor of an automobile but does not modify its structure" (p.5).Benjamin Bloom (1981) developed a taxonomy of the affective domain, which attempts to describe how individuals' affective reactions are the basis for cognitive shifts, and notes also that cognition can trigger affective reactions. Zembylas (2002) claimed that teachers' emotional experiences and their reflection about their emotions are inextricably linked to their pedagogy.

1.5 Psychological Variables That Affect Learning

The behaviourism and cognitive theories define learning a foreign language as the result of an individual's direct interaction the environment; learners are influenced by the psychological variables that affect their achievement in learning a new language. More specifically, socio cognitive theory focuses on learning that is the result of observing others

or observing the consequences of the behaviours of others. However, the following learning types have a close look at the main contributions that socio cognitive theory offers to education.

1.5.1. Social learning

Social learning occurs when students learn through observing others or the environmental outcomes rather than from direct experience (Bandora, 2000). It also called indirect learning or observatolional learning. Moreover, this kind of socio cognitive learning courses a social learning tool called "Modelling".

1.5.1.1 Modelling

Bandera defines modelling as a cognitive, effective, and behavioural changes that result from observing others behaviours and explanations (Schunk, 2004). It is a very powerful learning tool. Although many of models from whom students learn are live-models, real people that they directly observe doing something. Learners are also affected by symbolic models; real and fictional characters that students observe indirectly through the media, by reading stories in books, magazines, and newspapers, or by watching films, videos, animations, and television (Kirsh,2006). Human are able to imitate models almost from birth (Collie & Jayne, 1999; Field, woodson, Greenberg, & Cohen, 1982).

In his study Bandura has given three main modeling effects which can be inhibitory, dis inhibitory, and facilitating.

1.5.1.2 Inhibitory Effect

Inhibitions are mental restrictions that students place in their behaviors, either for their own benefit or for the benefit of others, an inhibitory modelling effect occurs when observing the behaviour of others strengthens the inhibitions for the same behaviour in the observer . However, not all inhibitory effects in the classroom are negative. A student who typically interrupt others students while they are talking may become inhibited about doing so after watching another student being punished for interrupting an explanation offered by a classmate.

According to Bandera (1986), inhibitions can be strengthened by observing others being punished for their behaviour.

1.5.1.3 Dis inhibitory Effect

A dis inhibitory modelling effect occurs when observing the behavior of others weakens the inhibitions for the same behavior in the observer, in this case the observer anticipated a negative consequence for a behaviour, but the expectations are unmet, Similar to inhibitory

effects, dis inhibitory effects can be positive or negative, students can be successful by watching their peers success and verse versa.

1.5.1.4 Response Facilitation Effects

Modelling can profuse a response facilitation effect, which happens when an observer already knows about a certain behaviour yet the models' behaviour serves as a social cue or reminder to engage in the behavior, students whom close their books and make an eye contact with the teacher waiting him to allow the students to go for recess, after the bell rings, may facilitate the response of their classmates.

1.5.2 The Reciprocal Causation Model

A term introduced by Bandera (2006) to refer to the interrelationship between students' environment, their behaviours, and their personal beliefs. Bandera has classified all what have been said into three components which are:

1.5.2.1 Environment Component

Student have their own attitude beliefs toward learning a language, their attitude are influenced by their previous experience with family, teachers and their peers in other words it's what we call "social stimuli " that leads to a social learning. Social learning can affect the students' ability to a quire a new language, it occurs when learners learn from observing the behaviour of others, and from observing the environmental outcomes of the behaviour of others (Bandera, 2000). Because social learning is learning from others rather than from direct experience, it is also called indirect learning or observational learning.

1.5.2.2 Behavior Component

Students respond any given situation by a set of emotional or physical behaviours, some of these innate tendencies are constructive and others are harmful; positive emotions will improve learners' achievement in language learning. When teachers know learners problems, they could provide an appropriate and enjoyable atmosphere through lowering anxiety, and finding what motivates them to learn, consequently, student will trust their abilities and feel comfortable to learn the language.

1.5.2.2.1 Anxiety

Anxiety is a complex phenomenon; it is a human feeling of fear, worry, and nervousness. Most people experience anxiety in work, in education and in any life situation. In particular, anxiety is widespread among learners of foreign languages; negative feeling of apprehension learners experience during exams, presentation, and public speech make them waste their energy and love their concentration when performing tasks, anther researchers saw that anxiety is from the most factors that hinder learner's learning.

Anxiety defined by many researchers, according to Dornyei (2005) " there is no doubt that anxiety affects L2 performance most of us will have the experience that in an anxiety provoking climate our L2 knowledge often deteriorates: we forget things that we otherwise know and also make silly mistakes», students lose their concentration biologically, acceleration on heart beats and sweat, and on their behaviour, hesitation and avoidance behaviour

1.5.2.2.2 Lack of Mastery

Susan A. Ambrise, et al spoke explained how faulty methods of work or study, and narrowness of experimental background may affect the learning process of any pupil "when student lacks these key component skills, it can seriously impede their performance". In other words, if the school proceeds too rapidly, and does not constantly check up on the extent to which the pupil is mastering what is being taught. Furthermore, the pupil accumulates a number of deficiencies that interfere with successful progress; failure in history may be due to low reading ability or weakness in English, similarly, because of faulty instruction.

1.5.2.2.3 Motivation

Motivation in foreign language learning is a main concern of many researchers, emotions influence students' motivation to learn and vice versa. When learners are being motivated to study a language, the language provides better attitudes and feelings towards learning to perform activities and to learn the language. Many researchers consider motivation as a support to achieve a goal, in other words motivation is an urge which support learners to learn or perform tasks. In addition, Harmer (2000) stated that people succeed because they have an inner urge which encourage them to perform things successfully, he also said that «this desire to achieve some goals is the bedrock of motivation and if it is strong enough, it provokes a decision to act» Harmer (2007).

1.5.2.3. Personal component

Effective learning is related to students' feelings toward the new foreign language and their views and opinions about it. Brown (2000) claimed that: "the effective domain is the emotional side of human behaviour, the development of affective states or feelings involves a variety of personality factors ..." The following personal abilities have a direct impact on learners:

1.5.2.3.1 Self-confidence

Self-confidence or what we call personal-belief is an important factor in the educational success, it affects every aspect of building confidence in pupils, as it can help in preventing

the dropout rates, ensure them maintaining the love of acquiring a new language. The relationship between students' confidence and educational success is tightly intertwined.

1.5.2.3.2 Self-Efficacy

Bandera (1995) defines self-federacy as "the belief in one's capabilities to organize and execute the coerces of action required to manage prospective situation". In other words, it is the belief about one's capability to perform or achieve a certain goal, when students have high self-efficacy in a domain, they are more likely to work on challenging problems in that domain and persist in the face of difficulty (behaviour component), similar to the case of self-efficacy, students will learn more about outcome expectancy, which is an individual's belief in a positive relationship between performance and the outcome of such performance.

1.5.2.3.3 Self-Regulation

Self-Regulation can be defined as the ability to control all aspects of one's learning, from advance planning to evaluating performance afterward (Brunning, Schraw, Norby, & Ronning, 2004). Educational psychologists and educators alike are increasingly advocating the importance of emphasizing self-regulation in the classroom both to increase learning and to equips students with the tools to educate themselves throughout their lives (Alexander, 2006 ; Cooper, Horn, & Stratham, 2005.

1.5.2.3.4 Self-Esteem

A psychological factor that effects greatly learners especially foreign language learners, it's the belief of students in their abilities to do things successfully, and to perform activities with confidence and without fear of failure. Coppersmith (1967) wrote:

"By self-esteem we refer to the evaluation with the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which an individual believes himself to be capable, significant, successfully and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds toward himself".

.1.5.2.4 Intelligence

The term refers to the individual mental level. Success in school is generally closely related to the intellectual level. Pupils with low intelligence often encounter serious difficulties in mastering schoolwork. Jennifer A.Mangel, Brady Butterfield and Carol s. Dweck wrote in their article:

"Students' beliefs and goals can powerfully influence their learning success. Those who believe intelligence is a fixed entity (entity theorists) tend to emphasize 'performance goals,'

leaving them vulnerable to negative feedback and likely to disengage from challenging learning opportunities".

1.6 Conclusion

To conclude, it can be said that psychology is used as a tool for English language teaching. It endeavours to reach particular goals of English learners. To get to this aim, EFL teachers are required to predict and analyse learners' psychological needs. They also have to provide an appropriate learning environment. From this view, it can be stated that the EFL teaching process depends importantly on what a teacher knows about psychology. Therefore, psychological knowledge determines the teachers' ability of controlling his/her classroom and is a critical criterion in the distinction between effective and non-effective teachers.

The Practical Part

Chapter Two: The Analysis of the Results

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2.2.1.1 Data analysis

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2.2.2 The description of the questionnaire

2.2.2.1 Data analysis

2.2.2.2 Finding and results

2.3 Conclusion

2.1 Introduction

Teachers rely on their educational knowledge to manage their classrooms; this chapter examines the theories behind the use of psychology, describes the data analysis and discusses the two main tools: the interview and the questionnaire, to answer the research questions and to verify their associated hypothesis.

2.2 Data collection tools

Students who are about to graduate develop information through interviews, questionnaire, and sources like: books, articles etc. The most successful students quickly master these important skills sets. The interview and the questionnaire are among the most powerful tools of data gathering; they take different forms; a good interview can make a data report whereas a bad interview can sink it, and the same thing can be gained by the questionnaire. Reporter's interview and question bureaucrats, politicians, scientist, other experts, entertainers and the public.

2.2.1 The description of the Interview

In Education, EFL teachers are among the important people to be interviewed, they are responsible for a classroom full of students who are there to learn and grow, because their job is focused heavily on education, the aim of interviewing them is to ask questions designed to find out whether candidates are aware of the use of psychology as well as to be certain that we have a basic understanding of the work we did, and to investigate the use, effectiveness, and usefulness of psychology in high schools. However, we have preferred the structured interview with eight high school English teachers, because this type helps us gain the following advantages:

1- Obtain a detailed information about each teacher's feelings toward his/her job and if they hold certain knowledge about psychology.

2- Discover if all teachers have a psychological basic understanding of student's development and their learning variables.

3- To gain a better understanding of how teachers manage their classrooms and to learn more about their teaching strategies.

2.2.1.1Data analysis

Question01: What does learning a foreign language mean to you?

As an opening to our topic this question gives the opportunity for teachers to talk a little about themselves when theyused to be students, and how they adopt the process of learning a foreign language. Two of them said that learning a foreign language is the key to keep up with technology, and to communicate with people from different countries. Four said that discovering new culture, new life style, and different way of thinking and better understanding of actual surroundings can only be achieved by learning foreign languages. The rest are with the idea of learning any foreign language that may become international like Chinese.

Q2: Why did you choose teaching as a job?

Here we ask them whether their job of being a teacher was a choice or an unexpected choice. Three of them said that it wasn't their choice to be teachers because they were studying science and their Baccalaureate marks did not allow them to choose another speciallty, so they engage to English, and they get used to it till they found themselves as teachers. Two of them became teachers inspired by their high school's English teachers. One of them said that he has a bad level of English then he decided to be good at it till he found himself teaching in Turkey, another teacher said that his job as a teacher came from the sense of art; he sees teaching as an art, and he loved it heart and mind. The last one told us that he has chosen teaching English as a job in order to participate in the preservation of the language of science and technology through transferring of its five competencies to youth either public or private schools because his objective is facilitating and developing a better understanding of communication using a target language.

Q3: How would you describe yourself as a teacher?

Here we shed the light on teachers' thoughts about themselves as EFL teachers. What surprised us was when a teacher said that he personally does not describe himself as a teacher, but rather a learner, a facilitator, a guide, a prompter and many things except a teacher. Three of them love themselves as teachers because they see how their student's English level is getting better, and they identify themselves through the performance of their student. Another candidate wisely described himself as a doctor prescribing for each student the appropriate

method to learn. The rest described themselves as good teachers because they take into consideration the well preparation, the much effort while explaining lessons and the rosiness of their students' motivation, adding to that they give the correct form of English to their learners.

Q4: What do you know about Education?

By this question we move to the next level. This question incurs the teacher's background knowledge about education. One teacher says that he knows a lot about education, but it is never about knowing, it is rather by acting, thus, education is not only information but a weapon in time of wars, it is light in darkness, hope in hard times, happiness in tragedies, adding that education is not the way toward success, it is rather the right path towards happiness. Four teachers see that education is the only way to educate humans, because it is the process of receiving or giving systematic instruction, especially at high school where pupils need high level of education. The rest three teachers see education as a process facilitating learning to take the place under the guidance of educators, but learners may also educate themselves.

Q5: Do you see that Education and Psychology are complementary?

Teacher's opinions are important; here we asked them if they agree on the complementary relation between education and psychology, so all of them absolutely agree that education and psychology are inseparable, as education belongs to humans, therefore its psychology.

Q6: If you see Psychology as a part of Education, then what is your teaching philosophy?

It is related to the previous answers, if it is a "YES" then this question seeks to know the psychological things that always keep teachers motivated to do their jobs, the first teacher claimed that teaching and learning are very human activities; they are social just as much as they are in our case, that is why philosophies and techniques for learning languages are seen to develop and change in tune with the societies which gives rise to them. Four teachers said that seeing their student's English level getting better is the thing that motivates them about teaching. One teacher claimed that teaching is like running to reach new level of knowledge and when you reach that level you just notice another high level to reach, adding that teaching is an art and art has always a new shinning face. The last two teachers described their teaching

philosophy by patency, because it's the key to teach, and the only way to get experience, new methods and strategies, and without being patient you are losing control then you won't have the experience of teaching.

Q7: What do you do to remain focused on the use of Psychology with your students?

As future educational prospects, we asked each one of them about the way they remain focus on the use of psychology in classroom; their answers will be rewritten as pieces of advice for novice teachers, all the answer were alike, all of them confessed that students sometimes push them to lose control inside the classroom, later on they just solve the problem with such solution to avoid creating their own enemies inside the classroom, this flexibility always helps them facilitate the many stages and facets of misunderstanding.

Q8: What do your students and your colleagues say about you?

Like any domain where there are workers, the effectiveness of each one appears on others thoughts, when it comes to teachers their effectiveness appears on the way their students, and colleagues talk about them. Since all the teachers that we interviewed work with psychology their answers were almost alike, their students love their way of explaining the lessons, the methods and strategies they follow, three of them said that their students ask them always for additional hours not because they don't understand the lessons, but because they feel happy when learning English with this kind of teachers. Furthermore, some colleagues say "your students love you. Your ways of teaching are likeable".

Q9: What can you bring to teaching that makes you unique?

The differences in personalities reveal creativity. This question shows the things that make each teacher unique, young teachers said that she sometimes take her students outside the class to learn new things in nature, or to teach them how to make their own learning environment, her colleague said that she was the first at high school who organized time for some groups to learn the same lesson at the same day, rather than teaching each group the same lesson in two weeks. Another teacher said that the long-term career and experience is the key to define what makes him unique and witness any contributions that he make towards teaching and education. An old teacher saw music as a way to teach some students and bringing joy to the class he said that he is the only one bringing his students a radio cassette playing old songs that he used to hear and learn by them, he said that this method is effective

and makes him special. Two teachers said that they always teach for 45 minutes leaving the last 15 minutes to tell a story or to hear their student's stories, and sometimes they play games that are very helpful to learn. One teacher said that she gives each student the opportunity to perform anything they understand concerning the lesson by a play or a song or by playing her role inside the class, she confirms that this way brings fun to the class in same time she can evaluate her students and see how they reflect her to better her way of explaining. The last teacher said that she always ask her students to bring something related to the next lesson into the class, and she asks them to explain why he or she brought that things and why they see that it has a relation to the lesson.

 Q10: Are you aware of the student development and psychological variables that affect learning? How would you deal with them?

The physical and psychological variables affect the spurt of learning; here we asked teachers if they are aware of these variables, and how they deal with such variables, because we dealt with teachers who have experience, so they are all aware of them. They said that students are different starting by their background, age, gender, social status to their competencies, knowledge, and abilities to cope with the tasks in hand.

They believe that any teacher should conceder his/her learner's psychological status, family problems, financial situation. Thus, s/he   has to be careful when dealing with any lesson. Students suffer as adults or maybe more from depression, anxiety, stress, worry, luck of tenderness, and many others feelings and emotions.

One teacher thinks that the best way to deal with it is to make them feel as they are part of their lives, be open to them, share with them, let them trust them and involve them in a way that helps, comfort and change them from worse to better. After all, students will not remember grammar rules or vocabulary building, but rather, the way they have been treated, the happy moments they spend with them while teaching, interacting and learning.

 Q: 11 if the school is a part of community then, what can you provide to create appropriate learning environment in the classroom?

The School is a part of the environment, in order to prove that we ask them how they create an appropriate learning environment inside the classroom. One novice teacher said that the school is the most important part of the community, "if we want to have a good society

then we should take care of schools, if we want to take care of the environment we should take the opinions of students." He illustrated his belief by the educational system in Finland, where they give the choice to students to design each detail in their schools, so that they feel responsible to learn; Finlandians educational system is one of the most successful systems because students are in charge of its operation just as much as teachers are.

Others said that the classroom is a universal environment, by teaching learners love, responsibility, social manners and rational thinking; teachers are creating and constructing an appropriate learning environment. Hence, involve the learners in real life situations, will ultimately contribute to the building of their personalities

Q12: According to your own experience, what are your strengths and weaknesses?

Seeking deeply inside teacher's experiences this question asks teachers to describe the way they negatively and positively see themselves, so their strengths occur in the establishment of good, clean, appropriate relationships with learners as well as the staff working in the same school. Besides, teaching requires learning; they never stopped learning, making research, trying their best to avoid confusion, self- correction and other variables.

However, their weaknesses can be described as human, i.e. they care too much, they feel sorry for some learners for one reason or another, some students need affection more than language and grammar, sometimes they tolerate too much, and few of them learned not to say 'NO', and they regret not having to make it easier every time they present a lesson.

Q13: Have you tried to over-come or bring improvement on your weaknesses?

It is a Yes-No question to see whether teachers have brought any improvement to their weaknesses or not, and the answer was "YES" they are all in a way or another trying their best to better, develop their performance.

Q14: What kind of solutions do you implied to improve such weaknesses?

We related this question to the previous answer. All the teachers said that they are till implying some methods to improve such weaknesses. Among these methods is to uncover the why; by listing the main reasons they are teaching a particular course. To stop shouting on students in public, because the latter transforms learners from friends to enemies, in other hand speaking in private solves the problem. One teacher added that he brings his creativity

into the classroom to evaluate his performance. Three of them see attending English conferences as a way to learn from other teachers experiences. One teacher claims that staying close to learners and having a good relationship with them will enable the teacher to discover what s/he has missed in or outside the classroom. Another teacher adds that annotating with students is a way to be active and alert readers, rather than passive and disengaged readers. One said that giving the opportunity for students to speak about themselves, helps her to understand each student's style of learning.

2.2.1.2 Findings and results

Through the response perceived from EFL teachers' structured interview, many assumptions and concepts have been clarified and highlighted. According to EFL teachers' view, psychology is very important for better performance in classroom situations.

In this sense, their response can help us form some basic points as cited bellows:

- ✓ Psychology is so significant for EFL teachers which should focus on learners' diversity.
- ✓ Teachers' psychological knowledge helps them to better control their students learning variables.
- ✓ Understanding psychology could change the EFL teachers and enhance their different roles in the classroom situations.
- ✓ Algerian EFL teachers face some issues such as:
  - How to remain the use of psychology inside the classroom.
  - Lack of authentic materials.
  - Lack of collaborative teaching.
  - Learners' target needs are less considerable.
  - Some basic solutions were suggested by the EFL teachers as following :
    - Having a psychologist inside the classroom.
    - Establishing training courses of psychology especially for novice teachers.
    - Providing appropriate EFL materials.
    - Moving away from teaching EFL theories to practice (language use).

2.2 The description of the Questionnaire

This questionnaire is addressed to forty high school students, aged from 15 to 20 years old, who are asked to supply information about their English teachers, we have chosen the mixed type which consists of thirteen questions, designed to measure teachers' classroom management in order to help in improve the teaching/learning of English as a foreign language.

2.2.2.1 Data analysis
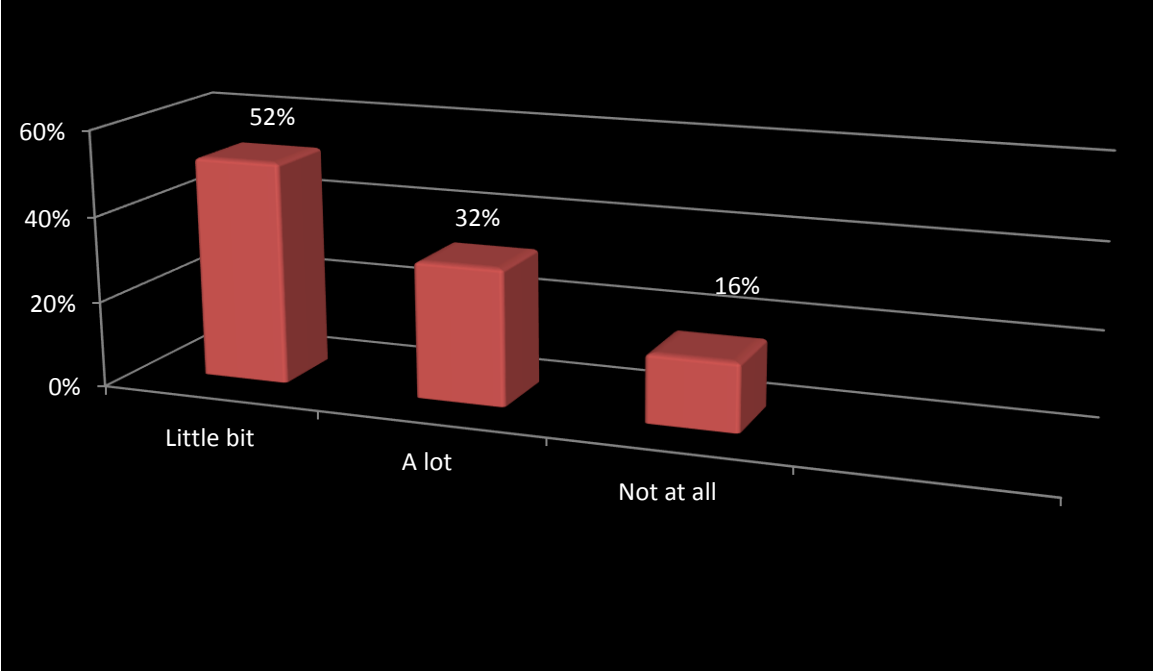
Q1: Do you like English lectures?

Figure 2.2: Student passion toward English lectures

It is noted that 52% of the respondents are little bit interested in English lectures.32% of them claimed that they adore to attend English sessions a lot, 16% proclaimed that they do not enjoy them at all.
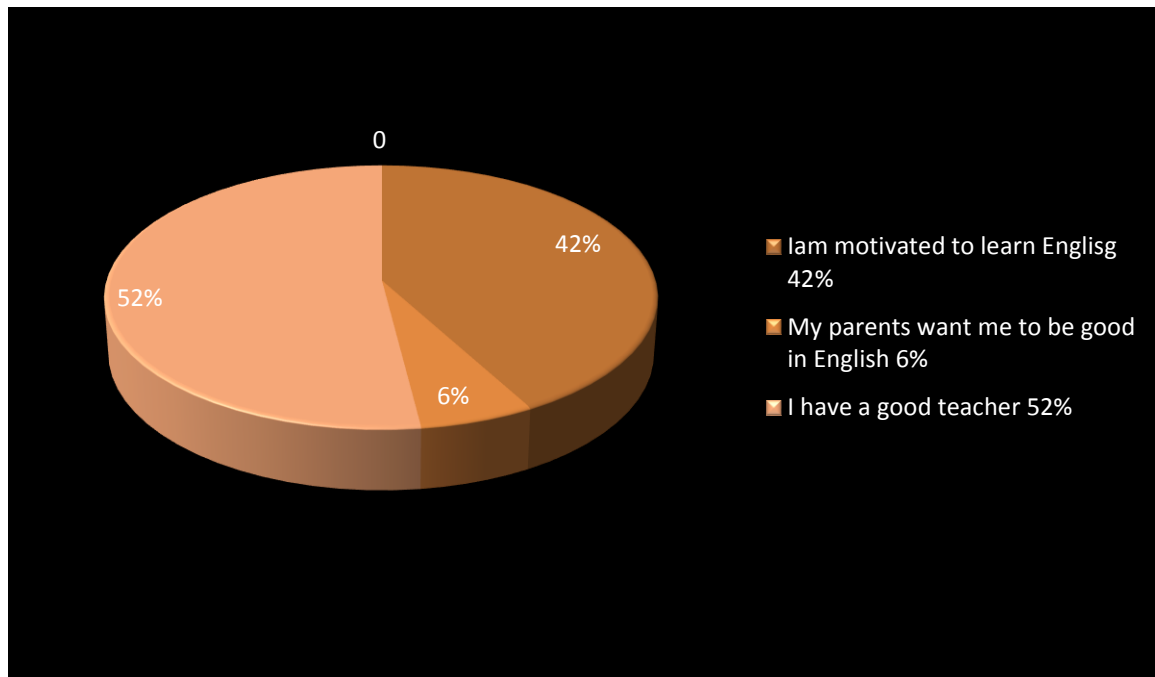
Q2: If yes, what makes you interesting them?

Figure 2.3: the reasons of students' interest in English lectures.

As it is described in the pie chart above, the most of participant (52%) like the English lectures since they have a good teacher. While 42% are motivated to learn English. Only 6% said that their parents want them to be good at English.

Q3: How is your relation with your English teacher?

The larger part of participants declared that they have good relationship with their teachers as well as they enjoy attending English lectures because of their prodigious and excellent teacher, who loves his/her students also coveys knowledge and facilitates it to every students' level. Smaller part said that they do not understand English at all, but they like the session because of their teachers' attitude, interaction with students. However, few of students stated that they have worse relationship with them.

Q4: How do you want your English teacher to be?

All the learners want their teachers to have high level of education, high principled. And to be respectable, gentle, enjoyable, likeable and facilitator. The most important characteristic of the lecturer is to be creative while sharing all his/her educational knowledge.

Q5: Does your teacher help careless student?
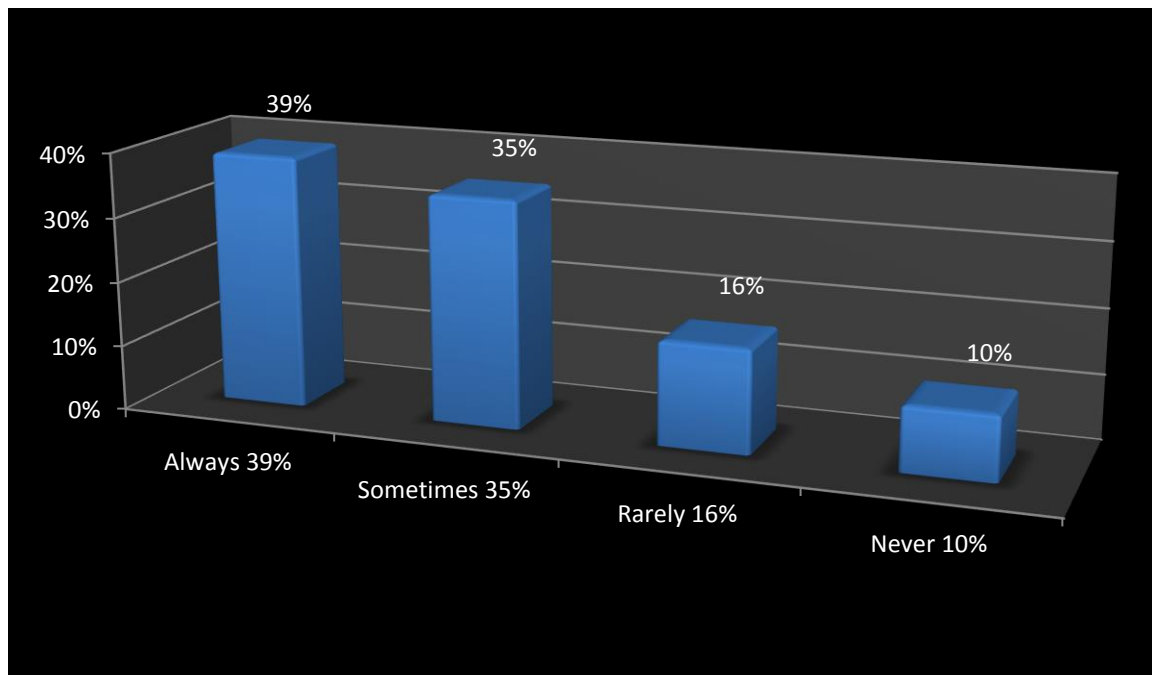
Figure 2.4: cooperation of the teachers towards careless students.

According to survey we found that 39% of respondents approve the fact that their teachers are cooperatives. 35% said that it is occasionally less, while others about 16% claimed it is rare. The minority of students (10%) assented that their teachers are not attentive towards careless students.

Q6: Does your teacher shout on or insult trouble makers in class?

The results of the survey show that 48% of respondents declared no, whereas 52% of them approved that their teachers embarrass them inside the classroom especially rowdy students.

Q7: If yes, does that have an impact on your learning?

The students are influenced negatively by teachers' bad treatment towards them which leads the learners to hate either the teacher and his/her lectures. As result, students' motivation and participation inside the classroom decreases.

Q8: If no, how does he deal with such pupils?

Teacher deals with such trouble makers through advising and encouraging them in order to avoid such misbehaviours or attitudes. Moreover, students claimed that they accept the advice more than being embarrassed front of their classmates which motivate them to attend his/her English lectures.

Q9: Named the body language that your teacher use while explaining the lecture?

The majority of students asserted the teachers' body language used in the classroom as facial expressions, eye contact, hand jesters and use the whole classroom, Whereas, few of them mentioned only standing behind the table too long with crossing arms over chest.

Q10: Does your teachers give moral support inside the classroom?

The larger part of students (87%) proclaimed the importance of psychology inside the classroom. In addition, they confirmed the use of supervisor' moral support. Because it allows them to perform their skills. 12% of them stated the decrease of psychology moral support.

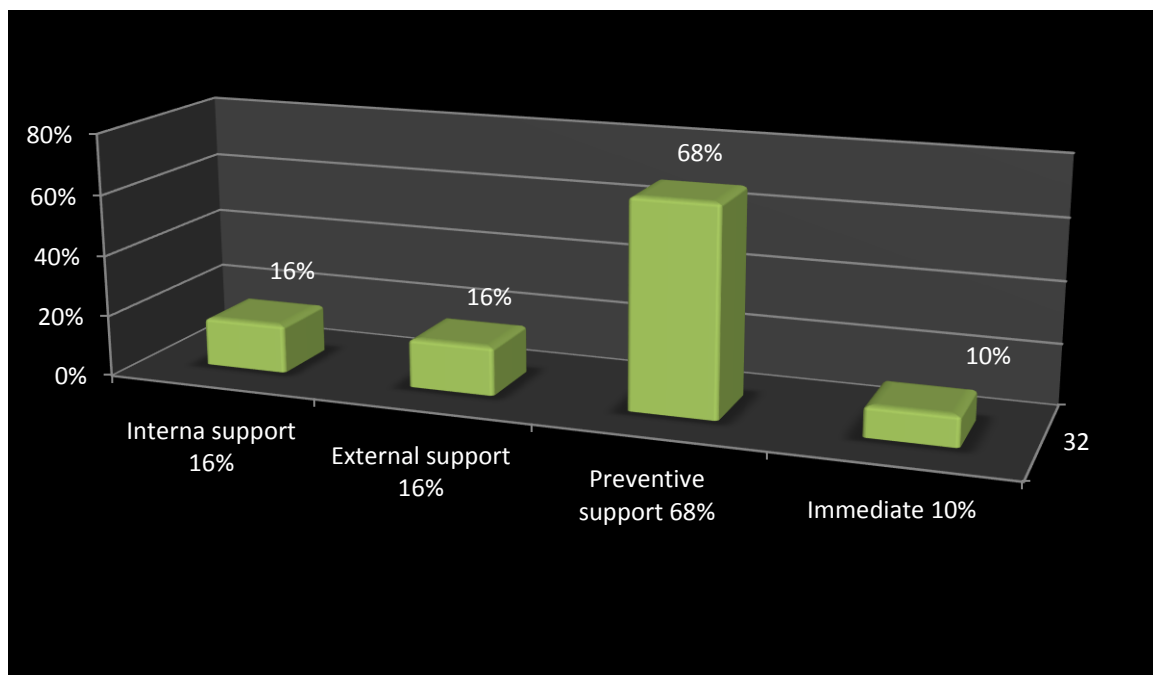Q11: If yes, what kind of support you prefer?

Figure 2.5: learners' preferable support.

The survey population presents several kinds of support that the learners prefer. More than half of respondents (68%) preferred the preventive support. The internal support and the external support are similar in the result (16%). On the other hand, 10% selected immediate support.

Q12: Does your teacher give you opportunities to speak about yourselves inside the classroom?

The participants were asked if they obtained the chances to express and speak about themselves inside the classroom. We noticed that 80% of students claimed yes he/she does. However, others have no opportunity.

Q13: Do you like the way how your teacher manages the classroom?
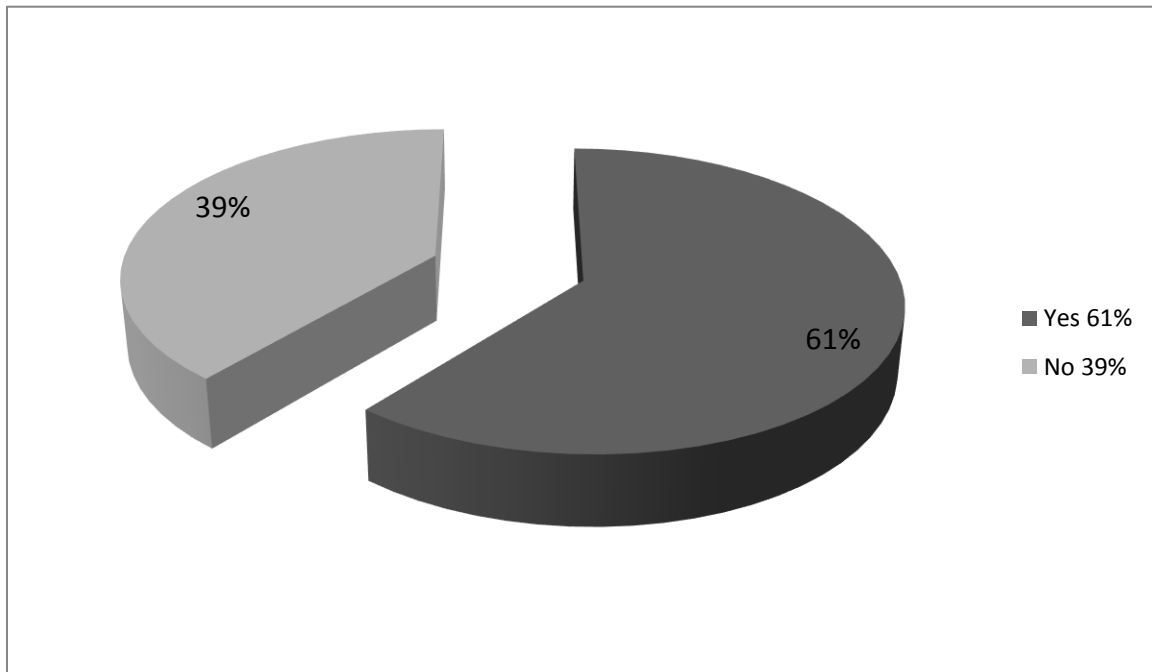
Figure 2.6: respondents' opinions about English teachers' classroom management.

From the pie chart above, it is clear that the predominant participants (61%) asserted that they have a remarkable admiration for their teachers' classroom management. In contrast, 39% of them they despise it.

2.2.2.2 Findings results

In this study we hypothesize about the relationship between EFL teachers and their students, also we hypothesize that psychology may enhance teachers' performance in the classroom.

From the data analysis of the questionnaire and the theoretical review in chapter one, our research comes out with the following results:

✓ The love of attending English lectures is directly related with the way teachers behave with their students.

✓ Students see Teachers who take care of their psychological background as a part of taking care of them.

✓ The students insist on mutual respect.

✓ Learners like teachers who have creative strategies to explain lectures according to their different learning capacities.

2.3 Conclusion

From the candidates' responses to structured interviews, they agree that psychology does have a great and tangible impact on their performance as it has on their learners' achievement. This impact is significantly noticed in modifying their attitudes, methods and approaches toward EFL teaching. They also affirmed that having basic psychological knowledge contributes a lot in solving EFL teaching problems. The students' questionnaire analysis asserted that Algerian EFL teachers are in need for the psychological consideration for better performance in the classroom situation, because their task of educating English learners requires more than having a general background about language teaching. Also, they are concerned to know how to enable their learners to use this knowledge in the target situation where it is important to identify their needs previously.

General conclusion

General conclusion

This study has investigated the psychological side of EFL teacher's performance in the classroom. It stressed the point that, along with educational knowledge, EFL teachers' understanding in psychology secures better results in their pupils' achievements.

The results' analysis of both the questionnaire and structured interview accord closely with predictions. Data interpretation shows the significant impact of the use of psychology on EFL teachers' performance in the classroom situation. The majority of them affirmed that their performance was related or affected by psychology. They stated that it is a helpful source to understand learners' target needs as well as get effectiveness and experience.

In addition, they affirmed that good understanding of psychology helps them to change, modify and better their teaching approaches and methods, and develop their teaching competence.

Finally, this study has shed light on the most important issues for EFL lectures at the Algerian secondary. Actually all the interviewees are interested in the use of psychology and are aware that such a factor facilitates their performance and helps them play their different roles effectively in the classroom.

Pedagogical Recommendations

Based on the findings of the study, EFL teachers believed that psychology enhance their performance so that we can state some recommendations and suggestions to be taken by the EFL stakeholders concerning EFL teaching process in high education:

1- The Ministry of Higher Education and Scientific Research should adopt a policy of psychological training courses for EFL teachers across the country.

2- The Ministry of Higher Education and Scientific Research should clarify the relationship between what is taught in EFL and how it should be performed in the classroom.

3- EFL teachers should adapt learner-centered approach in teaching EFL classes.

4- The Ministry of Higher Education and Scientific Research should offer a psychologist at each high school.

5- Stakeholders should consider learners' target psychological needs in designing EFL courses and identify teaching purposes.

6- EFL teachers can use relevant authentic materials such as videos, plays, dictionaries and workbooks that should be useful and focused on what and how EFL learners are learning.

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Appendices

Students' Questionnaire

Dear students

This questionnaire concerns didactics research in Educational Psychology for master's degree students, it aims to figure out how the impact of psychology takes its place in EFL teaching/ learning. It is important that you answer each question carefully, so that the information provided reflects your situation in English session.

Part one

- Gender: ☐Male   ☐Female

- Age: …..

Part two

1. Do You like English lectures?

☐A lot   ☐ little bit   ☐ Not at all

2. If yes, what makes you interested in them?

☐I am motivated to learn English

☐my parents want me to be good at English

☐I have a good teacher

3. How is your relation with your English teacher?

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4. How do you want your English teacher to be?

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……………………………………………………………………………………………….

5. Does your teacher help careless student?

    ☐ Always   ☐ Sometimes   ☐ Rarely   ☐ Never

6. Does your teacher shout on or insult trouble makers in class?

    ☐Yes   ☐No

 7. If yes, does that have an impact on your learning?

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8. If no; how does he deal with such pupils?

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9. Name the body language that your teacher use while explaining the lecture?

☐Facial appearance   ☐ Eye contact   ☐Standing behind the table too long

☐Hands jesters   ☐Use the whole classroom   ☐Crossing arms over chest

 10. Does your teacher give a moral support inside the classroom?

    ☐ Yes   ☐No

11. If yes, what kind of support do you prefer?

    ☐ Internal support   ☐ External support   ☐ Preventive support

                        ☐Immediate support

12. Does your teacher give you opportunities to speak about your selves inside the classroom?

    ☐Yes   ☐No

13. Do you like the way how your teacher manages the classroom?

☐ Yes   ☐ No

Thank you for the kind cooperation

Teachers' Structured Interview

Our dissertation topic is about Educational Psychology; how Psychology makes an effective teacher?

Questions as follows:

1- What does learning a foreign language mean to you?

2- Why did you choose teaching as a job?

3- How would you describe yourself as a teacher?

4- What do you know about Education?

5- Do you see that Education and Psychology are complementary?

6- If you see Psychology as a part of Education, then what is your teaching philosophy?

7- What do you do to remain focused on the use of Psychology with your students?

8- What do your students and your colleagues say about you?

9- What can you bring to teaching that makes you unique?

10- Are you aware of the student development and psychological variables that affect learning? How would you deal with them?

11- If the school is a part of community then, what can you provide to create appropriate learning environment in the classroom?

12- According to your own experience, what are your strengths and weaknesses?

13- Have you tried to over-come or bring improvement on your weaknesses?

14- What kind of solutions do you implied to improve such weaknesses?

Thank you for accepting our request to be interviewed

نبذة مختصرة

يتمحور موضوع هذه الدراسة حول فعالية علم النفس في تحسين أداء أستاذ اللغة الإنجليزية كلغة أجنبية داخل القسم.

بجانب المهمة الأساسية للأستاذ بتوصيل العلم و المعرفة، عليه أن يكون على دراية تامة بكيفية توصيلها، هذه الأخيرة ستمكنه من فهم تلاميذه و كيفيتهم في انتقاء المعلومات و حفظها، إضافة إلى ذلك علم النفس سيساعده على سد حاجياتهم النفسية و من ثم المعرفية.

يتطرق هذا البحث أولا إلى تقديم مفاهيم عامة لعلم النفس، كيفية ارتباطه بالتعليم، أهم التطورات التي يمر بها التلاميذ بالمدارس الثانوية بالإضافة إلى أهم التغيرات النفسية التي تؤثر على تعليمهم. بالنهاية يتضمن هذا البحث مجموعة من التوصيات التربوية التي نرجوا أخذها بعين الاعتبارر.

Abstract

This dissertation is about the effectiveness of educational psychology on the EFL teachers' performance in the classroom.

The teacher role is to find the appropriate methods, techniques and approaches to convey knowledge, beside this he has to be aware about the importance of psychology in understanding his student's way of learning, and to address their psychological needs and problem.

This study starts by a simple definition of educational psychology, how psychology has related to education then, the students' development and their psychological learning variables. Finally, we ended this work by providing some suggestions and recommendations.

Résumé

Ce travail de recherche porte sur l'efficacité de la psychologie dans l'amélioration de la performance de l'enseignant d'anglais comme langue étrangère.

A côté de la principale tâche de l'enseignant à transmettre la connaissance relative à la même langue, il est dans l'obligation d'être pleinement conscient de la façon de la transmettre. Cette dernière lui permettra de comprendre ses disciples, comment sélectionner et enregistrer les informations. De plus, cette psychologie contribuera à combler leurs besoins psychologiques et cognitifs .Cette recherche traite de l'introduction des notions générales de la psychologie, de son rapport avec l'éducation, les développements les plus importants chez les élèves de secondaire ainsi que les changements psychologiques affectant leur

apprentissage .Enfin, cette présente étude comprend une panoplie de recommandations que nous espérons être prises en considération.