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Quality Education: Implementing Innovation and Change in Communication Language Oriented Teaching
Case of 1ˢᵗ Year EFL Learners at Tlemcen University

Dissertation Submitted to the Department of English as a Partial Fulfillment of The Requirements for the Degree of Master in Didactics and Assessment

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Declaration

I declare that **Quality Education: Implementing Innovation and Change in Communication Oriented Teaching: Case of 1st Year EFL Learners, EFL Learners** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Nassima BOUKHARI

Dedications

This work is dedicated to my lovely parents.

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Abstract

Globalization has resulted the integration and interaction among nations, in which international trade and investments are guided by the information technology. As a result, education has been the major shift that marks the twenty-first century due its great concern. Today's knowledge-based education era witnesses a growing demand of a good quality education since it correlates directly with human recourses. In other words, the power of education helps to ensure that everyone fits in today's knowledge society. Therefore, the current research aims to provide definitions and details about quality education, with reference to Algerian context. The researcher focuses on the process of innovation and change in this millennium, and its requirements in order to achieve the expected change. Specifically, to talk about the importance of communicative language and its contributions in today's education. First year EFL learners at Tlemcen University were taken as a model, with their teachers of oral expression. The research findings and conclusions show that there is a gap of understanding the concept of quality and is implementation in specific contexts, as well as, the difficulties occurring when teaching communication in Algerian EFL department such as lack of the quality of technology, classroom size and teacher's profile. Finally, the researcher provided the possible suggestions and solutions in order to improve the quality of CLT, and reach effective learning.

Table of Contents

List of figures

List of Acronyms and Abbreviations

CBA: Competency Based Approach.

GTM: Grammar Translated Method

ELT: English Language Teaching

ICT: Information Communication Technology

UNESCO: United Nations for Education, Science and Culture Organization

EFL: English as a Foreign Language

TED: Teacher Education Development

CLT: Communicative Language Teaching

CC: Communicative Competence

LCE: Learner Centered Education

General Introduction

General Introduction

Due to the development of international education in today's world, the need for good quality education is pre-requisite, in order to provide learners with capabilities they require to become economically productive, develop their sustainable life hoods, and enhance their individual well-being. As a result, parents worldwide want to ensure that their children are receiving adequate schooling in order to develop a balanced set of skills and capacities that cope with this millennium. Yet, since the advent of globalization, English is becoming a key factor in the development of the nation economically and globally, as a result, the need to learn English and to communicate effectively in today's global world is necessary. However, the implementation of a well-planned innovation and change is considered as the main shift to reach effective teaching and better quality education. This research aims at investigating the quality of education in general, and specifically in Algerian context, as well as, to shed lights on the process of innovation and change, and how it can be managed and implemented by different stakeholders, and eventually to improve the quality of communicative language teaching.

The main concerns of this research are: to implement innovation and change, to reach a high steady build up EFL department, to reveal the gaps behind the quality of CLT in EFL Algerian context, and to eventually suggest and recommend some solutions, in which the quality of CLT can be improved and evolved.

The study addresses the following questions:

1- To what extent can innovation and change contribute to a high quality education in English language education?

2- How can Communicative Language Teaching (CLT) be improved in EFL Algerian department?

As a major step of any research, the researchers put forward the following hypotheses:

1- Innovation and change contribute to higher quality education in English language education in many ways in which the followings are the most important: technology, innovative language teaching techniques and better quality of CLT implementation.

2- The implementation of innovation and change in CLT EFL Algerian context can be improved in the size of the classroom that should not exceed 20 students, the quality of the content of lectures, logistics, and the teacher's profile.

The researcher relies on studying a case study of 1st year EFL learners at Tlemcen University, investigated through a classroom observation during CLT secessions in order to observe the needed items inside the class, and followed by an interview with four oral language teachers, to investigate and understand the current case of English language teaching in Algeria.

Yet, the present work is divided into two chapters. The first chapter explores the definition of quality education, the process of innovation and change, and its implementation in order to reach better and effective teaching conditions. Therefore, to focus on the role of English language teachers as agents of change and the requirements they should embrace to cope in the twenty-first educational setting.

The second chapter aims to explain the importance of communicative language teaching, as well as, its pedagogy and requirements. Alongside, two research instruments will be conducted that includes an interview and classroom observation. The necessary analysis about the collected data and research findings will be discussed, and solutions and recommendations will be suggested in order to improve the quality of teaching communication in Algerian universities. Finally, this work tends to implement innovation and change and achieve adequate teaching conditions.

Chapter One:

Literature Review

Chapter 1: Innovation and Quality Education in English Language Teaching

1.1 Introduction

Quality education does not only mean those economic measures and formulae, but also represents all the educational indices that reflect real quality of classrooms. Outcomes that encompass knowledge, skills, and attitudes, are linked to national goals for education and positive participation in society. However, definitions of quality must be open to change and evolution based on information changing context, and new understandings of the nature of education's challenges. Systems that embrace change through data-generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). There are two main principles underline most attempts to define quality in education; the first is to identify learner's cognitive development as a major explicit object of all education systems. The second emphasizes the role of education in promoting values and attitudes for responsible citizenship and emotional development. Different key factors about quality education will be discussed, in addition to the focus on the process of implementing innovation and change that will be tackled, and finally to provide the different models of good teachers required in today's educational context.

1.2 Innovation and Change in Education

Today's globalized world is in an increasing demand for effective teaching and better quality education that requires innovation and change in order to reach higher stages. Innovation and change are commonly used in common place, it is a buzz term used rightly or wrongly by people. However, the nuance between innovation and change is that: '' innovation is more than a change, although all innovation involves change'' (White, 1987. 211). Innovation is a planned or managed change (Hey Worth, 2003, p.10).

Therefore, the conceptualization of the educational innovation process can be viewed in 3 phases; first, variously labeled initiation, mobilization, and adoption (idea to proceed with change); second, Implementation or initial use, input idea or reform into practice. Third, called continuation, incorporation, routinization, or institutionalization whether the changes get build or disappear.

Innovation and change can be applied by taking into consideration the following parameters: utility which means the purpose of the change, feasibility which is about the ability to it or not, economy whether it costs a lot to change something, acceptability to see if it is accepted by students and parents, measurability in order to assess the effect of innovation, opportunity by taking other actions in parallel to compare, sustainability by not asking about the traditional recourses, manageability is the availability of necessary management tools, and impact which means the success of implementing language learning and achievement. Since the growing importance of the English language, it is getting in the global world, and it is imposing itself.

As a result, education authorities abroad do their best to facilitate learning language because of its importance to reach high quality education. Stating by Rogers:

> *It matters little whether the idea is ''objectively'' new as measured by the lapse of the time since its first use or discovery. The perceived newness of the idea determines his or her reaction to it. If the idea seems new to the individual, it is an innovation.*

> (Rogers, 1983: 11)

In other words, the fact of creating something new or doing things differently by teachers is undoubtedly considered as an innovation. Finally, if teachers want to implement a change, admittedly the process of introducing change is rather a daunting and complex task, therefore, any attempt to introduce innovatory ideas requires efforts, resources, and costs.

1.3 Quality Education Defined

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and

which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

One is probably wondering what is quality in an educational context? Many scholars have provided several definitions about quality education including all the aspects involved both in the teaching and learning process. Therefore, Adams claims that efficiency, effectiveness, equity are terms that go synonymously with quality label (Adams, 1993).

Quality education can have different definitions and views from relevant stakeholders (Motala, 2000; Benoliel, O'Gara & Miske, 1999). Yet, every one of us is judging the quality in educational settings according to the final goals for our children, community, country, as well as our selves (Beeby, 1966). Scheerens (2001:4) explains that:

> *The quality of education is likely to be defined differently from the point of view of national policy makers, school governors and managers, teachers, students and the parents of students, although there is likely to be a common core of interest in educational outcomes.*

(Scheerens, 2001:4)

In other words, education is seen as the process in which learners gain and grasp new knowledge, while quality is the good way these learners should be imparted and taught, in order not just for the sake of conveying messages, but to make use of information significantly and properly in their sustainable life hoods. As a result, stakeholders including parents, learners, governors, inspectors, policy makers and teachers are the responsible for the change towards betterment of quality education. Yet, high quality education is one of the human rights for its vitality as posited by the UNESCO, it is rather a measurement taken into consideration when classifying the development of countries, as well as, the evolving educational systems.

Consequently, high quality education should be the rationale of the present formal education, and not least a further vision for better future generations.

1.3.1 Quality in Algerian Higher Education

Higher education in Algeria is subject to the authority of a Ministry of Higher Education, who prepares and implements government policy on higher education and scientific research. Article 53 of the Constitution of 1996 stipulates that the State shall organize the education system and specifies that, for all Algerians (EACEA agency: 2012, P: 4):

- The right to education is guaranteed;
- Education is free within the conditions defined by law;
- A compulsory basic education.

Algerian Higher Education focuses, in its strategy, on various axes about whether national and international scope (EACEA agency: 2012, P: 9):

- University-enterprise cooperation: One of the objectives of course reform is to place universities at the heart of the country's economic development by ensuring the production and dissemination of knowledge, mastery of technology, promotion of research and development and training of the human resources on which these aspects depend.

- International cooperation: In a context of globalized science, in which national research systems are increasingly tied into wider scientific and technological areas, research activities are often undertaken jointly by research teams drawn from several countries. In view of the strategic significance of human resources in higher education and scientific research, the Ministry of Higher Education and Scientific Research initiated a process of reflection on this issue.

The Algerian system is witnessing a very serious decline of educational standards. In the early 1970s, the Algerian university was a pole of excellence, a pop of world wider; and now we are lagging behind developed universities because of the lack of adequate infra-structure.

However, it is due to many facts, for instance, most teachers are overworked under paid disillusions since they do not believe it worth, teachers' methodological

and language proficiency is below the accepted level, lack of teachers' motivation, the focus on teacher-centered, both teachers and learners use Arabic excessively during the English lectures, and mixed-ability (under-achievers) and crowded classrooms.

Moreover, it is still about the three T's: textbook, test, and teacher. Education sometimes derogatory a formal method of teaching, in which the focal points are the blackboard and the teacher's voice, as, contrasted with more informal child-centered activities. The problem of obscurities; when teachers do not enlighten the minds of pupils, instead, they blacken their minds by making them not open to modernity.

As a result, and in order to improve the quality of the situation of English Teaching in Algeria, in 2001, the Ministry of education announced the educational reform and numerous changes have occurred. While English is still considered as the second foreign language in the Algerian Educational National system after French, it has received a considerable attention. Therefore, many approaches and methods were adopted and applied in the Algerian context.

Firstly, the Grammar Translation Method which was applied in 1960s, dating back to the late nine-teenth and early twentieth centuries. The GTM was originally used to teach 'dead' languages such as Latin and Greek; classes are taught in the students' mother Tongue. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Often the only drills are exercises in translating sentences.

Then, moving to the direct method, in which only the target language should be used in the class, meanings should be communicated directly, and reading and writing should be taught only after speaking. Next, the structural syllabus, also known as grammar approach, attempts to strike the balance between the formal teaching of grammar with a heavy use of a meta language and translation tasks with less use of the learners' mother tongue, recognized by Alexander's popular ELT books: 'Practice and Progress', and 'Developing Skills'. In addition, the CLT, which is a functional approach, using language to perform functions in order to reach some communicative purposes.

Finally, by the late of 2003, a new approach called the CBA was applied. The CBA focuses on teaching the skills and behaviors needed to perform competencies and intended to make the quality of learning and teaching better due to its focus on learning outcomes (Longman Dictionary, Fourth Edition). Richards and Schmidt (2002) defines CBA as:

> *An approach to teaching that focuses on teaching the skills and behaviors needed to perform competencies. Competencies refer to the students' ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life.*

(Richards and Schmidt, 2002: 94)

The CBA eventually can be regarded as an extension of the CLT movement.

1.3.2 Quality of the Content and Teaching Materials in EFL Classrooms

Arguably, English Language teaching possesses three perspectives. First, a pedagogical dimension, i.e., teaching English since it is a part of the curriculum. Then, an educational perspective; it is a sign of well-educated person, i.e., using English abroad with natives. A philosophical perspective, that aims to a cultural understanding, in other words, to become tolerant vise a vis others and establish mutual understanding and world peace. As a result, good quality content should hold tight all the already prescribed parameters in order to reach an effective teaching.

The quality of the content and the teaching materials including the techniques and the methods used inside classrooms should encompass meaty resources which are selected carefully in consonance with the learners' level, the learners' age, and the learners' interests. For instance, high quality content should have an amalgamation of linguistic modes: reading, listening, writing, speaking, and translation. In addition to the use of authentic materials (artificial); materials that are not intended for teaching, but they are used in teaching such as songs, videos…etc.

According to Nunan (1988) and Hedge (2002), authentic materials are not meant for language teaching purposes and they do not possess ''contrived or

simplified language'', thus newspapers, videos, maps, or magazines are clear examples of artificial materials. Morrow (1977) goes further and claims that: ''an authentic text is a stretch of real message of some sort'' (Morrow, 1977: 13). In other words, it is not made-up text produced by an imaginary speaker or writer for an imaginary audience to convey an imaginary message.

What is more, Hedge (2000) claims that authentic materials are considered as a tremendous means from which students can benefit to cope with the authentic language of the real world. For Harmer (1994), artificial materials are greatly beneficial for learners since these types of input help them to produce language better, acquire new language easily, and particularly boost their self-esteem when communicating in real life settings.

Task-based learning is another main technique used in EFL classrooms. It aims at not following blindly the curriculum. It is an approach to teach second or foreign languages that tends to engage the students to perform in a series of tasks. It is considered as an alternative for EFL teachers. Inside, the teachers do not pre-determine the language to be conveyed or studied; it is rather determined by what happens when the students complete a central task, i.e. using some teaching materials by adding previous methods besides the textbook.

Project-based learning, it is a dynamic and energetic classroom approach, and it is rather a learner-centered pedagogy. It is intended to use multifaceted projects as a strategy to teach EFL learners including: portfolios, homework assignments, and series of projects.

Portfolio is a folder that gathers a set of documents, paintings, drawings and photographs. It gives information about someone's efforts and achievements. According to Longman, as applied to language learners, its characteristics are:

a- The learner is involved in deciding what to include in the portfolio
b- The learner may revise material in the portfolio after feedback from the teacher or others.

c- The learner is required to assess or reflect on the work in the portfolio; thus becoming aware of personal development portfolio

d- There is evidence of mastery of knowledge

e- It may include various forms of work, such as written work, audio recording, video recording, etc. (Longman Dictionary of Language Teaching and Applied Linguistics, Fourth Edition)

Finally, eclecticism is a teaching method that combines different and mixed approaches from a range of traditional and updated techniques. Larsen-Fruman and Mellow (2000) used the label principled eclecticism to describe an approach which is coherent, desirable, and pluralistic to language teaching. In other words, eclecticism is used due to the fact that a single theory based method has various strengths and weaknesses and carries certain limitations which render it unable to meet the needs of learners; as a result, eclecticism is intended to make learning more motivating, stimulating, and effective to cope with today's world's demands.

All methods are of equal importance, the difference between them lies in the focus that determines what the teacher wants. Teaching methods are being subject to change, teachers are still striving to search for the appropriate method to teach effectively in this post-method era.

Quality Content refers to the curriculum intended to teach in classrooms. It includes student-centered pedagogy, because the attention to the nature of learners should be central to all aspects of language teaching. Learner-centered pedagogy should embrace learners' prior knowledge, needs, goals, interests, weaknesses, preferences, and styles, in which teaching methods and techniques should be negotiated in accordance to the expectations and the wants of the students.

Therefore, the main educational focus in this millennium is on the learners rather than a teacher, in opposition to the teacher-centeredness in which teaching is controlled and managed totally by the teacher who asks and students answer. In addition to a standard-based curriculum, that should account for individual differences,

11

closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning (Glatthorn & Jailall, 2000).

As a result, a good quality curriculum should take into consideration all the aspects related to learners including gender, learners' background and abilities, and learning outcomes that should be graded and sequenced.

Literacy is believed to be one of the principal goals of today's formal education. It refers to the ability of reading and writing, and it should have a great importance since it has an impact on the development of literacy skills. Due to the fact that quantitative data gained much importance in many settings, numeracy, therefore, is another skill that should be taken into consideration. It is also known by ''quantitative literacy'', it encompasses numerous skills including arithmetic and logical thinking to advanced mathematics and communicative skills (Steen, 1999).

Numeracy helps to communicate and participate effectively in communities and nations. Life skills curriculum includes the changes occurring in attitudes, values, and behaviors. It also provides global and peace education, in addition to development and vocational skills.

1.4 Quality of ELT Technology

Since the invention of computers and the subsequent widespread use of internet, various types of network technology and web-based applications have been developed. Although they were not specifically intended for learning and teaching, their use from by this generation has been considered as an advantage over its use in classrooms. As a result, technology has changed the way we learn languages, and the way pupils receive information. Since learners today are computer-based generation, they are using excessively digital tools both at homes and schools.

Although nothing can replace teachers, technological tools have reached this recently and pupils are learning by themselves wherever and whenever they want. Yet, there are many technological trends that helped to improve the quality of education. Firstly, the contribution of e-portfolio, which is electronic evidence, that may include

input text, electronic files, images, multimedia, and blog to demonstrate users' abilities and competencies. It is believed to be helpful because it is done online, and users can maintain it easily.

Blended-learning, also, is combination of technology-based resources and conventional teacher or book-based learning. In addition to, distant-learning which is happening distantly, and students are no more assisting certainly when there is a need. Paper-less education pushed learners to use electronic devices like phone applications that help to learn language such as DuoLingo and UTalk which both provide all the necessary information about the language to be learnt.

Finally, visual-aids are intended to be more effective since most teachers today use videos, games and songs in order to teach better the language. Yet, the use of ICTs is widespread in this global world; as a result, a good command of technological tools is pre-requisite in order to save time, and efforts.

1.4.1 Building-up a Knowledge Society

Today's global village refers to the metaphoric shrinking of the world into a small village thanks to technology and telecommunication. As a result, it is featured by different skills that mark the twenty-first century; they are set of competencies that are needed in order to respond positively to the demands and requirements of today's world. Yet, in teaching, they are all items involved in order to reach effective teaching and learning. As a result, another term is identified as ''information (knowledge) society'', in which the creation, distribution, and manipulation of information has become the most significant economic and cultural activity.

Computers and ICTs are at the core of this society. Thus, it is characterized by a high level of information intensity in everyday life of most citizens, not least, learners, by the use of common or compatible technology for a wide range of personal, social, business, and especially educational activities, and by the ability to transmit, receive and exchange digital data rapidly between distances. Finally, a high steady buildup

knowledge society is pivotal to put learners in a balanced society in which the notion of education is highly valued.

1.5 Teachers as Change Agents

The most point in implementing innovation is the ''teacher'', as a result, he plays a significant role in the process of change. According to Markee (1997), whether planned innovation reaches success or failure, the key role is the teacher since he is the administrative decision-maker in the context wherein innovation is integrated in the classroom (Markee, 1997, p. 20).

In other words, teachers who are intended to be ''agents of change'' should effectively exercise and act according to their self-evaluation, self-improvement and self-beliefs in order to reach professionalism when applying innovation. Yet, to accomplish the mission of change, a fully understanding of the elements involved in the process of innovation and change is regarded as a pre-condition to make the planned change.

In this very specific context, Richards (1999) claims that: "the process of change occurs when teachers articulate to themselves and others what they want to change and why, when they identify the factors that inhibit change, and when they develop strategies to implement change over time" (Richards, 1999, p. 143). This emphasizes that teachers need to understand all the theoretical underpinnings of the innovation, and how it can be best practiced in the classroom.

1.5.1 Implementing Change

Heyworth (2003) provides the factors that contribute in the implementation of a change and that teachers should adopt as agents for better change. Firstly and clearly, there is no success without motivation; according to Longman Dictionary, motivation is a drive that leads to an action in any case, and in the context of language learning and teaching; it refers to a set of learner's attitudes, desires, and willingness to expend effort in order to learn the second language. It includes integrative orientation, characterized by a willingness to be like valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job

or passing an examination. The construct of integrative motivation (most prominently associated with (Gardner and Lambert) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (Longman Dictionary, Fourth Edition).

In order to have highly motivated teachers that apply change, it is better to provide them with the necessary opportunities so that they can reach adaptability, assertiveness, and empathy to teach the language perfectly. Then, involvement that means to be involved in the process of implementing innovation and being responsible and integral part within the occurred change.

Additionally, innovation initiatives are viewed as primary changes within the approach of involvement, that requires teachers to have a voice in order to express rights and duties, to present lessons, and manage classrooms, and allocate times in connection to different tasks and assignments, and finally to operate (Heyworth, 2003).

Another main factor, commitment, which as defined: ''promise or pledge to do something'' (Oxford Advanced Learner's Dictionary, 1994). Being committed is a decisive step in the process of innovation, i.e., to embrace different facts related to commitment in order to make a change including participating in change plans, help people who need extra activities when change requires, and share all the possible pictures and information about change. In other words, commitment is strongly required for each teacher in order to change his attitudes positively.

Therefore, communication is another strong need for change. Communicative skills play an important role to share meaningful information and clarity, as well as, to avoid misunderstanding. As a result, a clear understanding of communicative change is very essential in the process of innovation. Thus, realistic evaluation is, also, a factor involved, as Heyworth (2003, p. 41) posits, "A realistic framework evaluation, formulated at the outset of the project contributes to clarity of purpose and realism in both aims and assessment*"*.

However, there is product-based evaluation, in which the aim is to focus on the success of implementing innovation as a product, in addition to process-oriented evaluation, in which the results occur through evaluation series fine the innovation process. Finally, institutionalization that takes place in the changes of programs such as the curriculum and materials, changes in teacher and learner behavior like teaching approaches and techniques, and eventually changes in beliefs and principles as educational paradigms.

1.5.2 Change as a Blessing or as Curse

Although too much impetus has been given to the importance of innovation, still some teachers have difficulties when applying the notion of change. As a result, this can be regarded as a blunt-rejection from different teacher educators as a reaction towards innovation and are thoroughly unconvinced. Therefore, the shift from traditional approaches to the latest techniques, teacher centeredness to LCE, black-board to white-board, chalk and talk pedagogy to paper-less education, are all claimed to be considered as an extreme boundary that might face teachers' path when being innovative. For instance, still some teachers find difficulties using the marker, re-tooling, re-creational activities and data-display.

Besides, the process of re-culturing, which presents a problem in re-adaptation, because asking teachers to forget about their old teaching habits and embracing a new way of teaching is not an easy task, automatically, a teacher who has been teaching for a long time, he has become routinized and programmed to teach in such a particular manner. Moreover, teacher's beliefs can be seen as a real limitation to implement innovation, as Benmostefa (2014) states:'' The knowledge that teachers have and the beliefs they hold about teaching and learning are likely to affect their abilities to adopt innovative approaches'' (Benmostefa, 2014: 29).

There is also another barrier that prevents teachers from being developed, which is the French language that can be seen as a linguistic barrier, as well as, the language of the main scientific streams, and has rather a long-standing tradition in Algeria.

However, teachers show their resistance when it comes to teach in Arabic, and this is one of the causes of the decline of academic standards in Algeria.

Admittedly, not all teachers support implementing innovation and change, and they are likely resistant because they do not believe in the importance and usefulness of innovation, and that it may not bring the expected results so there will be no change.

Finally, it is claimed that "when an innovation fails, there is a tendency to blame the way it was implemented rather than criticize the idea itself" (Fullan quoted in Wall, 1996, p. 339). In other words, the fact of inhibiting teachers from being whole-hearted and closed to modernity is ultimately related to the import of ideas that do not fit and match local contexts.

1.6 Teachers' Profile and Role in the 21th Century

Though the concept of innovation has taken place during the last decade in order to improve the quality of education, thus, one cannot deny that teachers have a pivotal role in the teaching and the learning process and that thanks to them, learners have achieved excellent results. Therefore, teachers are the rationale of today's formal education, since they can play several roles that are undoubtedly and worldwide recognized.

Henceforth, nowadays, the focus is rather on the learner, i.e., LCE and pedagogy, that means making efforts for the sake of learners and putting too much focus on them as a center rather than just spoon-feeding them through rote-learning and teacher-centeredness. But LCE sometimes it works, and sometimes it does not due to the overtaking of traditional pedagogies over modern ones.

Accordingly, the problem is what is going-on inside the teacher's mind, as he closes the classroom door, he is the clearly the responsible and the vital agent of change. English teaching will contribute the general knowledge of students and teacher knowledge and belief, so a good language teacher will yield a good language learner, and a poor language teacher will yield a poor language learner because the teachers are the linchpins.

As a result, a qualified adequate teacher needs to encompass linguistic competence, communicative competence and pedagogical knowledge, i.e., knowing how to impart and run the class. Also, being a skilled-teacher, which means having what we call ''savoir-faire'' in order to transmit knowledge from one head to another. Therefore, an EFL teacher should be a P.L.E.F.T.E.R. as initiated by the General Inspectorate of English in the eighties to specify the different roles of EFL teachers, and which deeply carries a huge meaning besides every role. The teacher should be a planner, by means to plan and structure good learning activities, a linguistics model in order to be imitated by his learners, an evaluator to evaluate and assess students' progress and achievements, facilitator by simplifying the learning process, team member by being a member in group activities, educator in order to be the appropriate followed example, and eventually to be a researcher, i.e., to look for the updated techniques in order to apply. However, Richards and Lockhart (1996) identify eight roles of teachers as followed:

- Needs analyst, i.e. the teacher determines students' individual needs following institutional procedures (e.g. a structured interview) and use information obtained for course planning and development.

- Curriculum developer, i.e. the teacher develops his own course plans and syllabuses based on students needs.

- Materials developer, i.e. the teacher develops his own classroom materials.

- Counselor, i.e. the teacher is encouraged to identify students who are having problems and learning difficulties, and to offer individual council to students who need it.

- Mentor, i.e., the teacher should assist less experienced teachers in their professional development.

- Team member, i.e. teachers is encouraged to work with his colleagues as a team rather than to teach in isolation from other teachers in the school.

- Researcher, i.e. the teacher is encouraged to conduct research related to language learning, including research in his own classroom.

- Professional, i.e. the teacher is expected to continue with professional development by taking part in workshops and conferences, reading professional journals in the field, and joining professional organizations. (Richards and Lockhart, 1996, pp. 99-100)

In addition, a teacher as a practitioner has to be diagnostician, i.e., to figure out the difficulties and weaknesses students are familiar with. Not least, an assessor, since assessment tends to be the key of teaching, a good command of formative and summative assessment is of a leading importance in order to test student's progress and lacks, to identify their gaps and to make remedial and extra-curricular activities, as well as to discern how to overlap both types of assessments before, during, and at the end of the course.

Being an observer and monitor, is truly useful to spot check and detect what is going-on the class. Eventually, having an adequate profile is pre-requisite for EFL teachers to reach effectiveness and professionalism.

1.6.1 Teacher Education Development

Until very recently, formal education has been based firmly on positivist principles wherein teacher-centeredness and ''chalk and talk'' pedagogy are the core of the instructional process, basically for the aims of knowledge accumulation and rote learning However, today's global world is witnessing a shift towards constructivist principles in which students are no more spoon-fed, and quality teaching needs to be well improved and evolved, i.e., the rationale in every educational system is to remain and reach the required standards that fit the analytical skills. For teachers, improvement is not an easy task; it does not rely just on course design, licensing, and certifications, also because the syllabus cannot easily reflect what it is taught and in which sense it is done.

Therefore, in the last years, little has been done in this field, so still some teachers have a difficulty in developing themselves and are still receiving the majority of their training from university courses and methodologies as a pre-service stage when they are novice. Thus, up-skilling and capacity-building require trainings and

teacher education development towards betterment and effective teaching in order to overcome the intrinsic limitations that face teachers as practitioners.

Admittedly, without TED, the teacher feels frustrated and anxious because there are many teaching practices either micro-teaching or regular teaching, with their targets, that teachers should learn before teaching takes place. Focusing on the target will automatically fix the main aim the teacher wants to reach, for instance, the way the teacher stands before his/her students is actually a teaching practice.

The TED compels the teaching of good teachers publically. Hence, teacher-training remains one of the best instructional methodologies that help teachers either would be, novice, or experienced teachers to develop their professional growth. It is formal or informal processes that contribute in the professional evolvement of teacher educators; it involves a kind of trainings about course design, implementation of programs, knowledge and skills about different strategies, and etc.

1.6.2 Teacher's Training

As there is teacher development, teachers' training, on the other hand, aims to help teachers to be more professionals. Thus, novice teachers or the would-be teachers should be involved in teacher-training, i.e. pre-service education programes, wherein they deal with a variety of basic skills and techniques such as teaching the four skills: reading, writing, listening, and speaking, and teaching practices and presentations, as well as, preparing lessons and correcting different types of errors.

However, teacher development is deeply beyond teacher training, particularly relies on in-service education programs in which the focus, is in terms of the teacher's self evaluation by different investigative procedures, assessment, investigations of several dimensions like ''action research'', and application of teaching approaches. According to Longman Dictionary, teacher development is the professional growth the teacher reaches after gaining knowledge and experience by examining his/her teaching methodically. He adds that there are number of stages involved in teacher development: to develop survival skills, to be competent in basic skills, to acquire teaching expertise, to contribute with colleagues toward professional growth, and to

participate in making decisions and leadership (Longman Dictionary of Language Teaching and Applied Linguistics, Fourth Edition). According to Semmoud (2015), when discussing the development of prospective and experienced teachers, claims that:

>*Teacher development can be a career-long process which may be undertaken by experienced teachers as well as prospective ones. If separated from training, development means something distinct and unusual, and that people who have little or no experience of teaching are not ready with the issues it raises. Yet, this is a misrepresentation of the nature of teacher development, which is a reflective way of approaching whatever it is that teachers are doing at whatever level of experience they are doing it.*

(Semmoud, 2015: 23)

He also adds, teacher education is broader approach which was expanded from precisely training sample in which several developed insights are educated over the classroom teaching skills (Semmoud, 2015). Additionally, the terms development and training are complementary, they depend on each other, since developing certain teaching skills relies on efficient training programs. Hence, Benmoussat (2003) states that development means: "the empowerment of the teacher, in the sense of endowing him with the Status of an autonomous professional" (Benmoussat, 2003: 258).

This beholds that development is rather an on-going process in a non-stop way that loads the glow-lamp along the shaded way that pull faces the teacher's career. This kind of development yields the teacher from awkwardness, jadedness and routinization to a thrilling and exciting way of teaching, in which broader vision will be enlarged.

Nonetheless, TED is not imposed; instead teachers should develop themselves and broaden their thinking. If anything, teacher training is to predict the unpredictable by attending conferences and study days. In addition, top-down process makes use of ''higher-level'' and non-sensory information to predict or interpret ''lower-level'' information that is present in the data.

1.6.3 Models of Teacher Education Development

There are models of teacher education as set by Wallace (1991), starting by the craft model, it is the one where all the expertise resides in a professional practitioner. Thus, in this model, the experienced teacher is the expert. It is better to observe the classroom of an expert teacher to imitate him/her in order to develop the teaching routine. This model shares the same principles of behaviorism as the trainee acquires new techniques during teacher education programmes, but this model cannot be workable in all the cases, since some novice teachers are considered to better informed than some experienced teachers.

Next, the applied science model, which is the traditional and possibly the most present model that relies most teacher education and training programs. It traces back its roots to the empirical science of the nineteenth and twentieth centuries, i.e., the occurred changes of knowledge are set by the experts and not by the practitioners, but still this model creates an immense gap between theory and practice in teacher education. As a result, another model has been given much more importance, called the reflective model that establishes a qualitative balance between both.

According to Wallace (1991), this model is the leading model in today's teacher education programs and development; it carries a huge emphasis on the aspect of observation around the reflection the trainee benefits from. As a matter of fact, the trainee can grasp a variety of a necessary theories, techniques, skills, and research findings that help to develop the action of knowing-in through practice which is reflected upon, therefore, the trainee obviously becomes an autonomous reflective teacher.

Finally, due to the fact that teaching is not ephemeral; it is rather a life-long process, so still some teachers are oblivious of their teaching practices.

Consequently, the TED is believed to be the refinemental way of teaching in the post-method era because it helps to shift from an imposed instruction to a free teaching, as well as, to disclose that teaching is epiphany, i.e., a profession wherein the teacher discovers the beauty of teaching with its new ways. Relying on the principles

of teacher development and education, experienced teachers can reshape, modify, and relieve their teaching trend.

1.6.4 Reflective Teaching

As someone can see his/her face, teachers as well can see their way of teaching, i.e., reflection is the mirroring of the teaching practices. It is like a touch of make-up that should be inclusive in any teaching action. According to Semmoud: '' When teachers are engaged in reflection on teaching they become monitors of their teaching practices which they can alter whenever the change appears to be profitable for their learners'' (Semmoud, 2015: 37).

In other words, reflection assists teachers to reach an effective teaching and achievable learning outcomes. The fact of asking pupils questions about last lecture title is, in fact a reflection. Then, a warming-up (ice-breaking) can be probably considered as a reflection, since it elicits new information, and it is an activity which is held at the beginning of a lecture to warm up learners' minds. They tend to be short, and dynamic activities in which they can focus on the new topic.

Also, asking questions at home about the last lecture and whether it was appropriate to sit at the corner at the center of the classroom, can be regarded as a reflection in-action.

However, if the teachers teach and do not return to their teaching practices, they would be regretfully teaching in an inconvenient manner. By being a reflective teacher, the teacher is making a kind of disclosure, in which he or she makes his students acquainted by reflective principles. In the context of professional action, it consists of a concrete experience, in which a reflective observation should take place, i.e., reflecting on and describing what happens in the classroom.

Next, an abstract conceptualization, means looking for an explanation of the experience, and the possible solutions. Active experimentation that includes teaching the class with the changes based on received knowledge theories. None the less, any

experience teachers will have either professional or personal, is private and they should cherish it as the item of the highest value to them. While, reflection on action takes place either before, during, or at the end of a lecture.

As Schon states: "we reflect on action, thinking back on what we have done in order to discover how knowing-in action may have contributed to an unexpected outcome" (Schon, 1983: 62). It helps to make the teacher shrewd so that he starts tacitly being aware of his way of teaching so that it comes conspicuous rather than a ritual behavior. For instance, within a lecture, when the students deviate, the teacher needs to react instantly and straightforwardly to feel that they diverted by taking all of them in a reflective practice.

This is mostly the major role of formalist teachers, because they are very pedantic, in other words, they look after every detail so they spot check and reflect upon their practices. Guskey (2002) says that those who do not go back to their teaching practices will never reach positive learning outcomes.

Teachers should adopt two global beliefs which are a naïf belief and a sophisticated one to achieve betterment, as well as, a sense of cognition by a provision of knowledge, affection means how this provision is undertaken, dramatization that means the full happy moments the teacher should live, and sympathy.

1.6.4.1 Categories of Teachers

On top of that, Scrivener (1998:6) classified teachers into three categories: the explainer, the involver and the enabler. First, the explainer that means, his lectures are fully based on explanation to transfer the message rather than relying on the available materials and analysis. The involver, ''teach me I forget, involve me I remember'', in this kind, the teacher is more concerned with lesson-plan and teaching methods as a way to learn the subject matter, as Tudor (1996:279) quoted in Hedge &Whitney poses that: "real involvement requires course planning, which is, according to him, a very complex process, one to which different types of students can contribute to varying degrees".

Next, the enabler, by creating an atmosphere that enables learners to sort out the aptitudes, and he can be also considered as a guide during the lecture (Semmoud, 2015: 19). For teachers, it is so enthusiastic and delightful to see their students learning something from them, especially when they reflect and gather data to modify and develop their way of teaching. Accordingly, data-collection in reflective teaching is a kind of investigating about teaching practices through investigative procedures.

As a result, exploratory procedures are vital in order to pick up the necessary data to be analyzed and corrected. Hence, Diary journals, lesson records, teacher portfolio, and peer observation are the rationale of any reflective setting. For instance in a peer observation, the remarks of the observers clearly stimulate the reflection, since it is not a judgmental-observation, it is rather a feedback platform toward betterment, in which the observer should not belittle the observe, because the global aim of peer observation is rather to make his/her teaching done publically as what is badly happens goes unnoticed, consequently, the debriefing is considered as a positive feedback. Finally, reflective teaching is of a crucial importance in any teacher's career in order to reach a professional growth and development.

1.7 Conclusion

Ensuring a quality education for all, is a challenge raised by nearly all the world's nations. The already explained chapter aimed at giving details about quality education in general, and language teaching in particular. Effective teacher roles were highlighted and put forward in order to be characterized with the adequate profile that fulfills today's education missing elements. The process of innovation and change helps to move from traditional outlook to modern trends, and provides updates techniques that lead to effective teaching.

Finally, good quality education leads to empowerment, strengthening individuals, organizations, and communities so they get more control in this inter-connected world whatever the fields is. Yet, teachers are the centre of change, the best examples to be followed, and better generation providers.

Chapter 2:

Communication Oriented English Language Teaching

Chapter Two: Communication Language Oriented Teaching

2.1. Introduction

All societies over the world are affected by the globalization, more specifically with the cultural and the economic aspects of this phenomenon, which reflects, in the spread of the English language usage as a Lingua-Franca (Seidlhofer, 2001). In other words, now, English is the language of the most powerful countries over the world including USA, UK, and Canada. It had become the language of westernization and modernization for most colonized countries of the world as Ibn Khaldoun states: ''the triumph of a language reflects its speaker's triumph and its position among language expresses its position among nations''.

In addition, Kachru (1986) talks about the importance of English as a worldwide power, and claims that knowing English in comparison to other international languages, is like encompassing the fabled Aladdin's lamp that helps to open the linguistics gates and power in international technology, science and business and traveling (Kachru, 2001: 01).

Most people turn to English when there is a need for cross language communication, thus it serves the purpose of a global communication as stated by Crystal (2003), a global language that has developed a special role which is recognized in every country (Crystal, 2003: 03). The hyper-globalists or the radicalists see the worldwide spread of English as a sine qua non condition, and a logical outcome of the globalization process due to the linguistic level of integration.

As a result, the need to learn English has shifted from a language based-curriculum to a communication-based curriculum and functional approaches in which language is used in meaningful concrete situations. This orientation as Chastain (1989) claims, led to know that the focus on linguistic accuracy is only one component of proficiency, it is rather on communication as opposed to the memorization for discrete point test items (Chastain, 1989: 49). Consequently, millions of people today want to improve their command of English, and to be able to master it to a high level of accuracy and fluency.

As a result, the demand for communicative language teaching is as strong as ever. This chapter will examine the methodology of communicative language teaching, its origins, assumptions, and its basis and aims.

2.2 Communication Oriented Teaching:

Communication oriented teaching had appeared as a result of the work of the Council Europe experts, intended primarily to meet the demands of adults learners for specific purposes such as technology, tourism and economy. It is a functional approach that means using a language to perform functions; it is like ordering a meal in a restaurant, or booking hotels. It led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major effect on changes in language teaching worldwide.

It is incorporated into other communicative approaches such as task-based learning and cooperative-language learning. It is also an approach to language teaching that seeks to reach a good communicative language use in classroom activities. According to Longman Dictionary, the major principles of CLT should focus on the learners use of language through communication, meaningful and authentic communication are the rationale of classroom tasks, fluency and accuracy are two crucial trends in language teaching and learning, different skills are included in communication, and learning involves creativity with trial and error (Longman Dictionary, Fourth Edition).

2.2.1 Aspects of CLT

CLT is intended to shift from formal teaching of grammar to functional practices in today's situations. Therefore, functional syllabus means talking about specific notions like: describing a person, offering, inviting and…etc, i.e., notional syllabus to move from imparting grammar to the use of language in meaningful settings. Longman adds that functional syllabus are a syllabus in which the content of a language is coordinated in connection with functions or speech acts with the language rubrics needed for them, with the involvement of speaking, reading, writing, and listening as skills (Longman Dictionary, Fourth Edition).

Clearly, there is no neglect to the grammar aspects, in order to utter correct and meaningful sentences, thus, grammatical syllabus are intended to teach a language based on the selection of grammatical units such as tenses, rules and patterns that help to build a coherent structure.

2.2.2 Communicative Competence

The British-made approach of communication was developed by the British Applied Linguist Widdowson in 1980s to react over the grammar-based approaches taught earlier, derived from the term of communicative competence that was coined firstly by Hymes (1972) in deliberate opposition to Chomsky's linguistic competence and performance that traces its roots in 1960s, since it was of a limited concern and neglected the usage of language in socio-cultural contexts.

Communicative Competence means what a speaker needs and lacks to know in order to communicate properly, correctly and satisfactorily in appropriate settings. Arguably, there are a plethora of models of CC developed by heavy-weight scholars, nevertheless, they all seek to the knowledge of both rules of grammar and language use to communicate properly in a given context. The Council of Europe defines CC as the personal ability to act in a foreign language in a linguistically, socio-linguistically, and pragmatically appropriate way.

Therefore, Canale and Swain (1980) argue that communicative competence is split into four sub-competencies. Firstly, grammatical competence, visibly to refer to the knowledge of language codes and rules. Then, sociolinguistics competence, as Canale and swain (1980: 30) described ''socio-cultural rules of use'', in other words, it refers to the use of socio-cultural rules in concrete situations; pragmatic competence is under this model referring to given contexts.

Moreover, strategic competence that aims to use the communication strategies to handle and figure out the breakdowns happened within a communication act. Lastly, discourse competence in order to reach coherence and cohesion both in a spoken or a written passage. Additionally, linguistic and actional competence expanded later by Celce-Murcia et al (1995).

2.2.3 CLT Concerns

The communicative approach to language teaching makes a huge emphasis on the communicative competence rather than linguistics structure as Richards (2006: 03) summarizes the CC including the following aspects: to know how to use a language for a set of several objectives and functions, and to vary the use of language in connection with the participants, i.e., whether the setting is formal, informal or academic.

Accordingly, Savignon (1991) argues: ''the interest of communication lies in the moves and strategies of the participants'', so the CLT is much more concerned ''adequate'' language form than '' accurate'' linguistic form. Since the communication oriented teaching approach is a commodity, policy makers think that what can work in a western or a global context, can easily match or expand in a local context. As a result, this misconception or the idea of fallacy, by means that everything imported from the west is workable, can be regarded as a wrong idea; the only difference is that the west possesses what is called the marketing skills to mark the product, as Brumfit (1980: 30) refers to "Masses of rubbish that is skillfully marketed". Correspondingly, a method which is evolved in a particular educational and socio-cultural context cannot be exported by profit-seekers as masse and used in other countries wherein different philosophies and values exist. The CLT should be held in a socio-physical context, referring to the communication model between an encoder and a decoder, as well as, source, and face to face communication using a code of English language. It takes place in a physical context including tables, blackboards, logistics and all touchable things, in addition to the factors that come into play in the teaching and learning process.

If anything, the CLT is considered as revolt in contrast to earlier approaches including structural and behaviorist theories of language teaching, consequently, it is seen as one size fits all, although it is not, but it still remains as one of the best

approaches regarding its rationale of language use in meaningful and actual situations to meet and fulfill some daily life purposes.

Finally, Communicative language teaching is the rationale of today's formal education and global demands due to its crucial use of language in real world contexts in which learners produce the foreign language correctly, appropriately, and creatively using all the four skills, as well as, to have as good as a practical command of English to survive in this millennium.

2.3 High Quality of English Language Teaching and Pedagogy in CLT Context

The CLT is supported to be ''one size fits all'' to teach foreign language in all contexts and situations. It is regarded as one of the best methods of teaching English. However, it is often seen as a commodity, i.e., an import of methodology from the western world in local contexts. In other words, this is called glocalization as coined by Roland Robertson (1990), obviously a hybrid-term of local and global. It means the simultaneity, i.e., the co-presence of both universalizing (global) and particularizing (local tendencies).

The adaptation of international products around the particularities of a local culture, in which they are sold, allows the integration of local market. In this context, it means an approach of making balance between local and global in teaching. Accordingly, the CLT is used in periphery, i.e., outside its inner stage. As a result, the CLT is in its inner countries to be more accurate and efficient because there are language laboratories.

However, in most cases when asking teachers how they teach English, they vividly answer that they deal with communicative English, but when it comes into practice, they all tend to use a written form. This is a paradox between communicative-oriented teaching and grammar-oriented way.

For some classes, a good working of the French language is very helpful for the understanding of English. Yet, teachers should all know that language learning is

under the mercy of two schools of thoughts: behaviorism and cognitivism. In other words, language can be learnt through routine practice over and over again until it is done (stimulus/response). In the 1960s, Mackey proposed a model for conceptualizing the methods and techniques in language teaching, ''all teaching whether good or bad must include some sort of selection, gradation, presentation, and repetition (W.F Mackey, 1965: 157). It means focusing on the learners as participants in which all the moves and strategies rely on them.

2.3.1 Practice of CLT

Currently, the practice of CLT draws on earlier traditions and is not completely divorced from traditional approaches (Brumfit and Johnson, 1979). Thus, CLT classroom activities can be organized to develop students' communicative competence by learning grammar in context.

Therefore, the CLT focuses on the use of language in meaningful and actual situation to fulfill some daily purposes. Eventually, the CLT can be defined differently according to the context, and specifities of the context. However, in the CLT, teachers should bear in mind that a method can involve three inter-related levels; first, an approach which means the assumptions and beliefs about language learning. A design is the relationship between both, the theories of the nature of language and language learning. A procedure compromises the classroom techniques and practice.

Accordingly, to teach communication, it is rather better to rely on well-planned design in order to reach the aimed purpose. Moreover, loans of necessity play a vital role in the implementation of CLT, in other words, they are the factors involved when teaching communication like the socio-physical context including tables and materials, and also the factors playing role in teaching and learning, in addition to the number of students that has an impact due to the fact that smaller the group is, better the marks are.

The CLT methodology does not deny the importance of mastering grammatical forms, so long as they are taught as a means of carrying out meaningful communication. Unlike the other methods, the communicative approach gives priority

to the semantic content of language learning so that students learn the grammatical forms through meaning. Yet, procedures and techniques help to develop their communicative competence, as they provide them with the potential ability and motivation to discover the answers for themselves in groups, pairs, and individually. Since the primary aim of the approach is to prepare learners for meaningful communication, errors are tolerated. The teacher is no more the centre of the classroom activities; the focus is rather on the learner.

The CLT pedagogy is made on the use of pair work activities, team work activities, role plays, task work and project work. The two key issues of CLT are to create fluency activities and accuracy activities. Consequently, fluency as defined by Longman Dictionary, is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. It describes a level of proficiency in communication and to speak effectively and continuously with no difficulties or breakdowns. Accuracy, on the other hand, focuses on classroom use of language, the formation of correct examples of language, language out of context.

2.3.2 Factors Affecting Negatively EFL Learners in CLT Context

There are several factors that affect learners when learning communication. Although teachers are doing their best in order to better teach oral skills, still some students have difficulties in learning a foreign language. However, the debate still exists between researchers and educators belonging to different ideologies to make a relationship between class size and the quality of education, and it is believed that it does not fit with learner-centeredness; therefore the academic achievements cannot be attained at a hundred percent. In addition to psychological factors which are regarded to be seen as a real barrier over speaking a language.

As a result, still learners need to overcome the fear of speaking and break the shy side they suffer from. In addition, many students have family problems, automatically, this will have an impact on their language learning and teaching. However, today's co-education and gender issues are also affecting their learning.

Finally, teachers should play a vital role in order to boost students' self-esteem and stimulate their motivation.

2.4 Case Study:

Case study is a research method that aims to analyze specific issues within the boundaries of a specific environment. It includes data collection and analysis within the context of phenomenon, integration of qualitative and quantitative data in data analysis. Yet, case study includes three categories:

1- Explanatory case study aims to answer 'how' or 'why' questions with little control on behalf of researcher over occurrence of events.

2- Exploratory case study aims to find answers to the questions of 'what' or 'who', and often accompanied by additional data collection method(s) such as interviews, and questionnaires.

3- Descriptive case study aims to analyze the sequence of interpersonal events after a certain amount of time has passed.

The researcher tackled an exploratory case study, and it was 1st year license EFL learners at Tlemcen University, in which the case was studied through a classroom observation regardless the gender, age, and background of the students, in order to study how well the quality of communicative language teaching is dealt with in the classroom, as well as, to observe all the factors that contribute either in increasing or decreasing the quality of ELT in Algerian context.

2.5 Research Instruments

The phase of data collection depends on the use of primary and secondary sources in order to have as much as possible valid data. Secondary sources refer to the literate study (previous research) which is based on reading. The primary sources are in the form of research instruments including: observation, questionnaires, interviews, journals, portfolios, and tests. In fact, the most common research tools are the

questionnaire, the interview, the observation, and the test. As a result, this research was based on two research instruments.

2.5.1 Observation

Observation involves recording the behavioral patterns of people, objects and events in a systematic manner, in other words, it means collecting data about the attitudes. It Allows researchers to see what goes on with their own eyes.

MARSHALL and ROSSMAN (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (ERLANDSON, HARRIS, SKIPPER, & ALLEN, 1993).

It includes two categories, participant and non-participant observation. Participant observation means watching the events or situation or activities from inside by taking part in the group to be observed, i.e. the researcher is a member of the group. On the other hand, non-participant observation, means observing the group passively from a distance without participating in the group activities.

This research dealt with a non-participation observation, and was done overtly to be more ethical.

2.5.2 The Interview

A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. According to Nunan, the interview can be classified from unstructured, semi-structured and structured (1992, p.149) in accordance with the degree of formality of relationships between the interviewer and the interviewee. It can be done through phone, face-to-face, over the Internet, using computer programes, such as Skype, or using video-phone. However, in this research, the researcher dealt with semi-structured interview, allowing new ideas to be brought up during the interview as

a result of what the interviewee says; and since the topic requires further suggestions and explanations.

2.6 Data Analysis

It is an important step in reporting the research findings. It helps to describe, illustrate, and evaluate data. It may be qualitative or quantitative depending on the type of data collected by the researcher.

2.6.1 Quantitative Data Analysis

It relies on statistic numbers that are employed for the description and analysis of information. It involves the use of descriptive statistics which include frequencies, percentages, measures of central tendency, and measures of variability. Although numbers and statistics may be provided within a text, they can be presented in tables, pie-charts, or belgraphs. They tend to be more reliable and objective, and help to prove the researcher's hypothesis.

2.6.2 Qualitative Data Analysis

This type of analysis formulates textual information provided in the form of text. It relies on the use of coding which means summarizing the content of each response and classifying answers according to their content. In order to provide more explanations, the researcher may use tables or diagrams in order to summarize the main points listed previously in the main text. Qualitative analysis helps to provide arguments and details; it gives an idea about the respondent's opinions. In order to achieve successful results, the researcher has to rely on quantitative and qualitative analysis.

2.6.3 Classroom Observation Analysis

Observation was tackled in order investigate about the quality of the CLT within 1st year EFL learners at the university of Tlemcen, according to the content of the lecture, class size, and the technological equipments. About 6 sessions were carried with three different teachers, in different classes.

The results show that quality of the content differs from a teacher to another, without criticizing teachers, each teacher among them has his/her own methodology.

For instance, in classroom number 1, the lecture was about ''Coach-Potato'', all students liked when first the teacher introduced the word to them, and its significance as someone who is addict to movies and television. Therefore, the teacher gave them examples of naming people, and then asked them to provide her with useful sentences using these examples. In fact, it was really useful and enjoyable. But still some students could not really present even a sentence. The other classroom had the lecture of American accent, in which the teacher put an audio-piece of a dialogue between two Americans, then students took notes, and then each one answered in a word-format via computers and then sent them back to the teacher in order to consider as a mark. In addition, the last 10 minutes, the teacher asked them to make a dialogue between them using at least five words which are heard from the dialogue. It was really challenging between them who find the most mentioned words. Last, the third classroom was different; it was about linking words, although in oral expressions, but the teacher explained to them that due to her remarks about their lack of using linking words when they talk, and their breakdowns. The teacher consequently helped them in order to be learnt and put into communicative practice.

The class size has an impact in the quality. In fact all classes share the same crowded number, there was noise from time to time, and participation could not be devoted to everyone due to the large number of students. All classes exceed 20 students, as a result, some students could not concentrate because of others' noise, and also the teacher could not answer all their questions.

Technology in all the classes is the same since students study in the same labs.

However, when there was a large number of students, there was missing number of computers, so some students shared the same computer. In addition, some head-phones do not work.

Finally, the results of the observation have revealed a lot about the quality in CLT Context. However, teachers cannot be blamed for teaching some aspects which

are not intended to be taught in oral expression, because of many facts as mentioned above. The quality of teaching communication needs to be improved in many cases including technology, an effective content, and small group of students.

2.6.4 Teachers' Interview Analysis

This interview was conducted with 4 oral expression teachers at the department of English, Tlemcen University, in order to investigate about the quality of education, teaching materials they use, and their opinions about the current Algerian situation and provide the most possible suggestions. The interview sessions took place in different days, the researcher made always sure to start the procedure with preliminary questions to the interviewee to introduce the main topic to be studied. Teachers were asked according to their usual use of materials, and experience, in addition to some follow-up questions that were given for further information and to enlarge the answer's area. After asking for consent, the interviews were recorded and interpreted.

Item 1

The first question was about what they think quality of teaching materials in EFL classrooms, according to the 1st teacher, EFL classrooms are supposed to be provided with laboratories and technology, as a result, the teachers adds, it is a good quality if it includes so. The second teacher points that, the quality of materials is very important since the selection of the materials affect the motivation of the learners and even teachers, and that good quality in EFL classroom is rather selected. For the other two teachers, they both argue that quality materials in EFL classrooms should cope with today's demands, consequently, they both stressed on the use of authentic materials such as videos and songs.

Item 2

The second question was whether they try to use new teaching equipments and techniques. Teacher one answered that of course she does by using language labs even though it is not really updated since the USA used them in the 1970s.

In Algeria it is really something different and especially in the public sectors, and that it was used just in private sectors, however recently they were introduced in universities. She is trying to use updated things but the problem of internet is an obstacle. Otherwise, it is very interesting to keep in touch with the students even outside classrooms through e-learning because this she keeps talking to her students via online-groups. However, all the other three teachers use the already presented equipments in the laboratory.

Item 3

Question three was a multiple choice question about whether they use data-display, Audio-aids, computers or others when teaching communication, and how they use them. Two teachers use data-display, another teacher uses computers, and the last teacher prefers using audio-aids.
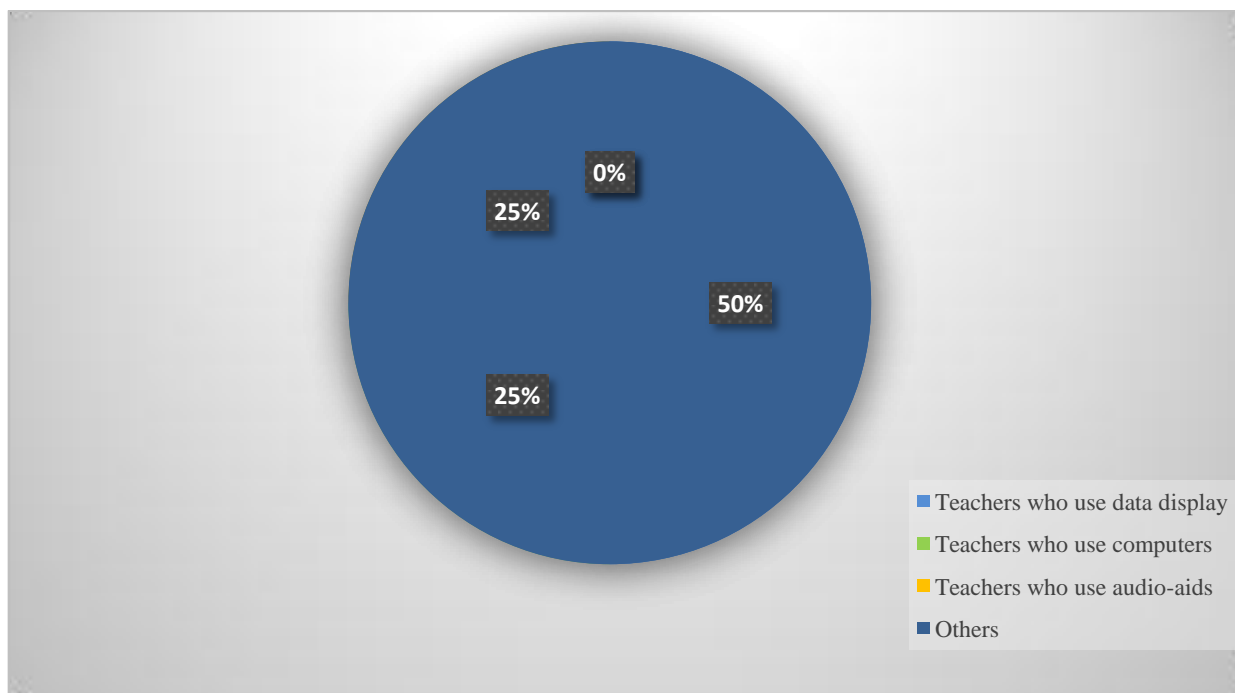

Figure 2.3 Teachers' Use of Data Display, Computers, Audio-Aids, or Others

Item 4

This question was a kind of looking for the possible answers from them, it included whether they organize speaking activities or not and with illustration.

Teacher one answers that she does organize speaking activities, she gathers the students in a U shape manner, and provide a topic in which they all should participate and answer one by one, as a result, this helps them to stand in future conferences and gatherings in which topics will be open to debate. Teacher two arrange speaking activities according to the topic, for instance, when there is a matter if agreement and disagreement, she divide the group into two parts, part one agree so that they should use agreement sentences, while the second part disagree by being against with specific words. She added that in this way, students can learn different vocabulary words and practice them in each session.

Moving to the other teacher, she uses idiomatic expressions as an activity, since the use of them by natives and their importance when traveling abroad. She pointed out that she teach them idiomatic expressions, then she gives a pair a work of preparing a dialogue that includes the studied idioms. Next, students stand on the board and they present their work, therefore, they become accurate and they speak in front of their friends. Finally, the last teacher focuses more the phonological aspects, she says that without good pronunciation, speaking cannot be clear. As a result, she teaches phonetics aspects sometimes, then she organize speaking activity that requires using a dictionary, choosing a difficult word to be pronounced and using it in a useful sentence. All teachers showed their positive attitude towards organizing speaking activities and illustrated with examples.

Item 5

As the class size has already mentioned in this chapter, it is subject to debate. The question was whether they have a problem in the class size. Three teachers out of four, have a problem in the size. They find that a large number of students is really an

obstacle for them to teach effectively. They all argued that having more than 20 students does not give the change to everyone to speak, as well as, noise sometimes, crowded classrooms, and they need to share the materials. Therefore, this does not give the opportunity to the weak students to improve themselves or even distinguish the out-standing students from those who need extra activities. The remained teacher, in opposition, she found it more enjoyable and challenging. She added that having a big number of students, motivates them to challenge their peers when arranging activities, so they like team work and they try to speak whatever their capacities are.

Item 6

Since communicative language teaching cannot be separate from communicative language testing, a question about how they assess students' communicative skills was asked. The first teacher answered by assessing the four skills including: writing, reading, listening, and speaking, since they are inter-related in order to learn a language well. Then, the second teacher assesses her students' capacities at the level of accuracy and fluency; she added that there is no need to assess something which is not related to the communicative skills. Next, the other teachers both assess their listening and speaking capacities, due to the fact that a good listening of natives, provides a good speaking, and whenever they listen something well, they will put it into practice.

Item 7

When asking them about the models of examination they use in order to examine their students. Three teachers use the same examination, in which they divide the exam into two parts. The first part is a listening part, in which all they use headphones and the teacher launches a short dialogue of a native accent, and students are allowed to take notes, then, the students are given the dialogue with missing points to be fulfilled. The second part is based on speaking, in which each student has five or ten minutes alone with the teacher asking him about a specific topic, at the same time she considers his answers. The last teacher uses something else, an IELTS examination. She said that since students study and graduate and then receive

opportunities to go abroad, and a command of the IELTS is pre-requisite, she tries to help them in order to prepare them for such an exam. The teacher stands in the classroom and gives the opportunity for every student to be examined in a way like the IELTS speaking test. She follows the model and the questions used worldwide in such test to make it official-like.

Item 8

''Do you find any difficulties using technological tools in EFL classrooms''? It was next question that teachers were waiting for as they said. They all shared the same problems since they teach in the same labs. First, they commented about the quality of technology which is not really satisfying for them. For example, headphones and computers do not work all, so this pushes them to avoid sometimes and shift to other tools. Then, data-display sometimes is present and sometimes not, this created a huge problem for them especially when they prepare the lecture and are ready to teach it. In addition, the quality of the volume is not really good in order to listen to audio pieces. The absence of technicians sometimes or their delay make a real problem, as a result, too much time is wasted, as they pointed.

Item 9

According to the 1st teacher, the factors that affect negatively EFL learners during CLT sessions are the class size and absence of technology. However, the other teacher stressed on the psychological factors, giving examples of shy students who are unable to speak and face real problem when it comes to public speaking. In addition, there are students who attend or who study English because their parents oblige them to do so, as a result, this pushes them to be more silent.

Item 10

The last question was whether they are for or against change. Clearly, the totality is for change. Yet, teachers are eager to see and implement a kind of well-managed change. They all added that they are looking forward to receive better quality equipments and that change can start from them-selves.
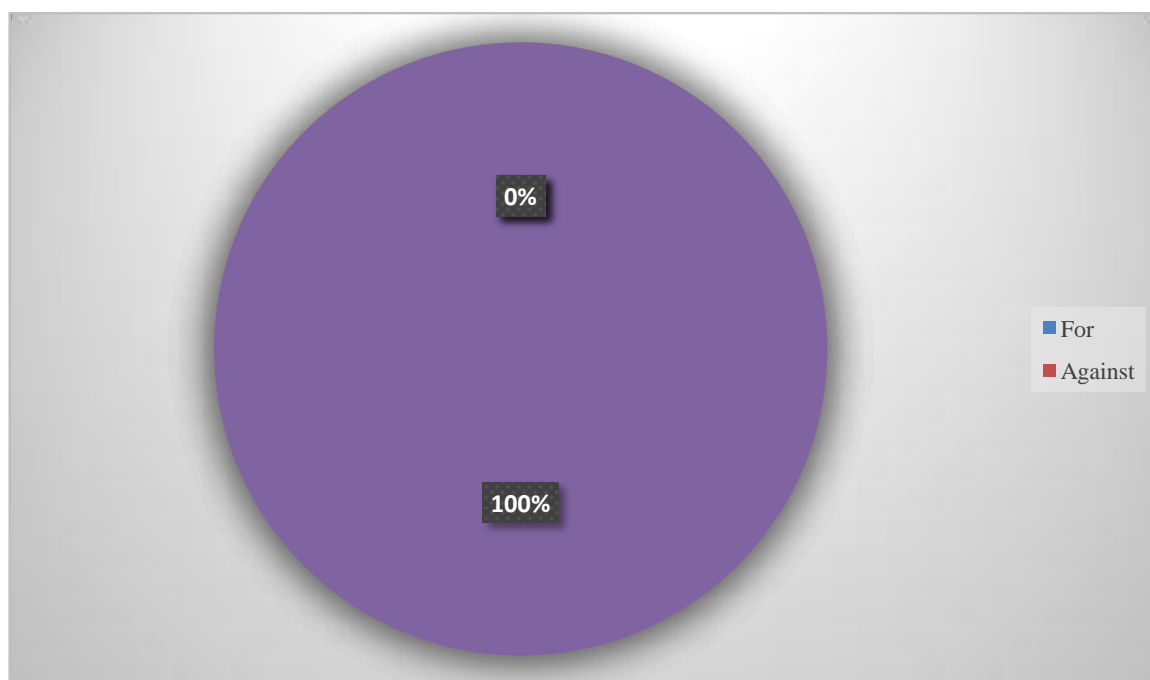
Figure 4.2 Teachers' Opinion on Change

Results of the interview's interpretation show that all teachers are for innovation and change, and all seek to have a good quality education. Yet, they are all aware that there is a gap in the quality of education in the Algerian context in some areas including technology and equipments, laboratories, and crowded classrooms. Finally, they all update themselves with what is current and present in classrooms, and although they opt for change and they apply new techniques, but it remains insufficient because what works abroad cannot necessarily work in some local contexts. However, the need for change will remain as strong as ever.

2.7 Limitations of the Study

Although that the hypothesis were validated through this research, some limitations have faced the researcher before realizing this work. Due to a lack of time, future researchers can deal with the questionnaire as a third research instrument for better results and achievements. In addition to the absence of students due to politic issues, teachers were obliged not to teach because of the presence of just from 1 to 5 students. This made a small delay for my practical side to be done.

2.8 Recommendations

In order to reach high quality education in general and the CLT in particular, many suggestions were put forward:

Teachers should:

- Have a good profile in order to teach effectively and this is done through Teacher Education Development such as in-service and pre-service trainings, in addition to the participation in conferences, study-days, and seminars.
- Not rely slavishly on the book or written content when teaching the language in general, and communication in particular. They should update themselves with technology and adopt an eclectic approach.
- Try new techniques to teach oral expression such as MOOCs, an online course that has open access and interactive participation by means of the Web. MOOCs provide participants with course materials that are normally used to help students to learn distantly. In addition, Moodle which is an online digital platform that keeps teachers in touch with their students outside classrooms, in which materials and lectures can be provided. Last, but not least, they should make use of e-portfolios and e-learning.

Psychologists can help to realize a good quality education by treating those students who have family problems, pronunciation problems, and they are shy, since this is regarded as a barrier over their language learning, by organizing sessions for all students in order to tackle personal and professional life issues.

Policy-makers should contribute by the implementation of updated technological tools and language laboratories, as well as, to provide extra sessions of ICTs use for all teachers, devising textbooks that help in teaching the language communicatively such as situational phrases and dialogues, and devoting more time to CLT modules, since once a week is not enough to learn a language and to be fluent. As well as, to put small classes in which the number does not exceed 20 students, and preferably in a U shape.

Providing teachers with the opportunities of trainings abroad and exchanging with expatriate teachers can help in the career-building.

Technicians can help by being present at university and figuring-out problems when it is necessary in order for the teacher not to waste time.

Students can help by preparing their lectures, by learning through technology, and by practicing language outside classroom in order to reach fluency.

Parents finally should accompany their children during their academic path; however, it is rather better not to oblige them to choose the field of foreign languages if they do not want to opt for.

2.9 Conclusion

The researcher provided a detailed explanation about communication oriented teaching, as well as, its importance in today's globalized world and how it can be tackled in the Algerian context. Research instruments were used to study the quality of CLT, and reveal what it is going on the classroom. Analysis and interpretations were discussed, and also possible suggestions and recommendation put in order to improve the quality of education.

General conclusion

General conclusion

Quality education is a cover term with many layers. It ranges from quality of the content to the learners, teachers as well as the surrounding environment. As a result this dissertation defined quality education and highlighted all the areas it touches in today's inter-connected world, and provided a better understanding of innovation and change.

Therefore, everyone seeks for change, it was mentioned above that it should be well-planned and managed, in order to reach the expected change, otherwise, the situation is a statue quo, in which change is not achieved, and it can cost a lot in this case. However, a sine qua non condition of English is very important since its spread within the advent of globalization. Consequently everybody is striving to learn English, and achieve higher level of accuracy and fluency. Communicative language teaching has been one of the main titles of this research, and the latter was conducted in order to improve the quality of teaching oral skills through 1st year EFL learners at Tlemcen University, in which an observation and interview were tackled, analyzed and interpreted. In addition two research questions were asked and hypotheses were confirmed at the end of the study.

The framework of this study consisted of two chapters; the first one was a theoretical background that leads the reader to perceive the fundamental concepts about quality education, innovation and change, and teachers' role in the 21th century. Then, chapter two that was devoted shed lights on the importance of communicative language teaching, and to research design, analysis and research findings.

The results obtained showed that all teachers look for change and better quality education. Through this research, the difficulties that face EFL learners are the class size, the content of the lecture, and lack of technology.

Finally, the current paper aimed at improving good quality education that helps to build future generations, enhance and stimulate their learning.

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APPENDICES

The Teachers' Interview Layout

1. What do you think of the quality of teaching materials in EFL classrooms?

2. Do you try new teaching equipments and techniques?

3. What are the materials you use when teaching oral skills:

- Data-Display

- Audio-aids

- Computers

- Others

4. Do you organize speaking activities? Can you illustrate, please?

5. Do you have a problem in the classroom size?

6. How do you assess students' communicative skills?

7. What model you follow to examine students?

8. Do you find any difficulties using technological tools in EFL classroom?

9. What are the factors affecting negatively EFL learners during oral sessions?

10. Are you for or against change?

Abstract:

The current research aims to provide definitions and details about quality education, with reference to Algerian context. The researcher focuses on the process of innovation and change in this millennium, and its requirements in order to achieve the expected change. Specifically, to talk about the importance of communicative language and its contributions in today's education. First year EFL learners at Tlemcen University were taken as a model, with their teachers of oral expression. The research findings and conclusions show that there is a gap of understanding the concept of quality and is implementation in specific contexts, as well as, the difficulties occurring when teaching communication in Algerian EFL department such as lack of the quality of technology, classroom size and teacher's profile.

Résumé :

La recherche actuelle a l'intention de fournir des définitions et des détails de l'éducation de qualité, en ce qui concerne le contexte algérien. Le chercheur se concentre sur le processus d'innovation et de changement dans ce millénaire et ses exigences pour accomplir le changement attendu. Spécialement, pour parler de l'importance de langue communicative et de ses contributions dans l'éducation d'aujourd'hui. La première année les apprentis d'EFL à l'Université Tlemcen a été prise comme un modèle, avec leurs enseignants d'expression orale. Les conclusions de recherche et les conclusions montrent qu'il y a un trou de comprendre le concept de qualité et est l'implémentation dans les contextes spécifiques, aussi bien que, les difficultés se produisant en enseignant la communication dans le département EFL algérien comme le manque de la qualité de technologie, grandeur de classe et le profil d'enseignant.

مـلخص:

تهدف البحث الحالي إلى تقديم تعريفات وتفاصيل عن التعليم الجيد ، مع الاشار ة إلى السياق الجزائري ويركز الباحث علي عمليه الابتكار والتغيير في هذه الفيه ، ومتطلباتها من أجل تحقيق التغيير المتوقع. علي وجه التحديد ، للحديث عن اهميه اللغة التواصلية ومساهماتها في التعليم اليوم. وقد اتخذت السنه الاولي مع أساتذة التعبير الشفوي في جامعه تلمسان كنموذج وتبين نتائج البحوث والاستنتاجات ان هناك فجوه في فهم مفهوم الجودة والتنفيذ في سياقات محدده ، فضلا عن الصعوبات التي تحدث عند تدريس الاتصالات في أداره الشؤون العامة الجزائرية مثل نقص نوعيه التكنولوجيا ، وحجم الفصول الدراسية والملف الشخصي للمعلم.

وأخيرا ، قدم الباحث الاقتراحات والحلول الممكنة من أجل تحسين جوده التعليم العالي ، والوصول إلى التعلم الفعال