

Ministry of Higher Education and Scientific Research

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**The Implication of the Second Generation Programme in the  
Algerian EFL Classroom Across CBA**

**The Case of Second Year EFL pupils at Ferouani Middle  
School Tlemcen**

*Dissertation submitted to the department of English as a partial fulfilment of the requirements  
for the Master's degree in DAELE*

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## **Declaration**

I declare that the research work of **“The Implementation of The Second Generation Program Across CBA, Case of Second Year Ferouani Middle”** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Nesrine F.Z KOUBCI

## *Dedications*

*To my parents, my brother, my husband, and all  
the people I care about.*

## *Acknowledgment*

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## **Abstract**

Until very recently, education systems all over the world seems to have been fully based on positivism; however, the need for better quality education, innovation and change in the teaching methods has apparently shifted towards constructivist principles. The focus on learner-centeredness is as strong as ever, since traditional approaches are less used in EFL classrooms; instead, many updated approaches have taken place in order to improve the quality of teaching. As attempts to teach English effectively in Algeria, the CBA approach has been adopted as an instructional methodology in order to develop learners' competencies through second generation textbooks. Therefore, the current research aimed at providing details about the syllabus of second generation programme, the CBA approach and their impact on the learners' level and the way teachers adopt this method. The 2<sup>nd</sup> year EFL learners at Farouani Middle School are selected as a case study. The research findings and conclusions show that there is a gap in the textbook syllabus since the majority of titles focus on teaching oral expression items in opposition to the written aspects that should be both balanced. In addition, the obstacles that face teachers when applying this program and the elements they lack. Finally, the researcher tries to provide possible solutions and suggestions that may help to figure out this situation and improve good application of the 2<sup>nd</sup> generation program for both teachers and learners alike.

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## **List of Abbreviations**

CBA: Competency Based Approach

GTM: Grammar Translation Method

ELT: English Language Teaching

CLT: Communicative Language Teaching

LCE: Learner-Centered Education

SGP: Second Generation Program

FGP: First Generation Program



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# **General Introduction**

In today's global world, the advent of education has become the rationale for worldwide economy and culture development, in which countries are struggling of how to improve teaching and learning process. English becomes a very effective language that is proved by many native and non-native speakers all over the world. The ever-growing need for better communication skills in English creates a huge demand for English teaching around the world, as well as appropriate teaching methodologies are therefore strong. Thus, Algeria is one of the countries which consider English as a crucial language since it plays an important role in all domains. Hence, the ministry of education implements a new prospective and designs new EFL textbook, i.e., the second generation programme SGP based on competencies. It aims at bringing improvements upon the first generation programme FGP, and underlies the requirement of Competency based Approach to reach pupils' needs in learning the English language successfully, i.e., to practise the four skills listening, speaking, reading and writing.

The Algerian educational reform launched on the ground of constructivist learning theory, sounds still to express a type of reform that is poorly giving its anticipated goals. Furthermore, in the Algerian middle schools, the traditional approaches are still dominant; learners are not able to handle their learning process and be autonomous, instead, they are still reliant on their teachers. On the other hand, teachers seem to be incapable to move towards constructivism. In this regard, the present research work is conducted according to the following research questions

- 1/ Does the second generation program affect the pupils' level?
- 2/ What are the main characteristics of the second generation program?
- 3/ Are pupils able to perceive phonological rules and transcription?

As a major step of any research, the researcher puts forward the following hypotheses:

- 1/ The Second Generation Programme has both negative and positive effect on the level of the pupils.
- 2/ The main characteristics of the Second Generation Programme are the focus on pronunciation, little attention to written aspects, focus on CBA principles and constructivism.

3/ Pupils are not able to perceive the phonological aspects and transcription, since many teachers seem not master the phonological rules.

Additionally, the present research work proposes an exploratory case study which attempts significantly to analyse the 2<sup>nd</sup> generation programme textbook and its main focus which is used in EFL Algerian middle school. The investigator relies on studying the case of 2<sup>nd</sup> year EFL pupils at Farouani middle school, Tlemcen. She selected two research instruments; classroom observation, and teachers' structured interview.

Yet, the present work is divided into three chapters; the initial chapter displays the theoretical background of the studied issue. It provides a historical evolution of ELT in Algeria with the identification of the methods and approaches that are used during the whole instructional Algerian situation. Also, it offers much focus on the CBA practice with its aspects and shortcomings. Then, it integrates the application of the 2<sup>nd</sup> generation textbook in EFL classroom.

The second chapter presents situational analysis and research design. It provides a description of the 2<sup>nd</sup> generation phonological programme. It is, however concerned with a detailed description of the research instruments used to undertake this study, and the selected sample. The third chapter, on the other hand, deals with the analysis of classroom observation and teachers' structured interview. Finally, it sets some suggestions and recommendations for better implementation of the 2<sup>nd</sup> generation programme.

# **Chapter One:**

## **Theoretical Background**

## **Chapter One: Theoretical Background**

### **1.1 Introduction**

### **1.2 ELT in Algeria**

#### **1.2.1 ELT Methods and Approaches**

##### **1.2.1.1 GTM**

##### **1.2.1.2 Direct Method**

##### **1.2.1.3 Structural Approach**

##### **1.2.1.4 CLT**

##### **1.2.1.5 CBA**

### **1.3 CBA Practice**

#### **1.3.1 CBA Aspects**

#### **1.3.2 CBA Shortcomings**

### **1.4 2<sup>nd</sup> Generation Textbooks**

### **1.5 Conclusion**



## **1.1. Introduction**

The initial chapter deals with the theoretical review of the main educational reforms that the Algerian context witnessed during the whole instructional situation. Initially, it offers a definition of ELT in Algeria with the identification the textbooks used, as well as, the most common methods and approaches. Then, it focuses on the CBA approach and also tackles its main aspects and shortcomings. Besides, it investigates the application of the Second Generation program in the Algerian EFL classroom.

## **1.2. ELT in Algeria**

The Algerian educational system witnesses quick and remarkable reforms in teaching /learning the English language. Consequently, the teaching English in Algeria has received great deal of reinforcement, as a result English is taught for seven years: four years at middle school and three years in the secondary one through the competency-based approach (CBA) since 2003, after the misstep of many other approaches and methods such as: the direct method, the structural method, grammar translation method (GTM), and communicative language teaching (CLT).

### **1.2.1 English Language Teaching Methods and Approaches**

A method contains the use of different techniques in a systematic way in order to reach the aim of language teaching. A method is an overall concept that includes the lesson plan, the syllabus, the textbook, and other teaching materials. All these components must be a harmony with basic principles of the selected approach. Anthony defines a method as:

**“An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.”**

(Anthony In Allen and Campbell (1993:95).

According to Richard the concept of method is, “an umbrella term for the specification and interrelation of theory and practice” (1985:16). After ww1 in the late of 20<sup>th</sup>, the advance of education within the scope of globalization has become the rationale for countries’ economy and cultural development. Therefore, many countries were struggling of how to improve the teaching and learning process. The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world, as well as, the appropriate teaching methodologies is therefore strong.

Additionally, teaching languages became as a profession on its own, thanks to the important contributions of researchers, among who applied linguists, to make the theoretical teaching methods effectively applicable. Basically, there has been a significant change in the teaching approaches and methods which is due to the need of having better teaching and reach quality of education. According to Asher and James (1982) “methods are the combination of techniques that are used and plasticized by the teacher in the classroom”, i.e., how to teach. On the other hand, approach is a general term defined by Longman Dictionary as “a way of dealing with something or somebody”, i.e., what to teach. Therefore, various teaching methods have been created and used in instructional situations over years, the classical methods such as : GTM, ALM, focus on the mastery of grammatical competence by memorizing dialogs, performing drills, translating ...etc. the modern one such as: CBA, CLT, focus on the mastery of communicative competence by using work group activities, role plays, project work ...etc.

This part will describe the most important methods and procedures for teaching the English language in the Algerian curriculum with a focus on how pronunciation was recognized and dealt with in the national setting.

### **1.2.1.1 The Grammar Translation Method:**

The Grammar-Translation method originated in Prussia and was known as a method in the mid-19<sup>th</sup> century. The language investigators at that time had been prescriptive in their ideas to say how a language or a teaching method should be or should be taught rather than to be descriptive what really existed. This was very

commonplace among traditional grammarians. Out of these ideas and thoughts, the Grammar Translation Method emerged.

One of the main components of GTM was its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language ( Dendrinos 1992:106).In terms of the four skills, it gave much focus on reading and writing, however little attention was given to listening and speaking. This method had a commanding influence upon the Algerian educational context of teaching English during the period of the 1960's touching all educational levels. The ELT textbooks designer spotted the light upon the learning of vocabulary items and the grammar rules via memorization only because reading and writing were highlighted as primary skills and much less attention was paid to listening and speaking including pronunciation as Rivers (1968) stated

**“..Little stress is laid on accurate pronunciation and intonation, communication skills are neglected; there is great deal of stress on knowing rules and exceptions, but little training is in using the language actively to express one's meaning”**

**(1968:17)**

This approach had disregarded pronunciation and was much criticized for focusing only on grammar rules and the drilling of isolated words. In addition to that, the Grammar Translation Method was very dependent on translation in order to teach language which may bring about interference, confusion and a lack of appreciation for the communicative practices.

### **1.2.1.2 The Direct Method**

As long as this method is concerned, it was based on linguistics and psychology. At the end of 9<sup>th</sup> century, this method was developed against the Grammar Translation Method, that is to say the teaching of the foreign language was taught without any resort

or interpretation from the mother tongue, in which students do not use their native language but focus on the direct relation between L2 and meaning. Algeria used this method primarily in the Middle school in the early 1970's by a series of ELT textbooks starting by:

'Success with English' (1968)

'Andy in Algeria' (1975)

'Learn English with Us for'

'Madjid in England' (1976)

'Learn English with Us'

The teacher's aim behind using this method is to make students communicate better in the target language, however it disregarded the accuracy of pronunciation as a part of imitation and drilling without providing the students with any explanations, and refused any use of translation in the classroom assuming that the learning of any foreign languages should be processed in the same manner as the mother tongue (L1) by associating new vocabulary to associated ideas. In contrary to the Grammar Translation Method, the Direct one (DM) emphasizes the corporation and partnership between the learner and the teacher could resolve all learning and teaching problems. Lange states that:

**Foreign language teacher development...has a basic orientation to methods of teaching. Unfortunately, the latest bandwagon "methodologies" come into prominence without much study or understanding, particularly those that appear easiest to immediately apply in the classroom or those that are supported by a particular "guru". Although concern for method is certainly not a new issue, the current attraction to "method" stems from the late 1950s, when foreign language teachers falsely led to believe that there was a method to remedy the "language teaching and language learning problems. (1990, p.253)**

Additionally, this method was very criticized because it gave much focus on the use of classroom drills. Consequently, the students were unable to use the foreign language efficiently for communication. For these reasons, the Algerian educational authorities were obliged to search for new appropriate approach to pave the way for effective EFL learning and teaching process.

### **1.2.1.3 The Structural Approach**

The structural approach, was different but it somewhat adapted numerous principles and procedures already seen in the Direct Method. It focused on drilling structures of oral practices and highlighted skills basing on listening, speaking, reading then writing. This approach was known as the grammar approach, Benmostefa(2015) stated that

**The structural approach to language teaching, also known as the grammar approach, represents, so to speak, a compromise language teaching model which attempts to strike the balance between the formal teaching of grammar with a heavy use of a metalanguage and translation activities and the non-allowed use of the learners' mother tongue. ( 2015: 69)**

At the end of the 1970's and early 1980's, the structural approach was introduced in the Algerian curriculum and implemented in ELT secondary school classrooms with the introduction of L.G. Alexander's popular ELT textbooks 'Practice and Progress' (1967) and 'Developing Skills' (1967) for the three secondary school years.

### **1.2.1.4 The Communicative Approach to Language Teaching**

The dissatisfaction of educators and linguists with classical methods led to the growth of a new approach which is called the Communicative Approach. Interest and development of communicative style teaching mushroomed in the 1970s; authentic language use and classroom exchange where students engaged in real communication with one another became quite popular. Therefore, the CLT approach gives the chance

for students to learn how to convey the desired meaning, interpret messages, exchange thoughts and negotiate meanings. It was introduced in the Algerian education system for the first time through illustrative course books in the 1980's and the 1990's such as

- 'My new book of English' for the first-year at secondary level.
- 'New midlines' for the second year.
- 'Comet' for the final third year.

According to Bougandoura (2012), these series were designed to make learners use the target language in an easy way. As for pronunciation, it focused on fluency and accuracy which are complementary items situated under various communicative techniques so as to keep learners focus on both pronunciation of utterances, as well as grasp their meanings in language use.

Nevertheless, this approach has been criticized the fact that it cannot be afforded in the Algerian context due to mixed abilities classes and the over-crowded classroom which hinders the teaching of pronunciation.

### **1.2.1.5 Competency-Based Approach**

Many teachers criticized the previous approaches and methods, for the reason that learners become more and more independent on the teacher, with non effective role in the classroom. In addition to that, the teacher did most of the work for his learners. For these reasons, the Competency-Based Approach or CBA for short, has been introduced first in the USA in the early 1970's. However, it is only in the 2003 that the Algerian textbook designers have adopted the Competency Based Approach. This approach addresses what the learners are expected to do rather than on what are expected to learn about. In fact, it is based on building up competencies and abilities of language learning by dividing it into three crucial components: attitude, skills and knowledge (Bougandoura,2012:51). This approach gives the opportunity for the learner to participate in classroom activities that is based on cooperative rather than individualistic approach to learning. As for the teacher, his role becomes a supportive only, should assume the role of guider and monitor rather than being a model for correcting speech and writing.

### **1.3. CBA Practice**

Competency-Based Language Teaching (CBLT) focuses on what “learners are expected to do with the language” (Richards & Rodgers, 2001, p.141). This approach emerged in the United States in the 1970s and can be described as “defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study” (Richards & Rodgers, 2001, p.141). However, when it comes to the application of this approach in language teaching particularly, it needs certain effective practice. First, the learning activities should be a well-designed activities related to competence. The latter is defined by Oxford Advanced Learner’s Dictionary as “the ability to do something well” and as “a skill that you need in a particular job or for a particular task”. In other words, all the learning activities should rely and depend on the learners’ competencies. These activities are real-world tasks which “may be related to any domain of life” (Richards & Rodgers, 2001, p.144) but especially to survival-oriented and work-related situations in a new environment (Richards & Rodgers, 2001, p.144). They should focus on specific areas such as: attitudes, critical thinking and knowledge. The materials used by the teacher should include texts and assessments in connection to the competency in order to improve their skills, attitudes and capacities, as well as, oral capabilities. At the beginning of a course in a competency-based framework the students have to go through an initial assessment, in which the teacher determines the current proficiency level of the individual student, in this case, it can be considered as a diagnostic assessment or pre-test. After this students are grouped according to their level of proficiency, their needs, weaknesses, and interests, i.e. the gaps discovered after needs analysis. Finally, the CBA practice is based on activities that should consider first and most the competence as the main focus that should be achieved.

#### **1.3.1. CBA Aspects**

The competency based approach is based on certain aspects in order to achieve an effective application. According to Auerbach (1986) there are eight key features which are essential for Competency-Based Language Teaching:

1. A focus on successful functioning in society which means that language is taught in order to prepare the students for the different demands of the world (Richards & Rodgers, 2001, p.146).
2. A focus on life skills to determine that language is always taught as a medium of communication in concrete tasks in which specific language forms/skills are required (Richards & Rodgers, 2001, p.146).
3. Task- or performance-centered orientation. The focus is on what the students can do with the language and certain behaviors instead of knowledge of the language (Richards & Rodgers, 2001, p.146).
4. Modularized instruction emphasizes that the competencies which are taught have to be systematically separated into manageable parts so that both the [teacher](#) and students can handle the content and realize their progress (Richards & Rodgers, 2001, p.146).
5. Outcomes that are made explicit a priori. “Outcomes are public knowledge, known and agreed upon by both learner and teacher” (Richards & Rodgers, 2001, p.146). Therefore, the students clearly know what behaviors and skills are expected of them (Richards & Rodgers, 2001, p.146).
6. Continuous and ongoing assessment which means that the students are tested before the course to determine which skills they lack and after they have had instructions in that skill they are tested again to ascertain whether they have achieved the necessary skills or not (Richards & Rodgers, 2001, p.146).

### 1.3.2. CBA Shortcomings

Although the strengths of the competency-based approach in identifying specific competencies or skills and enabling learners to develop mastery of each competency or skill at their own pace, as well as, its obvious importance in developing practical and vocational skills, it is still based on academic skills, and has certain weaknesses. Its main weaknesses can be in the idea that it can work well in some learning environments, however, it cannot work well in other settings sometimes. Firstly, it may not fit all the preferred students’ styles and strategies. Then, it gives too much importance to the



immediate and current needs rather than focusing on the future needs that should be prepared. Next, it does not suit subject areas where it is difficult to prescribe specific competencies or where new skills and new knowledge need to be rapidly accommodated. Eventually, it ignores the importance of social learning. Finally, the CBA is an effective approach that helps certain kinds of learners to improve their competencies however, it does not suit though all kinds of learners and may be limited in developing the higher level, more abstract knowledge and skills requiring creativity, high-level problem-solving and decision-making and critical thinking.

### **1.3. Second Generation Programme**

This approach was implemented with the educational reform initiated in 2003, in which all the syllabus are based on CBA, and differs from the syllabus of the traditional approaches. Instead of selecting a topic or field of knowledge that one is going to teach (e.g., British History, American Literature, or poetry) and then choosing “concepts, knowledge, and skills that constitute that field of knowledge” (Richards & Rodgers, 2001, p.144), Competency-based Language Teaching “is designed not around the notion of subject knowledge but around the notion of competency” (Richards & Rodgers, 2001, p.144). Therefore, the focus is on how the students can use the language instead of their knowledge about the language. Schenck (1978) points out that the teacher provides a list of competencies which the course is going to deal with, and these are “typically required of students in life role situations”. Students have to perform specific language skills which they have already learned during the course (Docking, 1994, p.16). In this regard it is vital that every competency is mastered one at a time because this makes sure that the learners know what they have already learned and what the next steps will look like. According to Tollefson (1986) it is very difficult to develop lists of competencies for every specific situation. This is due above all to the fact that many areas in which people need certain competencies are impossible to operationalize. Finally, this program either with its positive or negative impact, it has gained popularity in Algeria because of its clearly defined outcomes, quality of assessment, varied syllabus, oral expression aspects in order to improve speaking in today’s situations, and its relation to other skills that help

to develop the learners' capacities and competencies.

#### **1.4. Conclusion**

This theoretical chapter attempts to bring some notions regarding the educational reform among EFL classroom. It highlights some definitions of the EFL methods and approaches by different researchers with the identification of the textbook used. It tries to demonstrate the rationale application of the CBA approach in EFL classroom and focuses on the new program with its application across CBA.

# **Chapter Two**

## **Situational Analysis and Research Design**

## **Chapter 2: Situational Analysis and Research design**

### **2.1 Introduction**

### **2.2 The Second Generation Phonological Program**

### **2.3 Research Design**

### **2.4 Site of Research**

### **2.5 Research Participants (Sampling)**

#### **2.5.1 Teachers' profile**

#### **2.5.2 Pupils' profile**

### **2.6 Research Instruments**

#### **2.6.1 Classroom Observation**

#### **2.6.2 Teachers' Interview**

### **2.7 Data Analysis**

#### **2.7.1 Quantitative Analysis**

#### **2.7.2 Qualitative Analysis**

### **2.8 Conclusion**

**2.1. Introduction**

Today's globalized world is in an increasing demand for good quality of language teaching thanks to the spread of English as a global language. As a result, everyone is striving to learn English in order to communicate effectively in real life situations. However, to teach English effectively, many approaches have come into practice including the CBA that features the Algerian context. Therefore, the application of the CBA is done through the 2<sup>nd</sup> generation program that focuses basically on the teaching of oral skills rather than writing skills. Consequently, this chapter describes the practical work of the current research. Initially, it overtly provides description of the second generation phonological program as stated in the textbook, in addition, it highlights the research design, the setting, and identifies the chosen sample that helps in constructing this research work. Then, it demonstrates the methodology used in the investigation that were done in the field needed. Moreover, it highlights the research instruments used, namely observation for pupils and interview for teachers.

**2.2. The Second Generation Phonological Programme:**

Pronunciation is viewed by Morley (1991:488) as “an essential component of communication competence”. For Seidhover( 2001) pronunciation is the production and perception of significant sounds of the language where meaning is targeted when using language. Richards and Renandya (2002) view that “...pronunciation also known as phonology includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra-segmental features as stress, rhythm and intonation”(p.175).

Harmer (2001) considers that the teaching of pronunciation does not just raise learners' awareness to the various sounds, their characteristics and meanings, but also helps enhance the speaking skill.

Communicative competence can be achieved only by an accurate pronunciation. The phonology is considered in all middle school English textbooks. The speech sounds focused in the 2<sup>nd</sup> year middle school textbook highlight both segmental and supra-

segmental speech features: sounds, stress and intonation, all the sequences follow the same pattern in their phonological presentation; each sequence unfold with ‘MY PRONUNCIATION TOOLS’ under which comes ‘I listen and Repeat’; sounds are presented to be drilled after listening to the teacher pronouncing them, those sounds are compared against their spelling. The same latter but the pronunciation differs from one word to another. For instance the pronunciation of the ending “s” can be pronounced as /S/ /Z/ /IZ/. And then the rule is mentioned just under.

- “s” is pronounced /IZ/ after the following sounds :/S-Z-f-ʒ-tʃ-dʒ/ (or the following alphabet letters: s, ss, x, ce, sh, ch, ge). The case of sequence one in My Pronunciation Tools

The focus on pronunciation in the second generation textbook is remarkable in the first page “MY BOOK MAP”.(Appendix C).

### 2.3. Research Design

Selecting a research method is one of the main stages in conducting any research study. A research design is, therefore, essential for the organisation of any research work, it gives information about how to collect data using a number of research instruments, and provides guidelines on data analysis and results interpretation. In this work, the researcher adopted the case study of second year pupils at Farouani Mohamed middle school. The case study approach –sometimes called monograph- is designed to be an accessible tool of investigation as it consists of different of sub methods that are used to gather various types of data .Yin (1984:23) defines the case study as “An empirical inquiry that investigates a contemporary phenomenon within its real-life context are not clearly evident, and in which multiple sources of evidence are used” to analyse the interview and the classroom observation. Yet the 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 talked an exploratory case study, and it was the 2<sup>nd</sup> year at Ferouani Mohamed middle school, in which the case was studied through a classroom observation, in order to study how well the 2<sup>nd</sup> generation program is dealt within the classroom, as well as, to observe all the factors that contribute in increasing or decreasing the pupils ‘level.

#### **2.4. Site of Research**

The research study took place at Farouani Mohamed middle school, Tlemcen. A number of learners and teacher have participated to fulfil the aim of the present work.

Farouani Mohamed is an Algerian middle school which is situated in Imama-Tlemcen. It was built in 1988; however the opening was in 1989. It is composed of fourteen (14) classes. The number of learners who study at the level of the middle school is about 598; most of them (i.e.328 pupils) are girls and 270 of the learners are boys. As for teaching, thirty-one (31) are involved in the process.

#### **2.5. Research Participants**

Sampling is designed as a fundamental procedure in research as it is considered as a source for gathering data from the target population. A population is a group of individual persons, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or students. The participants involved in this research were a combination of pupils in middle school and teachers of as a second language. This part is concerned with the description of the informants.

### 2.5.1. Teachers' Profile

Three teachers of English had a part in the interview at Ferouani middle school in Imama, Tlemcen. One of the informants is a male, while the two others are females teachers, all of them obtained their master's degree from the department of Foreign Languages, University of Tlemcen, and spent more than five years teaching English in middle school.

**Table 2.1: Teachers' Profile**

	Age	Diploma	Years of Experience
Teacher 1	35	Licence	7
Teacher 2	29	Master 2 in Linguistics	4
Teacher 3	30	Licence	6

### 2.5.2. Students' Profile

The investigation was done at Ferouani middle school in Imama, Tlemcen. The participants involved are 2<sup>nd</sup> middle school pupils aged between 11 to 13 years old. The sample is made up of sixteen(60) pupils, twenty-seven(27) from class M1 and thirty-three (33)students of class M2, thirty-eight(38) are females and the rest which represents twenty-two(22) of the population are males.

## 2.6. Research Instruments and Data Collection Procedure

The process of research cannot be achieved without taking advantage of a number of tools often called research instruments. The selected instruments used to achieve



reliable, valid, and objective results are first, classroom observation used to collect data about the learners' way of receiving data, and the ways of teachers teach inside the classroom. Second, the interview was done with teachers to gather data about teachers' opinions and points of view on the 2<sup>nd</sup> generation program. The part that follows will deeply focus on describing the research tools.

### **2.6.1. Classroom Observation**

Observation is a way of gathering data; it involves recording the behavioural 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, behaviours, and artifacts in the social setting chosen for study” (p.79). Observation enables the researcher to describe exiting situations using the five senses, providing a “written photograph” of situation under study (ERLANDSON, HARRIS, SKIPPER, and 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.

Observation provides the researcher with deep information according to the objectives cited in the checklist, though it is time consuming. This table illustrates the advantages and disadvantages of observation and checklists by (Furaji.2012)

**Table 2.2 Advantages and Disadvantages of Observation and Checklists (Furaji, 2012, 83)**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>- Easy, efficient.</li> <li>- Don't have to be trained to use it.</li> <li>- Several observers can gather the same information to check for reliability.</li> <li>- Focus on many behaviors at one time.</li> <li>- Useful for curriculum planning for individuals.</li> <li>- Data gathered can be highly reliable.</li> <li>- Allows you to directly see what people do rather than relying on what people say they did</li> </ul>	<ul style="list-style-type: none"> <li>- "Closed" in nature, can only observe what is stated in the checklist.</li> <li>- Limited to "presence" or "absence" of behavior.</li> <li>- Lack of information about the quality and duration of behavior and a description.</li> <li>- Under most circumstances, observational data are more expensive to obtain than other survey data. The observer has to wait, doing nothing, between observation events. The unproductive time increases the cost</li> </ul>

This research work dealt with a non participant and structured observation during the whole four sessions that took place in the classrooms, and was done overtly to be more ethical. The items are systematically set in a form schedule with date and time duration. Each session encompassed one to three hours in order to accomplish the objectives of this research work. This tool was used to observe how the 2<sup>nd</sup> generation program affect on both teachers' way of teaching and receiving information ,as well as, learners way of learning and perceiving knowledge.

The observation checklist is divided into three parts: teachers in classroom, learners in classroom and the 2<sup>nd</sup> generation main characteristics used in classroom, each part consists of three or four sections including teacher's methods either teacher or students centered.

### 2.6.2. Teachers' Interview

Interview is a way of intensively exchanging information with a sample; it is an interaction that can be done with different manner. Cohen et al (2007:349) say that “the interview is flexible tool for data collection, enabling multisensory channels to be used: verbal, non-verbal, spoken, and heard” .Although interview consumes time; it is used to get knowledge, attitudes, and opinions from experienced group about specific subject. In like this manner, this tool is employed to carry out three objectives that the researcher aims to get. The face to face interview was done with five teachers of English as a second language in Ferouani middle school, which took place on the 7<sup>th</sup> of April 2019. Moreover the type of the interview that the researcher use is structured one in which the interviewer prepare a plan earlier including a set of questions that enables him to explain and discuss with the interviewee. Furthermore, this tool tends to collect both qualitative and quantitative data, yet there are some disadvantages. Furaji elaborates in two columns describing the advantages and disadvantages of the interview

**Table 2.3 Advantages and Disadvantages of an Interview (Furaji, 2012, 79)**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>➤ It is useful to obtain detailed information about personal feelings, perceptions, and opinions.</li> <li>➤ More detailed questions are allowed, which usually achieve a high response rate.</li> <li>➤ Ambiguities can be clarified and incomplete answers followed up.</li> </ul>	<ul style="list-style-type: none"> <li>➤ It can be very time-consuming: setting up, interviewing, transcribing, analyzing, feedback, reporting.</li> <li>➤ It can be costly.</li> <li>➤ It is used for a large number of people.</li> <li>➤ Different interviewers may understand and transcribe interviews in different ways.</li> </ul>

The face to face interview contains 9 questions aiming to get different data from EFL teachers since they are teaching English with 2<sup>nd</sup> generation program. The first 3 questions are concerned with the impact of the second generation program on the pupils'

level. The second 3 questions are related to the main characteristics that second generation programme manifests. The last 3 questions answer the focus of the new program on phonetics and oral expression.

That is to say, the first question (1) aims at having an idea about the teachers' view of the 2<sup>nd</sup> generation programme. The second question (2) speaks about the effect of the prospective program on the learner's level, and gets information about how it affects. However, the third question (3) is done to see either this program helpful for pupils to practise the four skills or not.

In addition to that, the second three (4, 5, 6) questions are concerned with main characteristics of this program and to observe if its principles are used in the instructional situation, i.e. the CBA principles. However, the questions (7, 8) ask about the evaluation of this program by teachers, also asks about learner's ability to perceive phonological rules and transcription. The last question (9) is used to get suggestions from teachers for better application of this programme.

## **2.7. Data Analysis**

The phase of data analysis is an important step the researcher goes through when he reports the research findings. It focuses on what has been gathered from the research tools, that is to say, the test and the semi-structured interview that can be analyzed either quantitatively or qualitatively.

### **2.7.1. Quantitative Data Analysis**

In fact, this type of analysis is focus on summarising, describing, and analyzing the results by drawing tables, graphs, charts. It is mainly based on descriptive statistics. Marczyk (2005:17) sees it as “studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics”. Such a type of analysis enables the investigator to reformulate the answers that are gathered from the test and the structured interview. In other words, it helps to provide evidence, understand of the results and get more reliable data.

### 2.7.2. Qualitative Data Analysis

Qualitative data analysis requires from the researcher to interpret information that is collected from the selected group in a form of paragraph. Cohen says that this type “involves organizing, accounting for the explaining the data; in short making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities.” (2007,461) this means that this type of data analysis is mainly based on summarizing the collected data using description, explanation and interpretation; it means the researcher has to comment and should have skills to explain data in sentences .

Benguedda(2018,38) makes difference between quantitative and qualitative data in a form of table of three column.

**Table2.4. Qualitative and Quantitative Characteristics**

	<b>Qualitative Research</b>	<b>Quantitative Research</b>
Type of knowledge	Subjective	Objective
Aim	Exploratory and Observational	Generalisable and Testing
Characteristics	Flexible	Fixed and Controlled
	Contextual Portrayal	Independent and Dependent Variables
	Dynamic, Continuous View of Change	Pre- and Post-measurement of Change
Sampling	Purposeful	Random
Nature of Data	Semi-structured or unstructured	Structured
Nature of Data	Narratives, Quotations, Descriptions	Numbers, Statistics
	Value Uniqueness, Particularity	Replication

Analysis	Thematic	Statistical
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**2.8. Conclusion**

This chapter has dealt with detailed explanation of the 2<sup>nd</sup> generation phonological program, and has given an idea about the methodology used involving a classroom observation addressing both pupils and teachers, followed by a structured teachers' interview, aiming to analyze the research findings both quantitatively and qualitatively speaking, in order to identify the problems that face both teachers and pupils when coming to the application of this program in EFL classrooms.

# **Chapter Three**

## **Data Analysis, Suggestions and Recommendations**

## **Chapter Three: Data Analysis, Suggestions and Recommendations**

### **3.1 Introduction**

### **3.2 Classroom Observation Analysis**

### **3.3 Teachers' interview Analysis**

### **3.4 interpretations of the Main Findings**

### **3.5 Limitations of the Research**

### **3.6 Recommendations**

### **3.7 Conclusion**



### **3.1. Introduction**

This chapter aims to provide data analysis about the data collected. It studies the case of 2<sup>nd</sup> year EFL pupils at Ferouani Middle School, Tlemcen, in which the researcher focuses on the use of research methods including a classroom observation that aims to see the impact of 2<sup>nd</sup> generation program on the learners' level, and a teachers' interview to know how teachers are applying it in EFL classrooms. It helps to examine the methodology used by teachers when applying this program, and to interpret the main findings in order to provide the necessary solutions and suggestions.

### **3.2. Observation Analysis**

This section is devoted to the analysis of classroom observation that reveals many aspects regarding the objectives of this research work.

The observation was tackled in order to investigate about the application of the 2<sup>nd</sup> generation program, its effects on learners' level and teachers' way of teaching, and to see if its main characteristics are applied in EFL middle school. This tool was carried in about 4 sessions with three different teachers. It was scheduled in Farouani middle school at Tlemcen with 2<sup>nd</sup> year pupils. (50%) of the 2<sup>nd</sup> generation programme.

The results have shown that the majority (90%) of the observed teachers used the lesson plan but, they could not succeed to devote lesson's duration. They obviously did not make their pupils listen to videos when it comes to lessons of pronunciation, in which pupils need to get drilled to pronounce new words and sounds after listening to the teacher. Then, (80%) of learners are more motivated in oral and pronunciation sessions but when it comes to writing they put their pens down and they cannot even start a topic sentence to write a coherent paragraph. As a result, the problem detected from this tool is that, (70%) of pupils were not able to perceive phonological rules and transcription. This finding proved that the main characteristic was the focus on pronunciation and phonological rules, with neglect to some written aspects. However, teachers could not reach the main objective of the 2<sup>nd</sup> generation program which is applying the constructivist principles in the classroom, i.e. teachers are still relying on teacher-centred

approach instead of focusing on learner-centred education as the main core of the classroom that features the 21<sup>st</sup> century education. Finally, the observation helped to come up with the idea that teachers are still teaching in a deductive way using traditional approaches instead of being up-dated.

### **3.3. Teachers' Structured Interview Analysis**

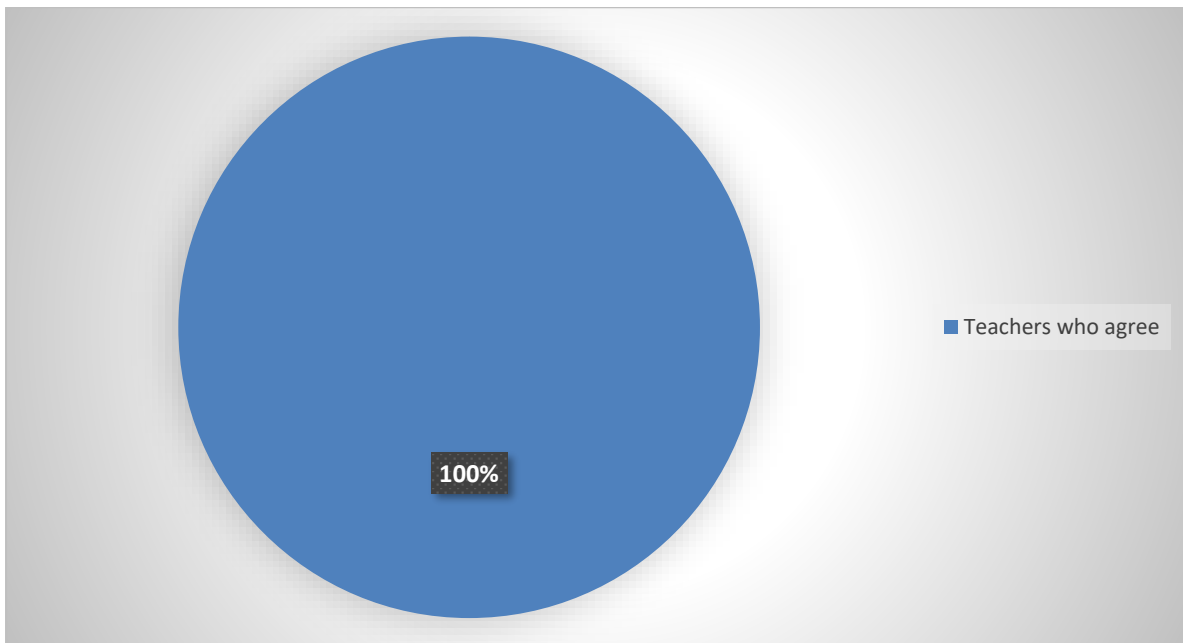
After completing classroom observation analysis, this section embodies the analysis of teachers' interview that tries to identify the gaps of this research work.

A structured interview was used following the next questions:

**Question One:** The impact of the 2<sup>nd</sup> generation programme on learner's level

This question is set to see if 2<sup>nd</sup> generation program has an impact on the level of the learner. When asking this question, all the interviewees admitted that this program affect the learner's level. They all agreed on the fact that it has a positive and negative impact on the learners' level.

**Figure 3.1 Teachers Opinion on the Impact of Second Generation Programme on Learners' Level**



**Question Two:** How does it affect the learners' level?

All teachers agreed on the fact that it has a positive impact in the case of oral expression, since pupils showed their progress and achievements using sounds and words in useful sentences. However, they all tried to explain its negative side of decreasing their level in written expression and forms, regarding that they do not progress in spelling.

**Question Three:** The effectiveness of the 2<sup>nd</sup> generation program on the four skills

Teacher one answered that this program helped in both reading and speaking skills, since pupils are capable to utter sounds correctly and properly, so that reading texts can be done appropriately. However, he added that writing and listening did not get too much focus from this program. The other teachers agreed both on the fact that the program is very helpful for the four skills; even though pupils are not writing in a coherent manner, but still one skill affects the other, i.e. good listening leads to good pronunciation, and proper reading.

**Question Four:** The main characteristics of the 2<sup>nd</sup> generation program

The three teachers shared the same answer. They all listed the following characteristics. Firstly, it focuses on pronunciation including phonological rules and sounds. Then, it is fully based on the CBA principles, i.e. instructional methodology derived from constructivism. In addition, it includes fewer titles about writing aspects than oral items.

**Question Five:** The application of constructivist principles in Algerian EFL classroom

All the interviewees replied that the Algerian EFL classroom is still based on positivist principles, i.e. there is no application of learner-centeredness, in other words, the EFL classroom is still witnessing the use of traditional approaches, rote learning, and spoon-feeding by teachers. When they were asked about the reason behind such an application, they all shared the same opinion, which was the lack of materials which tends to be a big obstacle in order to teach effectively, over-crowded classrooms since the number of pupils exceeds 35 pupils, long program in accordance to the devoted time, mixed-ability classes due to the fact that bright pupils grasp easily than weak pupils, and finally the absence of language labs for better listening and speaking.

**Question six:** Focus on the pronunciation and oral expression

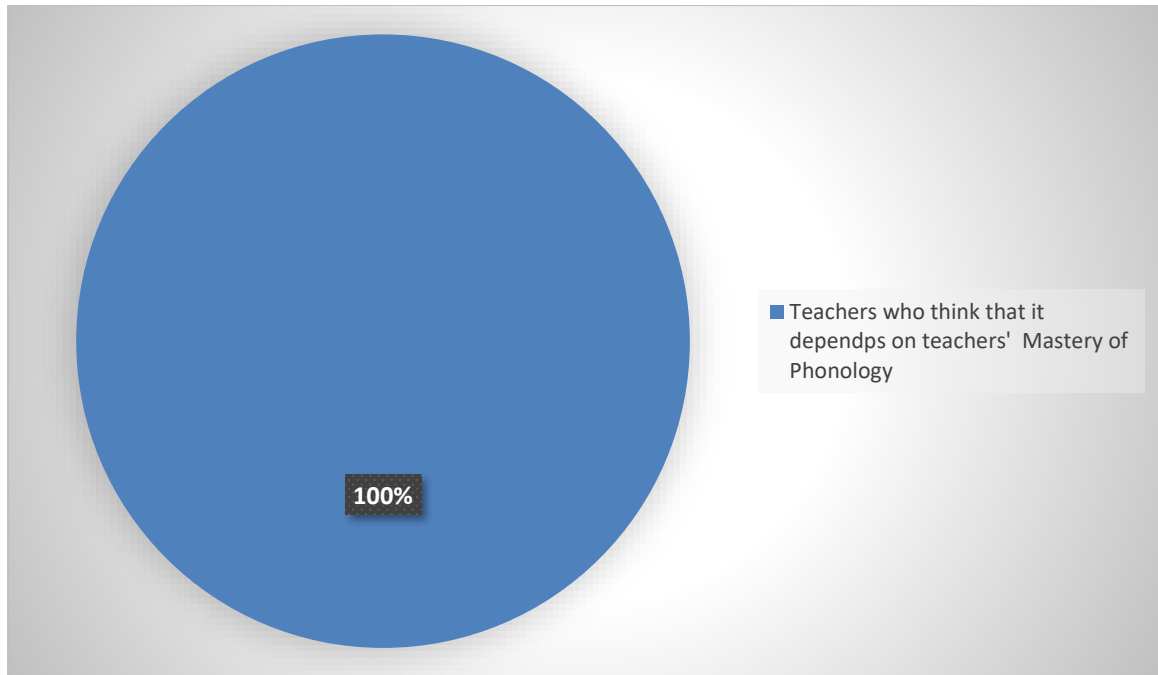
Teacher 1 said yes definitely explaining the large use of phonological aspects as titles rather than focusing on aspects based on written. Teacher 2 explained the use of both oral and written forms, but with much progress in oral expression. Finally, teacher three answered that focusing on oral expression was more than other aspects.

**Question Seven:** Pupils' perception of phonological and transcription rules

All teachers answered that it depends on them. They gave examples of good teachers who can convey a lecture so that pupils understand easily. In opposition to teachers who do not master the phonological aspects themselves, as a result, pupils cannot perceive effectively. In addition to some missing elements including the technological tools from which pupils can listen and practice the language, and the effect

of big number of pupils in which not all of them can participate and receive extra-explanation.

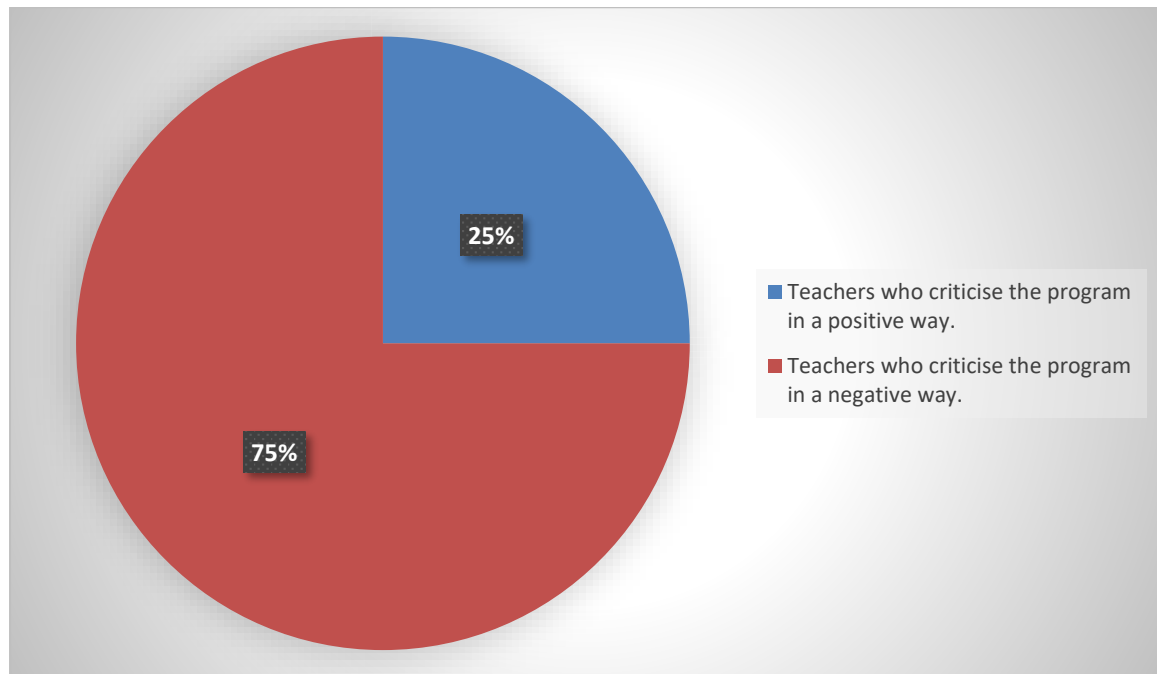
**Figure 3.2 Pupils' Perception of Phonological and Transcription Rules**



**Question Eight:** The assessment of 2<sup>nd</sup> generation programme application in the Algerian context

Both teachers agreed on the same answer in which their evaluation seemed negative by criticizing this programme showing their weaknesses as mentioned before. While the other teacher viewed that this program is helpful in some ways neglecting its drawbacks.

**Figure 3.3 Teachers Assessment of 2nd generation programme application in the Algerian Context**



**Question Nine:** Suggestions for successful application of 2<sup>nd</sup> generation programme

First, all teachers are looking forward to see some change within the application of this program. Then, they all suggested that the change is not 100% on their hands however they are involved, policy makers should help in this matter and they stressed on the presence of technology since today's pupils are computer-based generation. The most suggested answers are mentioned in the section of suggestions and recommendation in the following chapter.

**3.4. Discussion of the man findings:**

The results have shown that all teachers are using the 2<sup>nd</sup> generation textbook with knowledge of its advantages and disadvantages. This program tends to be useful and helpful in many aspects in the EFL classroom. It gives too much focus on the teaching of pronunciation including phonology and sound pattern. Then, it aims to make pupils use the language in dialogues and conversation they need in real life situations. Also, it helps

to provide good reading of passages and subject texts. However, teachers could not hide the shortcomings of this programme since they are involved in such process. Teachers pointed out the lack of affective variables including: lack of materials such as audio-visual aids, headphones, and labs, classroom size, time, profile of teachers that needs further trainings, and eventually unbalanced textbook syllabus.

Finally, regardless what is mentioned about the 2<sup>nd</sup> generation programme, its application is still based on the CBA principles in which all teachers should adopt in their EFL classrooms as an instructional methodology that should be followed blindly.

The application of this program helped pupils to utter words correctly, but it diminished their ability to write paragraphs properly.

### **3.5. Limitations of the Research**

The current research has reached the aimed objectives, however the researcher faced some issues that maybe future researchers should not face or meet during their research. First, due to politic issues, there have been a lot of strikes; as a result, the absence of teachers and pupils made a delay to realize observation, besides it was not easy to be authorized in order to get access to the middle school. In addition, because of lack of time, the researcher focused on using two research tools, even though it could be better to consider the questionnaire as a third research tool in order to validate and confirm the hypotheses. Finally, these limitations did not prevent the current work to achieve its main objectives and figure out its problematic.

### **3.6. Recommendations**

After studying the problematic and identifying the main gaps of 2<sup>nd</sup> generation program, the researcher has put the following recommendations to provide better application in EFL classrooms. Therefore all stakeholders are involved in the process of implementing change within CBA application.

Teachers should:

- Be involved in in-service and pre-service trainings
- Attend conferences, seminars, and study days
- Prepare a good course-design in accordance to the content
- Be eclectic by using a combination of mixed traditional approaches and updates ones
- Not relying just on papers and textbooks blindly, however, a good use of technology and visual-aids can play an important role
- Possessing a teacher's profile that fits the 21th century education and being compatible with updated techniques.
- Assessing pupils in a formative and summative manner to help pupils progress regardless the textbook difficulties
- Focusing on the learners as the locus of the classroom and giving them more opportunity to learn and participate

Policy-makers can help by:

- Devising textbooks that fits the learner's age, level and interest
- Devoting extra sessions for English as a foreign language in middle school since one or two sessions are not enough to master the language
- Decreasing the number of pupils in each classroom, i.e. no more than 20 pupils in the class in order to give everyone the opportunity to express, participate, and answer freely.
- Providing extra logistics in each school including language labs with their materials, technological tools like data-display in each class, computers for all the pupils and teachers, and duplicating facilities, in addition to the technicians that figure out any problems occurring in schools
- Making a balanced textbook syllabus that meet the yearly planning
- Providing language assistants in schools for pupils who need remedial work



Psychologists can:

- Arrange speaking activities to help pupils who are shy or have pronunciation problems overcome their fear and boost their self-esteem
- Tutoring psychological sessions that help all pupils to figure out their problems either personal or academic
- Advising pupils and accompanying them in their activities

Parents can help by:

- Taking care of their children physically and mentally to learn a new language
- Accompanying their progress and carrying their home-assignments
- Revising with them at home since the lecture is not enough to understand all the keywords of the lesson
- Verifying their copybooks, and regular attendance.

### **3.7. Conclusion**

The researcher provided data analysis of 2<sup>nd</sup> generation textbook application within Algerian EFL classrooms through two research instruments as stated above an interview and classroom observation. They were used to study and reveal the gaps behind applying this syllabus in the class and their positive and negative effect, as well as, their main areas of focus on the pronunciation aspects rather than written forms. The researcher has provided solutions and recommendation in order to refine, modify, and change the way of applying this kind of programs. Besides, suggesting what stakeholders are able to help since they are all involved in the teaching and the learning process, and looking forward to apply other programmes within the CBA application in order to improve high quality and effective teaching.

# **General Conclusion**

It could be understood from the upshots of the current study that Algeria dealt with reforms in their educational systems in order to develop skills and competencies relying on a specific approach which is The Competency-Based Approach. This later based on constructivist learning theory. For these reasons, the Algerian Ministry of National Education created a new program known as The Second Generation Programme aimed at fostering EFL learning context through renewing the textbook. In this regard, the study sheds some light on the implication of SGP in the Algerian EFL classroom in order to see if the reform is giving its anticipated goals. The main purpose of this research was to describe the main principles of the new programme, its primary focus, as well as its impact on the level of the learner.

In this concern, the first chapter embodies the diverse definitions of the methods and approaches used during the whole instructional situation starting from the GTM to the CBA. Moreover, it emphasizes on the CBA practice with its aspects and shortcomings.

Subsequently, it adds the implication of the SGP textbook in EFL classrooms. The second chapter covers the employed research tools that have been selected for the fulfillment of this research work with data. As far as the third chapter is concerned, it represents the quantitative and the qualitative data collected and analyzed by the researcher owing to the research instruments.

The findings indicate that this program tends to be useful and helpful in many aspects in the EFL classroom. It gives too much focus on the teaching of pronunciation including phonology and sound pattern. They mention that the implementation of this program helps pupils to utter words correctly, but it diminished their ability to write paragraphs properly.

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# **Appendices**

## **Appendix A**

### **Teachers' Interview**

- 1) As an English language teacher do you think that the 2<sup>nd</sup> generation program has an impact on the level of the learner?
- 2) According to you how does it affect the learners' level?
- 3) Do you think that this program is helpful for students to practice the four skills?
- 4) What are the main characteristics of the 2<sup>nd</sup> generation program?
- 5) Do you think that the program gives much focus on oral expression and pronunciation?
- 6) Do you think that constructivist principles are applied in the Algerian EFL classroom? Why?
- 7) Are pupils able to perceive phonological rules and transcription?
- 8) How would you assess the application of this program in the Algerian classroom?
- 9) What would you propose as practical recommendations and suggestions for the 2<sup>nd</sup> generation program to be successfully applied?

## Appendix B

### Pronunciation program (Book Map)

**Pronunciation**

- Pronunciation of “s” endings:  
/ɪz/ , /s/ and /z/
- Pronunciation of “can” and  
“can’t”: /kən/, /kæn/ and /kɑːnt/
- Silent letter “h”
- Silent letter “d”

- Pronunciation of /l/ and /l/
- Pronunciation of /r/
- Silent “r”

- Pronunciation of /məst/ /mʌst/ /mʌsnt/
- Pronunciation of “should”: /ʃəd/ /ʃʊd/
- Pronunciation of “shouldn’t”: /ʃʊdnt/
- Pronunciation of “sh”: /ʃ/
- Pronunciation of “ch”: /tʃ/

- Pronunciation of “will”, “’ll” and  
“won’t”: /wɪl/ /l/ /wɒnt/
- Pronunciation of “ed”: /ɪd/ /t/ /d/
- Pronunciation of “th”: /θ/ /ð/
- Pronunciation of “tion”: /ʃən/

## Appendix C

### Classroom Observation

<b>Teachers in the Classroom</b>	
Use lectures' planning	✓
Succeed to devote lectures' duration	✗
Use technological tools (video aids..) in oral and listening sessions.	✗
Use CBA Approach	✗
<b>Learners in the Classroom</b>	
More motivated in oral session	✓
Good in writing	✗
Able to perceive phonological rules	✗
<b>Use of 2<sup>nd</sup> Generation Program</b>	
Teaching in an inductive way	✗
Learner-centered approach	✗
Focus in pronunciation	✓