People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

University of Tlemcen
Faculty of Letters and Languages
Department of English

The Role of The Teacher in Learning Improvements

The Case of Second year EFL Students at Tlemcen university

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for Master Degree in Didactics of Foreign Languages

Submitted by: **Supervised by:**

Miss. Amel Naima BENHACINE   **Dr. Boumediene**
BENRABAH

Board of Examiners

Chairperson: Mr. Lamri Chamseddine

Supervisor: Mr. Boumdiene Benrabah

Examiner: Mr. Semmoud Abdellatif

Acknowledgements

Praise to Allah, the almightily, without whose guidance and blessing, this work would never have been finished nor would it have ever been begun.

First, I would like to thank my supervisor for his professional- supervision, constant support and guidance. This work would not be completed without him.

I would like to thank all the teachers and students at Tlemcen University for their participation and cooperation as they were helpful for us in data collection.

Our profound thanks to our family members in making this success.

Many thanks for everyone who helped us during our research

Dedications

I dedicate this research paper to :

My beloved father, without his encouragement I would never have even able to complete my graduate studies , and a special feeling of gratitude to my mother

To the Soul of my uncle
All my family members

All my relative .

ABSTRACT

The implementation of educational activities in schools is a difficult task. The challenges of completing educational work in schools stem from the fact that education is a term that relates to human beings. The educational strategy is different for everyone and is implemented individually, starting with the fact that each individual has its own idiosyncrasies that differ from one another.The teacher is the one who is in charge of carrying out educational tasks in the classroom.The teacher's role as a key player in the completion of educational tasks is examined from a variety of perspectives.

To examine the stated hypotheses, the researcher followed a descriptive method. This study aims at investigating second year EFL students and English teachers attitudes towards the effectiveness of using teaching methods and figure out the role of the teacher on students' improvements. To collect the needed data, two collecting tools were used. First, a questionnaire for thirty second year students at Tlemcen University in the academic year 2021-2022. In addition, a teacher interview was designed to gather their opinions about the use and effectiveness of using appropriate teaching methods. The results indicated that the teachers agree that the students must deal with efficient teaching methods to enhance their learning as supporting tool for students' advancements and foreign language acquisition.

LIST OF ACRONYMS

EFL   English as a Foreign Language

ESL   English as a Second Language

LIST OF TABLES

LIST OF FIGURES

CONTENTS

Chapter 1 Literature Review

Chapter 2 Data Analysis and Interpretation

General Introduction

The role plays by teachers becomes a very important component and in fact it can be said that they are in a way our nation builders. For any student, education and character are the basic foundations and it is laid by teachers as well as parents. They tend to instill values, attitudes and behavior in children right from childhood. Today with challenging environment, in any school or college, everything primarily depends on the teacher. The role of teachers has become very challenging. It is quite essential for teachers to be social, understanding and friendly nature so that students feel comfortable to seek any help without hesitation. The basic role for any teacher is to create a very interesting classroom for students. Students must feel comfortable with the teacher and at the same time, teacher must encourage students. Students should be taught the right path and knowledge or matter should be conveyed in such a manner that students would find it very easy to understand. The system approach (Rassekh and Vaideanu, 1989) to education, which relates organization, operation and evaluation of the teaching learning process, also highlights the importance of teachers and learners who are the important component for efficiency and quality of educational process of what actually happens in the classroom. It attaches particular importance to the interaction between the components of this process: objectives, contents, learning methods, teaching resources, organization of instruction, the process of learning and evaluation. Teachers are one of the most important elements of the social structure i.e.,

school. Teaching is an expert career which undertakes the government's educational, instructional and related administrational duties (Erden, 2007). Teachers are the most important element in terms of reaching the school aims. In this respect, teachers are the sacred heroes of school management, the real possessors of the product of education and the key to the students' success (Oktay & Unutkan, 2008). The success of education system cannot be considered separate from the success of the teachers who puts into practice and carries out that system; because no education model can offer services above the level of the personnel operating the model (Gurkan, 1993). The problematics raised in the research is that

foreign language learning can be difficult for some learners. As a case to the point, after speaking with second year LMD students of the foreign languages department at Tlemcen University, we noticed that most of them face difficulties while trying to use the language fluently inside the classroom. For that reason, teachers should search for solutions and provide different teaching methods that engage learners in the learning activities as well as strengthing their language skills.

To well surround the problem, the following questions are raised :

a) Does the teacher have a role in the learning improvement of his learners?

b) Do learners participate (with the teacher) in their own learning improvement?

As response to the above questions two hypothesis are suggested:

➢ Teachers have a general role in the improvement of their students learning process.

➢ Learners themselves can help in their learning improvement.

In the study, the researcher tends to investigate the role of the teacher in the students' improvement. Thus, we opted for the qualitative and quantitative descriptive method. The

investigator will devote this chapter to the description of the methodological procedure that has been used (the questionnaire and interview) and the description of our sample (second year LMD students and teachers).

In order to achieve the objective of the investigation to answer the study questions, we have selected the most convenient tools of collecting data due to time constraints which is questionnaire and interview. These tools were designed for both teachers and learners.

Concerning teachers' interview, it is administered to four (04) teachers of the English department in order to know about their insights and perceptions towards the influence of using some methods on developing learner's performance.

The questionnaire is administered to (….) second year LMD students in the department of English at Tlemcen University during oral expression session. The students are chosen as a sample since they have to use the language appropriately.

Finally, when the answers are collected, it will be analyzed and interpreted in a both qualitative and quantitative way.What inspires us to discuss this issue is to shed light on the need of employing suitable learning methods and techniques, which are regarded as emerging ones that affects students' performance. Also, to demonstrate that teaching English with these methods is both a successful and active process.

This study was undertaken to fulfill the following objectives:

   – To examine student's perception of their own academic performance.

   – To examine the role of the teacher in academic performance .

In this research the light is shed on LMD 2 EFL students at the university of Abou Bakr Belkaid, Tlemcen ,to have a closer look and a clearer experience from our teachers and class mates. It consists of two chapters; the first one is the theoretical part where an explicit

portrayal about the teaching in general and how important is the role of the teacher inside as well outside the classroom, the methods used, and the learning and teaching process.

In the second chapter, which is the practical part data collection is used through gathering opinions of both teachers and student of the English department by using tools of research: the interview and the questionnaire.

Finally a conclusion is drawn to scrutinize more, help knowing about the struggles of teachers and learners to improve their methods and techniques by analyzing their answers.

Chapter 1

Literature Review

1.1. Introduction

In this chapter we are going to deal with how EFL teacher, can affect his learners. Also, we are going to define the EFL teacher and the roles that he can perform in order to be effective and a good teacher. However, EFL teachers should have more knowledge about the English language in order to instruct and guide their learners to learn the foreign language well. Furthermore, it is easy for the EFL teacher to teach if he knows how to deal with learners and use his intelligence to deal with the lessons in a meaningful way. The EFL teacher has many roles in the classroom such as controller, organizer, assessor, prompter, participant, resource, tutor, observer, and as teaching aid. These roles can help the EFL teacher monitor his work as well as help the EFL learners to learn the English language. Finally, The EFL teacher can be effective and good teacher if he knows how to teach and use materials that help him in his job as a teacher.

1.2. Teaching and Teacher definitions

This two terms are associated and they are used interchangeably each one complete the other.

1.1.1. Teaching: When one person imparts information or skills to another, it is common to refer to the act as teaching. Imparting can mean sharing experiences or imparting information, for example a lecture lessons taken into account as art or science.

As an art, it emphasizes the imaginative and artistic skills of the teacher to create a valuable classroom situation that enables students to learn. As a science, it illuminates thelogical, mechanical, or procedural steps that must be followed in order to achieve the objectives effectively. Different educators have different ideas about the concept of teaching. "Teaching is the intimate contact between a mature personality anda less mature one intended to encourage the formation of the latter", Morrison (1934).Dewey (1934) expressed this concept of teaching in an equation. "Teaching is learning like selling is

buying". In the words of John Brubacher (1939): "Teaching is order and manipulation of a situation in which there are gaps or obstacles that a person will try to overcome and learn from as they do so. Smith defined teaching as "teaching is a system of actions designed to stimulate learning".

     1.2.2. Teacher: A teacher is the person whose occupation is to instruct and guide, he is the one who students to acquire knowledge, skills, principles, values and virtues ,so that they learn specific things and go beyond the given.

     The teacher is a personality of great importance in determining the quality of learning.

     Teachers are the most important component in the education of student events. Just about any educational program included in the curriculum without the role of teachers cultivating understandable material will mean nothing to students. According to Ngalim (2003): 84) Teachers who can understand students' learning difficulties and other difficulties beyond learning problems, especially those that may inhibit students' learning activities.

1.3. The role of the teacher

     The teacher is the basic initiator of interaction with his students and can only be so in well-organized classes. Interactive teaching, a promising approach, poses a challenge not only for teachers but also for professional services. .The traditional teaching, dominated by a verbal approach and memorization of teaching material, is being completely replaced by other activities, both in the process of teaching control as well as in the process of learning subject. Apart from the development of pedagogical thinking, the work of teachers has at Forms is the focus of renowned academics who emphasize various aspects related to the role and position of teachers. The application of interactive teaching within a class also requires a change in the role of the teacher. Such a change requires the teacher to be

knowledgeable, an educator, an adviser, a friend, an organizer, a coordinator, a collaborator, an adviser, in a word, a well-rounded person.

More specifically, the teacher has a broader and more varied role in interactive teaching must be active in school, outside of school, in extracurricular activities, and in conducting cultural activities in school.

A good teacher does not impose his attitudes, but his role also requires him to work collaboratively with the students. Working with students does not mean that the teacher should only listen to their suggestions.

Good and democratic work in a class presupposes that the teacher accepts the influence of the students. The teaching profession is one of the oldest professions, dating back to before the school was established as an institution. People who enjoyed the respect of society were chosen for this worthy profession. The level of acquired pedagogical knowledge largely depends on the teacher himself and his professional skills. The teacher is expected to set an example to the students and to society as a whole in their conduct, training and work.

The type of activities that the teacher can successfully carry out and the purpose of the activities themselves depend on the level of these competencies. The teacher's role in the traditional educational system proved to be ineffective and insufficient for the students. The teacher in the traditional way of teaching appeared as the main actor of educational and professional activities in the school. In this type of teaching he is the agent of the activities in the class. Master appears in the role of Information Provider. , I.the lecturer who trusts the books.

1.3.1 Teacher-Student-Relationship and Learningearning Environment

The contact between teacher and student in the classroom can improve the learning process. Providing a positive classroom environment can provide the best conditions and

opportunities to enhance student learning and interaction. For almost 10 months since the beginning of the course, students have been spending about 7 hours a day in schools, which confirms the importance of relationship between teacher and student. In this sense, Collins and Repinski, quoted in Wubbels and Brok (1994: 20), state: "Relationships are typically defined as enduring connections between two individuals, sustained only by some degree of continuity, shared history, and interdependent interactions across relationships are marked environments and activities.

Relationships can create both positive and negative experiences sense of identity to encourage positive outcomes. Good relationships are needed in the classroom, but in fact it's not really easy to build a positive relationship between teachers and students. Martin and Dowson, quoted in Furrer at all (2014: 105), state that "the basis of student-teacher relationships, like all close relationships, is interpersonal sympathy and trust. Students feel a part of the school when teachers express their commitment and warmth." Therefore, students need to feel welcome and valued, and teachers enjoy having them in the classroom and show care and affection.

Stipek, quoted in Furrer et al. al (2014:105) believes that: "Students also need structured interactions in which teachers set high standards, clear expectations, and reasonable boundaries for student behavior and performance, and consistently follow their demands".

1.3.2. The Role of the Teacher in the Learning Process

The pedagogy section will address possible changes in a teacher's role with the increased application of technology and demand for computational thinking in the classroom and in the workforce. First,one model for teaching are explored, that of a teacher

as a more experienced learner, but still "co-learner" (sometimes referred to as a "guide on the side" vs a "sage on the stage").

In order to clarify and better understand the meaning of the word teacher, I think we should highlight some definitions or explanations of the concepts that we find in various literatures, including: , p. 534).

The teacher is the person who guides society and have recognized the educational administration as eligibleEducation and upbringing of children, young people and adults. It fulfills social goals and educational tasks and provides students with theoretical and practical skills and knowledge. (Pedagoska enciklopedija, 1989, p. 103)

The teacher is the leader and organizer of the educational process, because he knows the pedagogy, didactics and teaching methods, which are systematized human experiences and the art of education. (L Bognar and M Matijevic, 1993, p).

At the dawn of the computer learning era, much effort was expended to figure out how teachers could use technology more efficiently and how best to convey information about computers to students. More recently, however, there has been a greater focus on teachers acting as "Co-learners" rather than helping students as they learn from many sources, rather than being the single source for all knowledge on a topic. so-called skills of the 21 complete. teacher to begin.For example, many science classrooms contain a laboratory component, but more often than not, students make hypotheses and conduct experiments with no doubts about what the result is (or at least should be). While these labs allow students to mimic some parts of a scientific process, they do not challenge them to abstract a problem, design a non-obvious data collection process, or evaluate the legitimacy of a result.

To challenge student creativity and improve their design skills, teachers can assign or encourage students to solve problems not directly covered in a textbook, even going so

far as to allow students to choose their own ideas to learn . within the confines of the subject, even if they are unfamiliar to teachers. However, this requires trust in students to appropriately select challenging topics, which is a facilitating skill, and trust in their own abilities to learn with students and even allow them to be the "experts" on a given topic. That may seem discouraging, and like losing control of a classroom, but actually it's liberating, instead of having to maintain fragile control of a class, what usually happens is that students learn to trust and respect you more when you give them the Giving freedom to be the engines of their own learning.

1.4. Teacher Training And Techniques

Teacher praise is a powerful classroom management tool. Training teachers to use more praise can improve disruptive and distractible behaviors in students. Training methods with positive treatment acceptance and proven effects are summarized. Awards for individual students. Most training studies used a combination of two or more methods, usually with a didactic, feedback, or goal setting component. Only half of the training studies measured treatment acceptance, and most of these assessments were positive. Most studies that have trained teachers to use praise have had positive results. Further research has focused on understudied characteristics of praise.

An interesting part of these Algerian reforms is the adoption of different strategies and systems in the hope of achieving a better teaching/learning process at all levels of education. At tertiary level, in addition to ESP courses, our Ministry of Higher Education and Scientific Research has called for the introduction of the "LMD" system as a novel policy for a change.In the ESP context, language teachers who feel responsible for the teaching and learning process, which should provide their students with appropriate content and valuable guidance, themselves face serious difficulties that prevent them from functioning adequately for the required purposes.

Attention is paid to the learners and the technical needs of the teachers are almost neglected in order to meet the actual requirements. In this sense, our first concern as researchers is to try to shed a fresh light on our university environment through the introduction of ESP courses, to reflect a series of facts in particular with regard to both key parameters; our learners and their teachers consider it very important to outline their current situation and future prospects. Therefore, our inquiry would be articulated mainly as follows: What are the main difficulties that our teachers and their students generally face? What are your main prospects? Can anyone speak of a better one ?

1.5. Types of Teaching Methods

Knowing how students learn and understanding why they learn helps educators teach them. Research studies show the importance of students' ability to access what they have previously learned and the teacher's ability to capitalize on students' interests. Understanding this research can help educators. Maximize opportunities for students to access knowledge and acquire new learning.

There are distinctive sorts of coaching techniques which may be classified into 3 large types. These are trainer-targeted techniques, learner-targeted techniques, content-targeted techniques and interactive/participative techniques.

1.5.1. Instructor/teacher centred methods

Here the trainer casts himself/herself with inside the position of being a grasp of the problem matter. The trainer is seemed upon via way of means of the inexperienced persons as an professional or an authority. Learners alternatively are presumed to be passive and copious recipients of information from the trainer. Examples of such techniques are expository or lecture techniques - which require very little involvement of inexperienced persons withinside the coaching process. It is likewise for this loss of involvement of the inexperienced persons in what they're taught that each methods are called "closed-ended".

1.5.2. Learner-centred methods

In learner-targeted strategies, the instructor/teacher is each a instructor and a learner on the equal time. In the phrases of Lawrence Stenhouse, the instructor performs a twin position as a learner as well "so that during his lecture room extends in place of constricts his highbrow horizons". The instructor additionally learns new matters ordinary which he/she didn't recognize within side the manner of teaching. The instructor, "will become a aid in place of an authority". Examples of learner-targeted strategies are dialogue method, discovery or inquiry primarily based totally technique and the Hill's version of studying via dialogue (LTD).

1.5.3. Content-focused methods

In this category of methods, both the teacher and the students have to fit into the content to be conveyed. In general, this means that the information and skills to be taught are considered sacrosanct or very important. Great importance is attached to clarity and careful analysis of the content. Neither the teacher nor the students can change or criticize anything related to the content.An example of a method that subordinates the interests of the teacher and students to the content is the programmed learning approach.

1.5.4. Interactive/participating methods

This fourth category borrows somewhat from the other three methods without necessarily overemphasizing the learner, the content, or the teacher. These methods are based on a situational analysis of what is best to learn/do now given the situation of the students and the teacher. They require a participatory understanding of different domains and factors.

1.6. Teacher's Profiles

Teaching has developed through time according to the different cultures, educational system and wars are also considered a very principle cause for example the Frensh-

Algerian and more, as for the teaching methods, they are different from a teacher to another and according to the Cambridge University research there are two groups of teachers :

1.6.1. Content-oriented teacher: Teachers in this group understand lessons as information transfer and emphasize content. This approach generally involves one-sided teaching, and to impart knowledge and skills, this type of teacher often uses traditional teaching methods. such as oral presentations, reading, PowerPoint presentations, text work, writing, etc. Although the teacher's speaking accounts for more than 70% of the total verbal activity in the classroom, it should be noted that these are the most commonly used teaching methods. On the other hand, the knowledge acquired through these methods is often incomplete, strictly verbal and formal, and does not foster active participation, interest, independence or student work habits.

1.6.2. Process-oriented teacher: These teachers see teaching as a way to shape the student's experience. The aim is to provide better understanding and to encourage students to understand what they are being taught.To achieve this, two-way methods need to be used, especially after many years of practice. butIt is the duty of every teacher to enrich, adapt and perfect their style. Students are quick to indicate (mostly through non-verbal cues) if they find their teacher's methods interesting and stimulating. more effort needs to be put into lesson preparation and assessment of learning outcomes, and teachers should be seen more as guides than explainers. Does this mean that teachers in the first group have a bad working style that should definitely be changed? Of course not. It is very difficult to change your teaching style, They are very appreciative of any opportunity to be involved in the teaching process, and teachers can learn a great deal from this type of interaction.

As for the techniques the methods had improves and still using more technology and science and for sure the methods are different from a fiels to another.

1.7. Complementary Teaching Methods

A set of specific methods that can be developed as part of the classroom. However, it is important to note that the choice of any form of methods should not be arbitrary, but should be guided by the criteria already discussed. Each method is not foolproof and has its own pros and cons. That's why I would recommend using complementary methods instead of one method.

1.7.1. CONFERENCE METHOD : A conference is an oral presentation of information by the trainer. It is the method of conveying factual information, encompassing principles, concepts, ideas and all theoretical knowledge on a given subject. in a lecture, the teacher narrates, explains, describes, or narrates any information that students are expected to learn through listening and understanding. Hence it is teacher centered.The teacher is very active and talks. Students, on the other hand, are very inactive and listen carefully. Despite the popularity of lectures, the lack of active student participation limits their usefulness as a teaching method. The lecture form is recommended for students with very little previous knowledge or little basic knowledge of the subject.It is also useful for presenting the learner with an organized collection of new information. To promote learning effectively, the conference should include some discussion and a question-and-answer period to allow students to actively participate. A formal or semi-formal speech is one in which the instructor presents a series of events, facts, or principles, examines a problem, or explains connections.

- Guide students.

- To introduce a topic.

- Give instructions on procedures.

- Present basic material.

- To present a demonstration, discussion or performance.

- the application of a rule, principle, or concept.

- To review, clarify, emphasize or summarize.

BENEFITS :

- Saves time.

- Allows flexibility

- It requires a less rigid footprint.

- Enables adaptability. Allows for versatility.

- Allows for better centering on contact and sequence.

DISADVANTAGES :

- It is a one-way communication.

- It raises problems in teaching skills.

- It encourages passivity in students.

- Difficulty measuring student response.

- Requires a highly qualified instructor.

1.7.2. THE DISCUSSION METHOD *:* Discussion involves two-way communication between participants. In the classroom situation, a teacher and students participate in the discussion. During the discussion, the teacher listens for some time while the students sometimes speak.The discussion is therefore a more active learning experience for the students than the lecture. A discussion is the means by which people exchange experiences, ideas and attitudes. Because it helps engage students in what they are learning, it can contribute to desired attitude changes. The discussion can be used in the

classroom for the purpose of developing lessons to make the studentsapply what is learned or monitor student learning through feedback.

The discussion method is a method that uses group discussion techniques to achieve instructional goals.

Develop imaginative solutions to problems. Stimulate thought and interest and ensure student participation.

Emphasize the most important teaching points. Exercises, Determine how well the student understands concepts and principles.

1.7.3. *A DEDUCTIVE Method:* A deductive approach to teaching is a more teacher-centred approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice applying the concept, also known as deductive teaching. dominates.It starts with abstract rules, generalizations, principles and ends with concrete examples and concrete details.

Benefits of the Deductive Method Coverage of a broader range of topics as our teaching is right at the beginning of the rule or principle at the beginning of the lesson. Therefore, cover more topics over a longer period of time. No effort for the teacher to guide the students in formulating the generalization or rule.

 Disadvantages :

 * Does not support the principle that learning is an active process.

 *Student participation is lower.

 *At first the lesson seems uninteresting.

 * Begin the lesson with the abstract, with what the students don't know, so that the lesson initially seems irrelevant and uninteresting.

1.7.4. ***STORYTELLING METHOD*** *:* Storytelling is a means of sharing and interpreting experiences. Storytelling can be used as a method to convey ethics, values and

norms, and cultural differences. apply. Stories are a powerful medium for language teaching. Children usually like to hear the same story over and over again. We can tell the story with a picture book or a flannel box and moving characters. We can tell or read the story while the children move dolls or dolls or wear masks and act the history.

By setting the story in fiction, it takes it out of the political arena and allows readers to ponder "what ifs" and draw their own conclusions This has elements of mystery and potentially attracts the interest of people who would normally ignore politics, thus reaching a wider audience.

Inserting a terrifying turn of events into a fairy tale, Orwell draws a dark contrast between the ideal world and reality (which is essentially his commentary on communism, which offers an ideal world but turns dark). The subject of the story is just as important as the historical significance: the potential for good.

1.8. Improving Teaching Methods

Parents, employers, and national, state, and local leaders are deeply concerned about the performance of American schools (Howell, West, and Peterson, 2008). Elementary and high school students lag behind students in other economically advanced countries on achievement and drop-out tests. further back during school days (Walberg, 2001). Despite significantly increasing school costs over the past four decades, fewer students graduated high school on time in 2009 than in 1970 (Walberg, 2010).

 In the world, but many colleges and universities are required to offer scholarship programs for poorly prepared high school seniors. The public is increasingly recognizing the seriousness of the school problems.Education Next's 2008 national survey report showed that the percentage of the public that gave schools an A or B grade fell from 30% in 2005 to just 18% in 2008 (Howell et al. , 2008). These issues are even more important.

in a new century in which a high level of knowledge and skills contributes to national prosperity and the quality of life of citizens.

It can be important for parents and educators to remember good principles and learn about the latest insights into their own responsibilities. Just as importantly, they could also benefit from knowing what is working at the school, district or state level. Parents and policymakers, for example, can play their own roles more effectively and serve as better consumers when they have some understanding of what works at all levels of the system. For these reasons, brief descriptions and explanations of effective policies and practices are provided, and in some cases bulleted lists of important details are provided. So the path to the perfect results by improving the teaching methods goes as follow :

1.8.1. Building on students' prior knowledge:

Students' current knowledge has the greatest impact on new learning. Effects. Students with a strong knowledge base tend to learn more.However, some knowledge can also hinder new learning (Vosniadou, 2001). Students must learn to resolve internal inconsistencies and revise their ideas when necessary. Students, even older ones, may come to school with incomplete knowledge and beliefs that conflict with current explanations of scientific or historical phenomena. An educator's goal may or may not be to free students from their prior views, but often to present them with multiple ways of understanding the same facts, each of which may be appropriate in a particular context. This also enables students to acquire tolerance for ambiguity and the opinions of others. In fact, interest can be increased by presenting alternative beliefs and explanations. Two main factors limit the amount of knowledge and skills that can be acquired and subsequently applied to the acquisition of new learning content. First, only a limited amount of information can be stored in short-term memory.

Second, the time it takes to store an item in long-term memory is 5 to 10 seconds. In chess, math, science, writing, and other areas that have been studied, experts differ from novices in two ways: Experts have more information in long-term memory, and can process new and old information more efficiently. According to Herbert Simon (1981), the Nobel Prize-winning economist and psychologist, the greatest challenge in information retrieval is using our very limited processing power for noting, storing and indexing information. The challenges of using information are to retrieve it, combine it and apply it. Experts and other high-performing professionals tend to carefully link information together through their indexing systems. These linking and indexing processes provide the ability to retrieve information in a variety of ways. The ability to solve problems increases as these processes develop.

1.8.2. Motivation :

The students' motivation to learn is just as important as previous knowledge and the coordination of subjects between grade levels. , judgments and values that students have about objects, events and various subjects. For example, one student finds chemistry fascinating,while another finds it irrelevant and boring.Motivating beliefs also arise from the student's opinion about the efficiency or effectiveness of teaching methods. One student may find group work boring, while another student may find that group work promotes independent productivity. Convictions about one's own performance, i.e. about one's own abilities and prospects of success in a subject such as trigonometry or literary criticism, can also influence student motivation.

Research shows that motivational beliefs often result from learning experiences, such as B. Success or difficulty in solving math problems or positive or negative feedback when writing an essay. Motivating beliefs, therefore, tend to guide how students think, feel, and act about an issue, and can be either optimistic or pessimistic. Once formed,

motivational beliefs can be difficult to change. Students who learn to value the acquisition of new skills and knowledge may be less dependent on outside stimuli to keep them motivated. When students are intrinsically motivated to perform an activity or learn a specific subject, the need for external rewards may be minimal. Students who demonstrate intrinsic motivation report finding satisfaction in the activity itself.

1.8.3. Increase learning time:

Efficient use of time during school hours brings additional challenges. It is a waste to teach what students already know or cannot yet learn. Therefore, improving the quality of instruction can be viewed as efficiently improving learning time.

Education summarized by Walberg and Lai (1999). Table 1 shows various aspects of learning time emerging from the Fredericks (1993) review and the estimated impact on performance. Of 376 estimates of various effects of time on learning, 88% showed positive correlations between time and learning. Many of the correlative studies were statistically controlled for student ability or pre-testing. Given the consistency of the results and their agreement with common sense, the consequences must be drawnseriously, especially given the comparatively limited time American students have in and out of school.

The effects or influences of time show one of the highest consistencies in educational research. Correlative studies conducted in non-artificial normal classrooms have greater external validity because they work well in normal settings. Experimental and quasi-experimental studies have more causal or internal validity, giving greater confidence that time is really affecting performance. Therefore, both correlative and experimental studies tend to show consistent effects. High qualityUsing class time should have a positive impact even over short periods of time, but a lot of bad class or loose learning can't make much of a difference. Therefore, both quality and quantity of instructional time are necessary for substantive learning.

Monitor and encourage task completion:

More than two-thirds of all 9-year-olds and three-quarters of all 13- and 17-year-olds report doing some homework every day, according to the 1994 Nation's Report Card (Campbell, Reese, O'Sullivan, & Dossey, 1996).). percent of them say they spend more than 1 hour a day on homework: 39% of 17-year-olds, 37% of 13-year-olds and 16% of 9-year-olds say they spend more than 1 hour a day on homework homework spend the homework. A previous research review (Cooper, 1989) reviewed nearly 120 empirical studies on the effects of homework and the components of successful homework. The study found that doing homework tends to have significant positive effects.The average high school student in a class that does homework outperformed 69% of students in a class that didn't do homework. The most recent research synthesis by Cooper (2006) also consistently shows positive effects of homework on student performance. potential benefits including preparing students for independent learning, engaging families in constructive tasks, informing parents of the content of lessons at school, providing a constructive alternative to television, and enabling the child to Practice material without distraction at school. A quiet, well-lit study area can help avoid distractions that could prevent students from completing their assigned assignments. Parents can further encourage homework completion by keeping track of homework and setting and following a scheduled study time for their children.In fact, regular budgets for meals, sleep, etc. at home reinforce expectations of doing homework (Redding, 2000).

1.8.4. Encouraging self-study :

It could be argued that successful teachers become unnecessary as students need to continue learning after the school day is over and their studies are complete. Students will likely need to acquire new knowledge and skills for the rest of their lives. Intensive studies

in a variety of fields show that they have almost always remained focused on their techniques and short-term gains as much as long-term results.

The students not only set long-term goals, but also very specific operational goals that can be measured or observed. They work out the best ways to do this.

At the end of the performance, an example from world-class chess experts shows how the most experienced students use these principles to learn for themselves. master to understand how his steps and sequence of steps ultimately led to checkmate. Anders Ericsson (2007) calls this "intentional practice". This necessary component to outstanding success requires personally setting specific short-term goals, developing methods to get instant feedback on success or failure, and practicing any necessary corrective actions. Similarly, teachers can apply such principles to their students so that they acquire not only specific knowledge and skills but also disciplined study habits that will benefit them throughout their lives.

1.8.5. Providing quality instruction:

To encourage student engagement in learning, teachers can structure learning in a way that develops students' natural desire to explore and master new skills and knowledge (Vosniadou, 2001). Practical activities such as experiments, observations and projects are thought-provoking and challenging. The students work independently or actively in groups. Well-moderated classroom discussions and visits to museums and technology centers in support of students' learning goals provide engaging learning opportunities.Class time should include a variety of activities and minimize passive learning while encouraging students to take responsibility for their own learning. Teachers can help encourage this responsibility and better learning by:

• Teach students how to ask deep and probing questions about study materials.

• Model their own methods of approaching and learning new material.

• Teach problem-solving strategies, critical thinking and understanding.

• Teach students how to plan and monitor their learning, how to set their own learning goals and how to correct mistakes.

• Help students manage study time efficiently.

• Use examples and graphics in combination with verbal explanations.

• Have students develop their own explanations of the materials; and Create stimulating activities and assignments that can be practiced outside of the classroom.

1.8.6. Positive Inviroment and Group Work :

Researchers measure classroom mood by collecting student ratings on their perception of the classroom group. A good and positive mood means that the class members like each other, have a clear idea of the goals of the classroom and the lessons are tailored to their abilities and interests. Good classroom morale encourages students to focus on academic learning instead of distractions like cliques and favoritism. Out-of-school peer groups and stimulating home environments can positively reinforce school performance by increasing study time and improving efficiency.Students can learn in both peer and home settings as a reinforcement and enhancement of formal education.

"Much of learning in the classroom is a social activity and participation in the social life of the school may be necessary for learning to take place" (Vosniadou, 2001).

Children often learn by taking on the activities, habits, vocabulary, and ideas of the people in their classrooms. Collaborative learning in the classroom can improve student performance when focused on academic learning. Social interaction in the classroom can engage and motivate students in academic work. Students can become more productive and improve the quality of their work (on essays, projects, artwork, etc.) when they know they will share it with other students.

Fostering Useful Peer Groups Outside School Educators have little control over peer groups inside and outside school, and the impact of peer groups on learning, while plausible, has yet to be rigorously demonstrated.

A survey of published experts shows that they believe peer groups outside of school can positively influence learning (Wang, Haertel, & Walberg, 1993). The survey also shows moderate associations between peer group characteristics and learning across a series of statistically controlled studies. A recent review of 35 out-of-school studiesPeer group studies (Lauer, Akiba, Wilkerson, Apthorp, Snow & MartinGlenn, 2006) showed small positive effects on reading and mathematics performance. However, their own large-scale research showed no such effects, and ScottLittle, Hamann, and Jurs (2002) drew attention to the shortcomings in many studies on the subject. The empirical research is not definitively consistent with this, although the idea of constructive peer groups is plausible and supported by some experts.

Time spent in traditional after-school activities and social clubs seems unlikely to have a significant impact on performance. However, well-designed and well-implemented extracurricular programs that highlight achievement can be worthwhile in promoting academic learning. Because the results so far seem small at best, and because educators may have little control. Outside of school hours, further research and evaluation of such programs is only scientifically warranted.

1.8.7. Minimize time with media:

The final factor influencing learning (the media, particularly television) can crowd out homework, recreational reading, and other learning and academically stimulating activities. Watching TV can dampen a student's motivation for academic work. that high school students spend an average of 20 to 30 hours a week in front of the television, as opposed to 4 to 5 hours a week on homework. More recently, video games around have

also gained popularityShifting homework time and free time reading, distracting students from more constructive activities. Studies of K-12 students show that those who watch 4 or more hours of television per day perform lower in school than students who limit their viewing (Barton and Coley, Eighth-Graders Who Watched More Than 5 Hours of TV Per day showed the lowest average math scores in a major international survey According to a 2004 report by Child Trends (cited in Barton and Coley, 2007), eighth graders watched television for 4 hours or more on weekdays.Only 19% of children whose parents attended graduate school watched television 4 hours or more a day, compared to 42% of students whose parents had less than a high school education.

The impact of research on the effects of television and video gaming is uncertain because no randomized experiments were conducted and it was difficult to statistically control for competing causes such as parental education. academically constructive programs and discuss them with their parents, classmates and teachers. For these reasons, educators should better advise parents to monitor the quantity and quality of programs their children watch and limit the time they spend on academically unproductive programs and videos games.

1.8.8. Communicate with Parents:

Children around the world learn their native language easily and seemingly effortlessly, while adults learning a second language find it exceedingly difficult and frustrating. Thus, almost universal experience shows that early and sustained immersion in a language has powerful effects. The medium of school, its early mastery and sustained support is to a large extent the key to school success. What are the potential effects of language exposure and stimulation?parents and educators? As mentioned above, American children spend only 8% of their time in school during their first 18 years of life. The other 92% of hours are the responsibility of their parents, and parents vary widely in their

parenting practices and the circumstances they provide for their children. Hart and Risley's (1995) study showed that working parents were not only much more likely to talk to their young children than low-income parents, but also encouraged them six times more. often with positive verbal feedback for good behavior. These parenting practices appear to have very important implications for their children's school readiness and academic success.Although the causal evidence is not as unequivocal or scientifically rigorous as we would like, the effects of child rearing on children's character and learning seem plausible and are widely accepted. Because of this, educators can help children by contacting and informing their parents. Practices that appear to help children at home and outside of school hours, including afternoons, evenings, and summers. Since parents are their children's first and perhaps most important teachers, educators can certainly report on their children's progress at school and share ideas on specific topics. Behaviors that can help them at home, such as B. Providing a quiet place to read and do homework and discouraging junk TV.

1.9. Conclusion

Improving knowledge is not only the teacher responsibility but it is the role of the learner, the family and the media too and by taking care of some important details like time(managing and wasting), destractors like video games and the knowledge of parents and the daily observation will always get the best results. Teacher's role is not limited and it described beyond teaching.

Chapter 2

Data Analysis and Interpretation

2.1. Introduction

The second chapter of our research is the practical part where it focuses on supporting our theme under the descriptive method it aims to explore the attitudes of both students and teachers towards the role of teachers on students' improvements. The statistics found will be analyzed, described and explained on how some methods can be used in language classroom to develop learner's academic achievement.

2.2 Research methodology:

The current study has opted for the quantitative descriptive method. It aims to describe the role of the teachers in EFL students' improvements. The chapter will be devoted to the description of the methodological procedure that has been used which is the questionnaire and the inetrview.

The questionnaire is designed for students and the interview is for teachers who are thought to be in a good position for gathering the relevant data to our research. In accordance to our topic « The Role of the Teacher on Students' Improvements **».** Our primary goal is to validate the research hypothesis and answer its questions. A descriptive design assists us in identifying and solving difficulties in contemporary practice, the purpose of the research, the sample under investigation, the time available, and the type of the data obtained.

2.2.1 Research tools:

A correct selection of research tool is made to conduct our study under the choice of the descriptive approach. The data will be collected by two research tools for both students and teachers to validate or invalidate the stated hypotheses.

Student's Questionnaire

The questionnaire was used to collect data on the role of the teacher in the students improvements during his learning process; it contains eleven (12) questions which are divided into three (3) main sections.

This questionnaire determines the efficacy of the teacher during the learning/teaching process on students' improvements and academic achievement, as well as to see how EFL students approach this fascinating topic. Among all the questions, we have included « open-ended » questions which requires from students to give their own answers and justify them later as well as « close-ended» ones which entails from them to choose yes or no answers or to select the suitable from a multiple choices.

➢   **Section one: Student's background Information:**

This section deals with three (03) questions, learners are asked to specify their gender, age and level in English.

➢ **Section two: Student's attitudes towards teaching methods**

The main purpose of this section is to know about student's attitudes and insights towards the use of teaching methods from the teacher during the sessions. The section covers four (09) questions.

This questionnaire is primarily intended to diagnose and assess student's evaluation of their learning process abilities and achievement with the use of teaching methods from the teacher, besides whether they believe that these teaching method are effective tools for improving their English abilities or not.

Teacher's Interview

Description of teacher's Interview

The qualitative interview performed over the last semester of the academic year (2021/2022) for many days (from 08/05 to 15/05). The audio interview is personal and unstructured; we asked

the permission from the teachers to record videos in which all refused. The interview is recorded at the university of Tlemcen. The interview is qualitative consists of six pre-determined questions which are open-ended questions that all interviewees answer in the same order.

The objective behind this interview is to know about teacher's insights towards the use of teaching methods in order to enhance their student's academic achievement, and if they see it as a useful teaching tool or not.

2.2.2 Sample population:

The questionnaire is administered to thirty (30) students of Second year LMD at the University of Tlemcen at the English Department, during the academic year 2021/2022 during oral expression session under the teacher's control. The choice of this population was simply because Second year students are freshmen and mostly teachers use teaching methods with them. We also find that the majority of Second year students are teenagers who are known to be a famous social media student in speaking English, so we believe it is appropriate to test our hypothesis on them to see the improvement and results of learning English as a Foreign Language.

The selection of the population:

The main idea in the present study is to confirm the stated hypothesis involving the effect of using teaching methods on enhancing English LMD learner's academic achievement.In order to achieve our aim, thirty (30) students were chosen randomly. Thus, the data collection obtained will help us in the validity of our research

The questionnaire is administered for some teachers at the foreign language department at Tlemcen University during the year of 2021/2022.

In order to accomplish this investigation, we opt for a great sample so that we get credible results. Thus, four (04) teachers were chosen from a population around ten (10)

instructors to use teaching methods in their teaching process. As a result, the data obtained will be extremely useful in confirming the hypothesis.

2.3 Data Analysis

Students' Questionnaire

Section one: Background information

Gender	Frequency	Percentage (%)
Males	13	43
Females	17	57
Age		
19 years old	2	7
20 years old	20	66
21 years old	6	20
More than 21	2	7

Table 01: Showing students' gender and age

Out of the 30 respondents as shown from table(5), 13(43%) were males while 17(57%) were females. This was an indication that female students dominated relatively in the study. As well as, pupils of 20 years old dominated the study with 20(66%), and of 21 years with 6(20%) in which there is a balance with the ones of 19 years and the ones of more than 21 years with 2(7%) as shown in table(4) above.
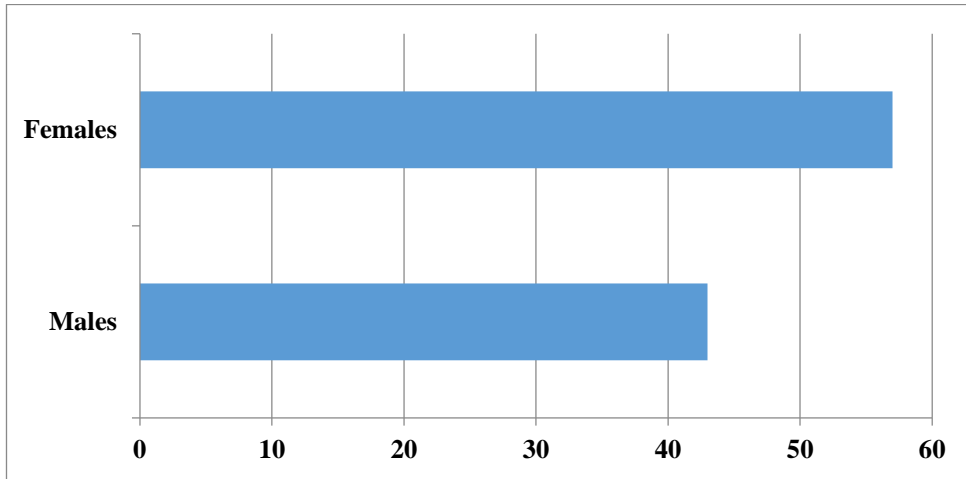
**Graph 01: Showing students' gender**
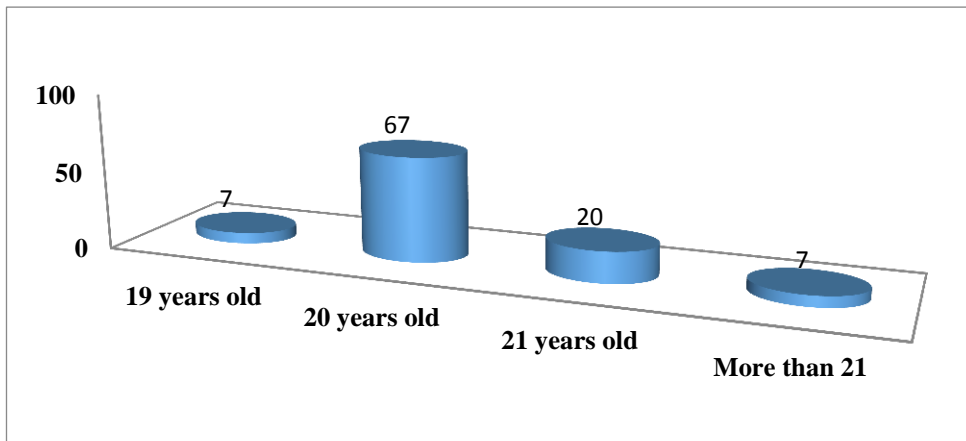
Graph 02: Showing students' age

Q3: How long have you been studying English?

Choices	Frequency	Percentage (%)

Six (6) years	**11**	**37**
More than six (6) years	**19**	**63**

Table 02: Showing students' period of studying English

We can observe that 19(63%) of students have been studying English for more than six years, while the rest of them 11(37%) have been studying it for six years only as shown in table (6).
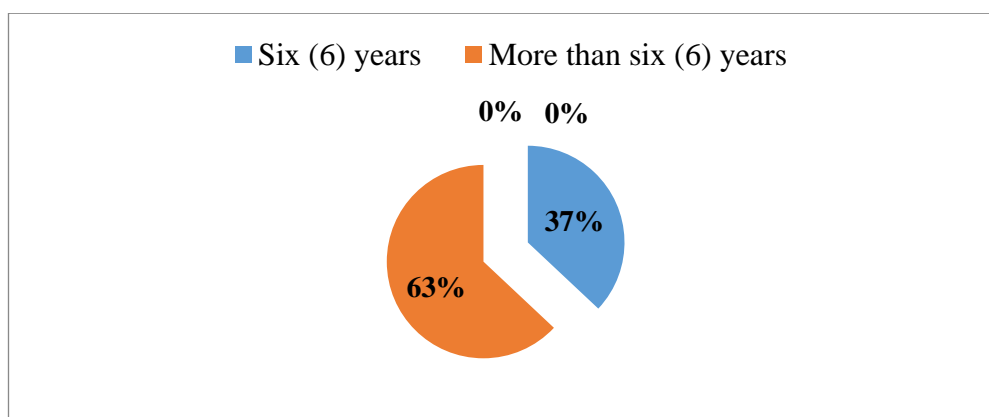
Graph 03: Students' level in English

Section two: Student's attitude towards teaching methods

Q1: What is the most effective way for you as students to acquire English?

Choices	**Frequency**	**Percentage (%)**
Music, movies or TV shows	**11**	**37**
Formal classroom instruction	**10**	**33**
Chatting and messaging online	**9**	**30**
Interactions with others	**0**	**0**

Table 03: Students' views about the effective way of acquiring English

Students are asked to give their views about the most effective way to acquire English, in which 11(37%) agreed that the effective way is through Music, movies and TV shows and 10(33%) said that it is by chatting and massaging online. As well as, 9(30%)

saw that acquiring English came from formal classroom instructions and none said that it is through interaction with others as shown in table (7). According to that, we may say that listening to music and watching movies is the best way to acquire English easily. That is to say, technology plays a significant role in students educational life in acquiring English by listening to music and watching TV as well as chatting using the internet rather than using the traditional ways of teaching.
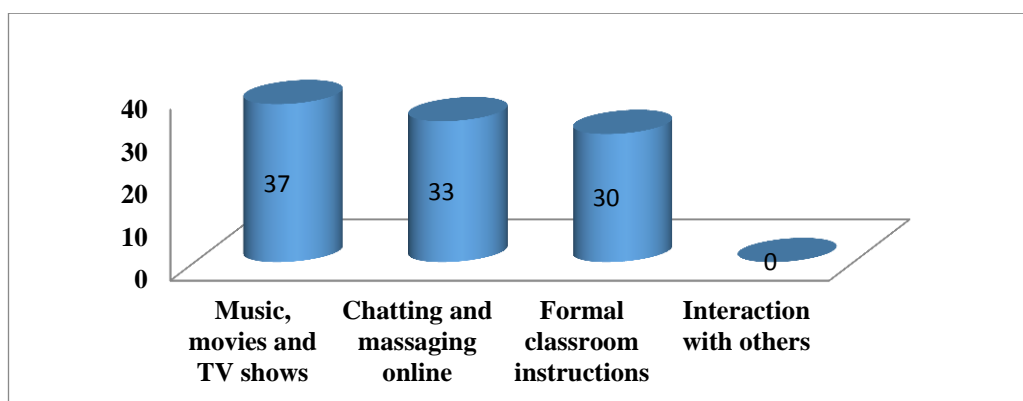
Graph 04: Pupils' views about learning English

Q2: Do you like and cooperate with the methods followed by your teachers?

Choices	Frequency	Percentage (%)
Yes	25	83
No	05	17

Table 04: Students' perception about the methods used by their teacher

We district the students to answer this close ended in which 25(83%) answered by "Yes" i.e. they like the methods used by their teacher. and around 5(17%) said "No" that they do not like the teacher's methods. as shown in table (8). That is to say, that most of the students are cooperating with the teacher to use these methods to form the best English learning process.
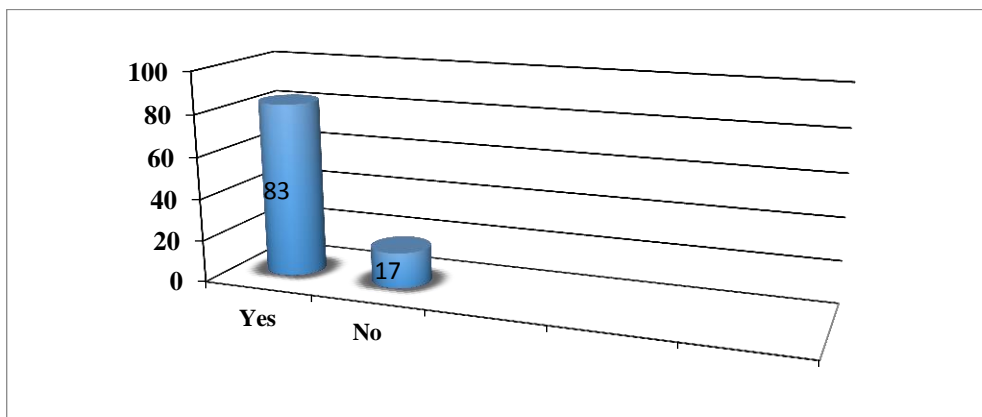
Graph 05: Students' perception about the methods used by their teacher

Q3: Learning English is:

Choices	Frequency	Percentage (%)
Very interesting	**14**	**47**
Interesting	**11**	**37**
Needless	**1**	**3**
Boring	**4**	**13**

Table 05: Students' views about learning English

Students are asked to give their views about learning English, in which 14(47%) agreed that English is very interesting and 11(37%) said that it is interesting may be they lack something while learn it. As well as, 1(3%) saw that English is needless and 4(13%) said that it is boring as shown in table(5).According to that, we may say that students are going hand-in-hand with English and they have to follow the teaching methods.
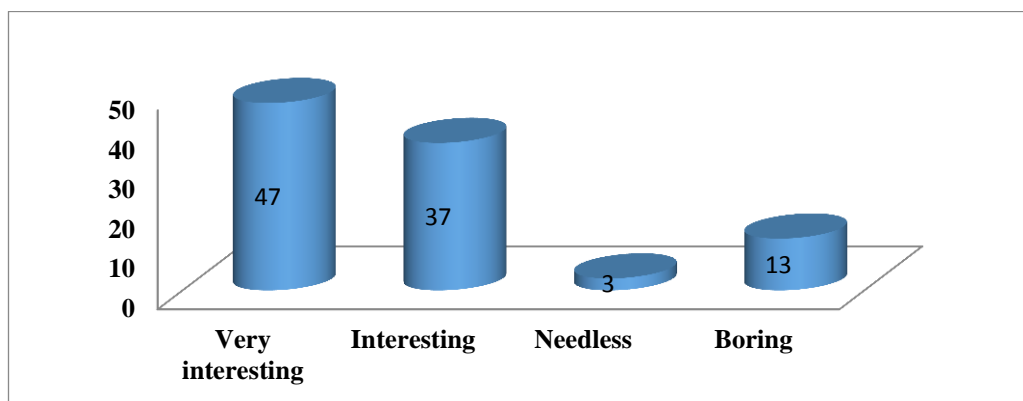
Graph 06: Students' views about learning English

Q4: Do you see that the university is keeping updates with all the technology?

Choices	Frequency	Percentage (%)
Yes	**20**	**66**
No	**5**	**17**
Maybe	**5**	**17**

Table 06: Students' perception about the university update of technology

From what is shown in table (06), the majority of the views 20(66%) said that their university is equipped with the necessary technology. Whereas, the other views were divided between the two other options, 5(17%) said that their university doesn't equipped with technology rest 5(17%) answered by maybe.
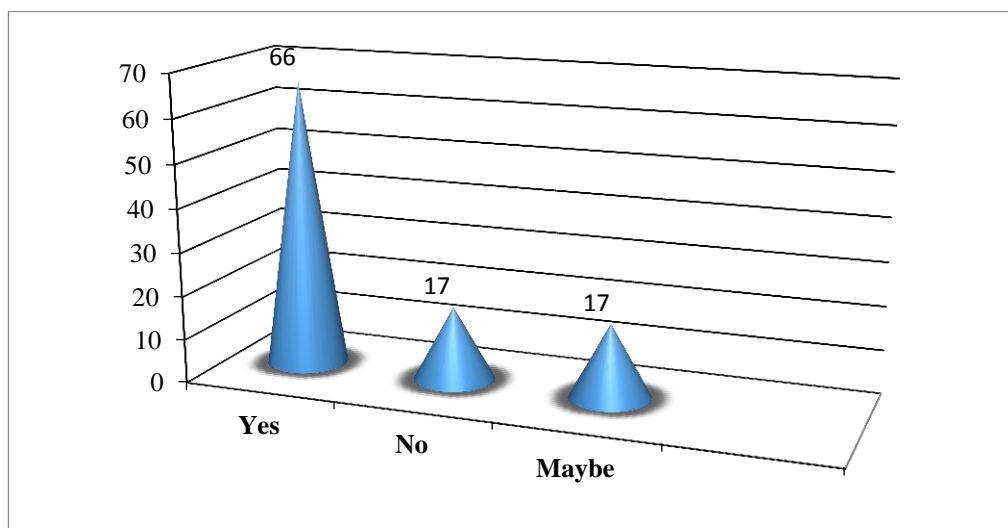
Graph 07: Students' perception about the university update of technology

Q5: Do you think that age is also a fact, for example a young teacher and an old teacher?

Choices	Frequency	Percentage (%)
Yes	**10**	**33**
No	**8**	**27**
Maybe	**12**	**40**

Table 07: Students' views about the teachers' age and experience

The aim behind this question is to check whether the age of the teacher may prevent him to do his task and if it causes a lack of knowledge. According to what is shown in table(07), 10(33%) answered by "Yes". Meanwhile, 8(27%) answered by "No" and 12(40%) answered by Maybe. From the obtained results we can say that the majority of students do not know if this is a problem or not. We concluded that, the teachers' age do not play any role on the teaching process.
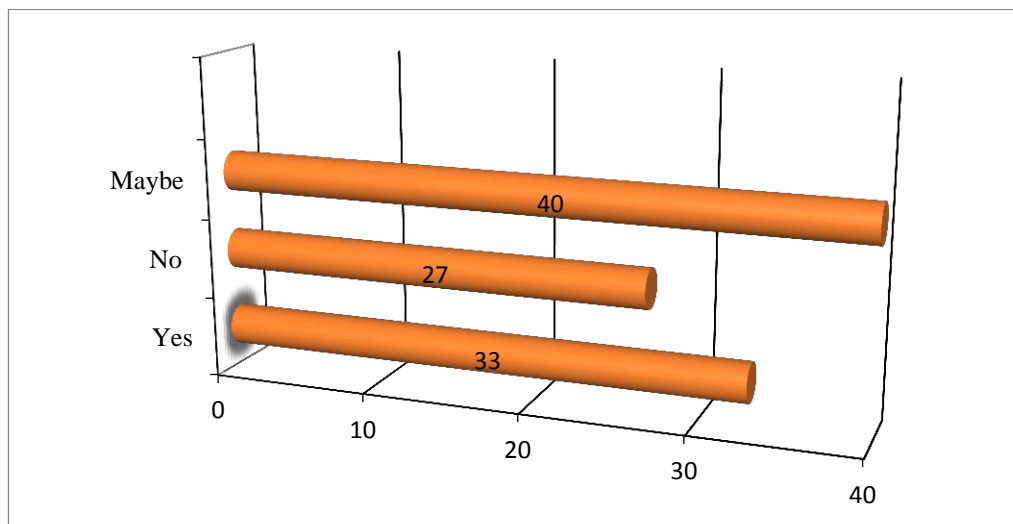
Graph 08: Students' views about the teachers' age and experience

Q6: Do you agree that the school staff has good knowledge in their areas of teaching?

Choices	Frequency	Percentage (%)
Agree	26	87
Disagree	1	3
Strongly disagree	3	10

Table 08: Students' attitudes about the school staff knowledge

Through this table, we have noticed that the majority of the students 26(87%) agree that the school staff have to make a good knowledge in teaching, while 1(3%) disagree. Moreover, some participants 3(10%) were strongly disagree. Consequently, each school staff has to create a significant teaching knowledge.
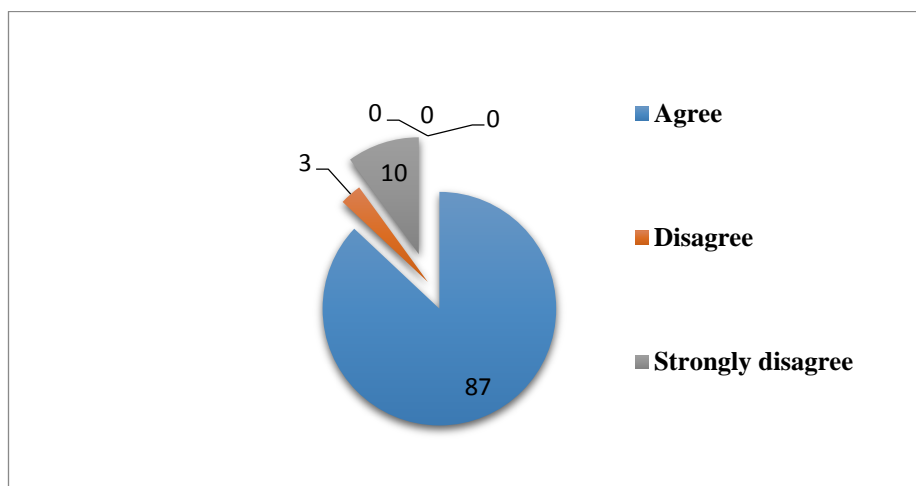
Graph 09: Students' attitudes about the school staff knowledge

Q7: Which one you think works better, the classic or the LMD according to your previous knowledge ?

Choices	Frequency	Percentage (%)
LMD	11	37
Classic	15	50
I can not tell	4	13

Table 09: Students' perception about the best system

We noticed that the half of the students which are 15(50%) said that they see that the classic system is the best to develop their English by the interaction with their teacher, whereas only few students 4(13%) said that they can not tell. While, the rest 11(37%) answered by LMD. From the obtained views, we can say that each system has each own methods and it depends on the teacher.
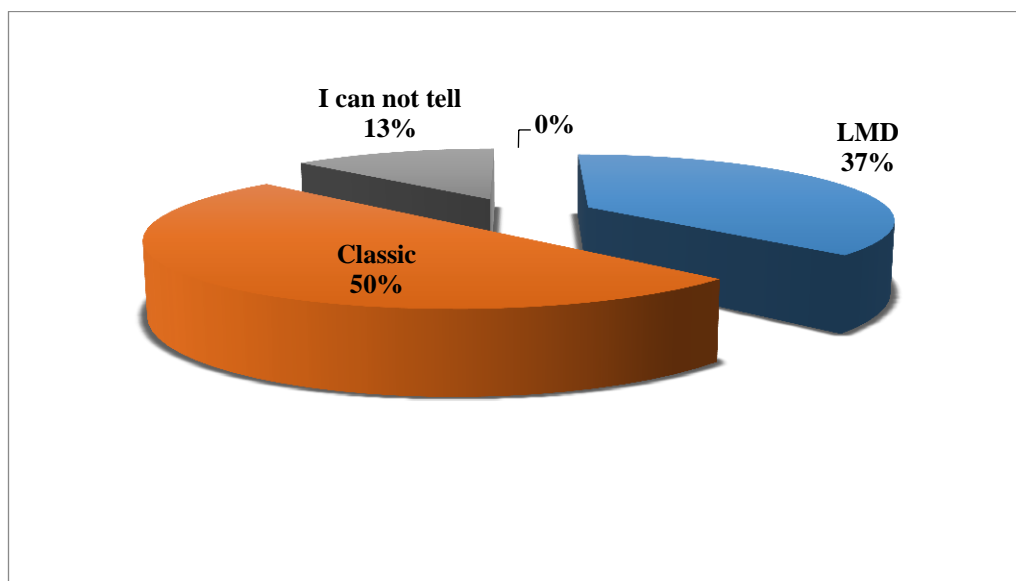
Graph 10: Students' perception about the best system

Q8: Do you use technologies in studying the English Language?

Choices	Frequency	Percentage (%)
Yes	26	86
No	4	14

Table 10: Students' perception about if they use technologies

We district the students to answer this close ended question about if use technologies. In which 26(86%) said that they use it, i.e. the learning of is based on the use of technologies and around 4(14%) said that they do not use this technique. That is to say, that learning English is associated with the use of technologies.
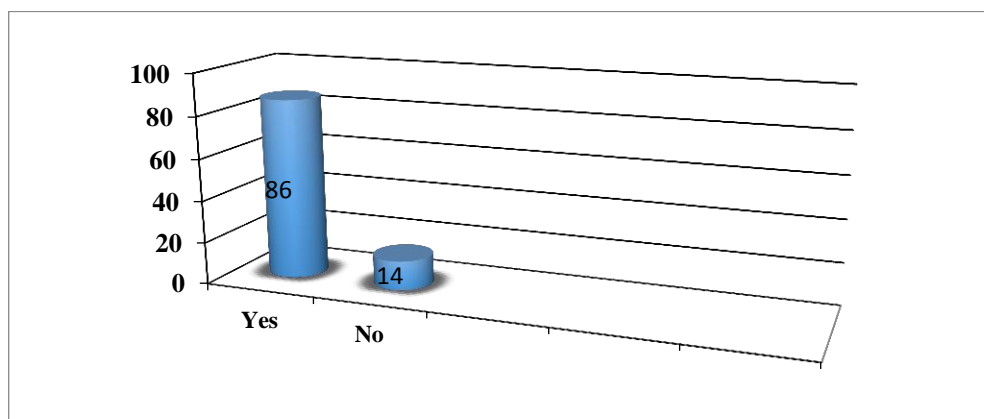
Graph 11: Students' perception about if they use technologies

Q9: Do your teachers employ technologies in teaching?

Choices	Frequency	Percentage (%)
Yes	20	67
No	10	33

Table 11: Students' views about the teachers' use of technologies

Students are asked to give their views about the teachers' use of technologies, in which 20(67%) agreed that the teacher uses this pedagogy while 10(33%) said that they do not. as shown in table(4).According to that, we may say that students are going hand-in-hand with this pedagogy.
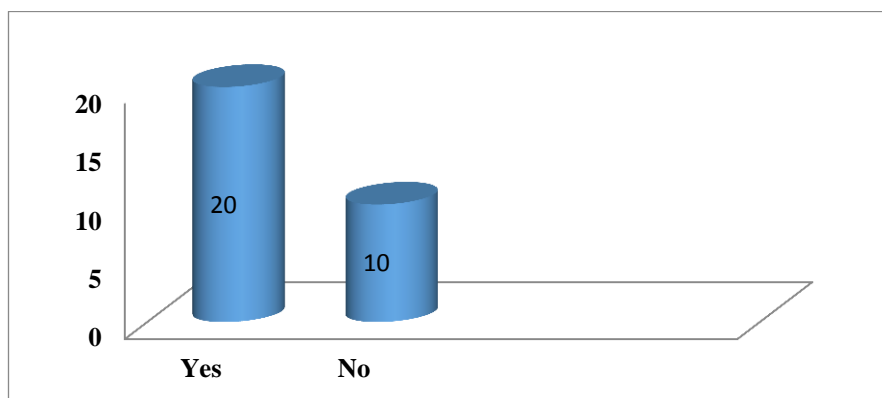
Graph 12: Students' views about the teachers' use of technologies

Q10: What is your favorite method of learning? and why?

In response to this open-ended question, the informants were asked to mention the favorite method of learning, most of them claimed that educational technology is the best method ever rather than the old methods. The utilization of educational technology was deemed inspiring and beneficial by all of the informants. It boosted the children' listening and speaking abilities.

They claimed that using the internet aided them so as to effortlessly gather additional knowledge in a short period of time They claimed that the internet allowed them tomorrow contact with people from other countries, allowing them to enhance their language skills. According to the answers, the use of educational technology aided the teaching and learning process while also developing new ways of teaching and learning.

Q11: What are the issues that make learning tiring and boring?

The answers for this question were unclear in some ways, the participants stated that they enjoy learning and they see no issues that make their learning boring, unless with some teachers who do not implement technology during their sessions.

Q12: What can you say about the relationship between you as a learner and the teacher inside and outside the classroom?

The purpose behind this question is to know what can make the relationship between both teacher and learner better in and out the classroom and the students surprisingly the answers were that in most cases it will be no respect to deal with if the teacher becomes the students' friends. But some students claimed that this method could be professional but there is a gap between the teacher and the learner. Inside the classroom most teachers has a normal relationship with learners but outside, this relation became less apparent.

Teachers' Interview Analysis

Question 01: Was it always your dream to be a teacher?

This exact question was a bit personal and it was fun to hear the answers and even brought back old memories for some teachers. The majority agreed and the rest said that it was due to lack of choices, lack of jobs and some even regret it they said and I quote: «Take it from your teacher, never take this job if you dreaming of a quite life ».

Question 02: What is the idea you created after teaching all these years in this university or somewhere else?

Not all the answers were positive and a lot were not okay with the methods followed, saying:

- I have worked here for more than 10 years and a lot of things still the same regarding all the technology outside.

- The relationship between learners and teachers is what I like the most in this department it is full of respect and at the same time friendship.

- The administration still facing the same problems each time and this affect on the atmosphere of both teaching and learning.

– The new generation is not so much helpful and the lack respect, that one of the reasons teacher is not going well.

Question 03: How can you describe your relationship with your students?

Some teachers said they want to keep a distance and do not like it when the students talk about anything other than the lesson exactly and definitely not outside the class. The majority loved to keep in touch saying they get to know more about how their learners think and what makes learning fun for them.

Question 04: What are the hardest parts about being a teacher?

The answers were unexpected:

– The worst part is explaining for hours and after asking if they did understand they give you the « What are you talking about look ».

– The bad marks and the stupid answers in the final exams.

– Repetitions.

– Screaming for attentions and the hidden smiles during the explanations.

– Waking up early and waiting for the bus.

Question 05: What are the best methods to improve teaching from your point of view?

There were so many different answers like:

– Creating learning groups outside the official hours.

– Organizing time and putting plans.

– Using the different technology (Audio-visual), internet…

– Looking for the easiest methods to deliver a message.

– Talking and listening and giving the learners the freedom to ask more.

– Taking into consideration the different intelligent levels from one to another.

Question 06: Is it necessary to change to your methods according to the different ages and generations.

The result speak-up for itself, almost all teachers agreed and strongly saying that things has changes not only the lessons but particularly the methods, the technology and it is sometimes hard to keep up but nowadays became a must and teachers should learn more to give more.

2.4. Discussion and interpretation

The results of the currents study provided general perceptions of both second year LMD students and teachers of English. According to the analysis of the two tools, the questionnaire and the interview, the majority of them have positive impression towards teaching methods, the most important findings of our research can be concluded in the following : The data and results suggest that EFL teachers can have a significant impact on students' capacity to do well during the learning process, which supports our research hypothesis that students will be able to enhance their self-confidence and motivation. Aside from that, learners must be taught to think positively in order to develop a new method of learning.

2.5 Limitation of the study

There is no perfect study that covers all the areas and it is completely flawless. Finding obstacles while conducting any research is a stumbling hurdle for all researchers and each study has its unique flaws and its own disadvantages the following points illustrate where thosedifficulties are:

- The descriptive method has the disadvantage of not being able to establish cause and affect relationships because it just answers "what" and does not explain "why" and "how." As a result,descriptive research approaches are ineffective for determining cause and effect

relationships. People's responses are the most important factor in descriptive approaches. This will not produce consistent results. Student answers cannot stand alone in reaching the reliability and the validity of the research.

- The process of analyzing, interpreting the findings, and evaluating any research is time consuming, on the other hand with a limited amount of time to complete the work, we find it difficult to apply all the correct tools. We weren't able to use observation in classrooms since teachers themselves had a tight time and demanding to observe in classrooms would put the teachers in a difficult position to complete the curriculum and for us to complete the study.

2.6 Recommendation And Suggestions:

Following the investigation, the role of teachers in students' improvements has been illuminated in both questionnaire of students and the interview of the teachers after the analysis was made. The majority of students and teachers were comfortable with the idea of utilizing teaching methods especially technology in the teaching process yet, it is challenging for most of teachers and learners. We would like to provide some recommendations that we hope will be taken into consideration.

1/ Equip universities with all appropriate tools, such as visual and auditory aids, new technologies and new techniques in the classroom. The primary goal of integrating technology into classrooms is to transform how teachers and students acquire, access, evaluate, display, and communicate the information. This may assist to empower knowledge in classrooms as well as differentiate education, which is especially beneficial for both learners and teachers.

2/ Teachers should encourage their students to watch videos and practice the language outside the classroom suchas native speaker's TV shows documentaries and motivate them to use the internet for educational purposes.

3/ When using authentic materials, teachers are required to consider their student's interests and needs. Students will respond better to what fascinates and affects them. A proper selection of materials by teachers is very important and makes it easy for them to know their points of strength and weaknesses.

4/ Teachers should build a relationship with students based on trust and create a conducive atmosphere for them to study it is found that most students fear to speak and give their opinions during class due to a lack of confidence and the negative response from their teachers it is the responsibility of teachers to encourage and support their learners to speak freely and make them realize that it is alright to make mistakes.

5/ The administration and the responsible people should make a timetable that suits both teachers and students. With a high population of students at the department of letters and languages finding classes is an issue that should be taken seriously, spending time searching for a class will make students lose energy and focus on studying.

6/ Encouraging students to work in groups and teaching them with games once a week is a great way for them to communicate better and develop discussions and learn from each other's mistakes.

7/ When it comes to research, the internet is a critical factor since it allows students and teachers to access all of the many types of information they need in the classroom while also assisting in the preparation of lessons. The university should have internet connectivity in order to enhance and simplify the data collection procedure.

8/ Additional areas should be provided for supervisors and their students to appropriately discuss the dissertation. The teachers' room is too crowded for students to concentrate on their research

7.Conclusion : .

2.7 Conclusion

This research part, dealt with discovering the teachers' role in learning improvement in an EFL classroom. The data were collected with mixed method from 30 EFL second-year students and four EFL teachers from the English department. In this chapter we covered the research design, the participants, the research instruments which we used to collect data, also the analysis of each collected data. In addition to the results discussion and interpretation.

General Conclusion

In the current study the research has been primarily interested in finding some evidence about the role of the teacher in learning improvements.

Teacher has always been a model of positivism and human pride, he is the one who provides students with proper education. The problematics raised in the study is that foreign languages learning can be difficult, for some learners, and this is the case of second EFL students at Tlemcen University, while trying to use English fluently .

The objective is , to examine the role of the teacher and the students perception in the academic performance, in order to confirm the stated hypothesis, and to analyse data, a descriptive method are used to emphasize on the qualitative and quantitative data, by the questionnaire and the interview as research instruments.

As results, the EFL teachers can have significant impact on students capacites ,which supports our research hypothesis that students will be able to enhance their self confident and motivation.

To conclude, we can say that the teacher has been, is , and will continue to be an important figure in society's and younger generations' education since the beginning of time. Even if today's culture and contemporary learning want teachers to be partners and associate effectively with their students, this does not negate the teacher's authority , because he is the most components in education, teachers must act with professionalism and humanity in order to avoid traumatizing children and causing them to feel inferior or superior to the educational process.

REFERENCES

Active Learning in Secondary and College Science Classrooms A Working Model for
Helping the Learner To Learn By Joel Michael, Harold I. Modell,2003 Book

Barton, P. E., & Coley, R. J. (2007). The family: America's smallest school—policy
information report. Princeton, NJ: Educational Testing Service

Bognar. L., Matijevic, M., (1993), Didaktika, Skolska knjiga, Zagreb
Pedagoska enciklopedija, (1989), Zavod za udžbenike i nastavna sredstva,
Beograd

Cindric, M., (1995), Profesija ucitelj u svijetu i u Hrvatskoj, Persona, Velika Gorica –
Zagreb

Collins, W. A., & Repinski, D. J. (1994). Relationships during adolescence:
Continuity and change in interpersonal perspective. In R. Montemayor, G.
A (Eds.), Personal relationships during adolescence (p). San Francisco: Sage
Publications.

Cooper, H. M. (1989). Homework. White Plains, NY: Longman.

Cooper, H. M. (2006). The battle over homework. Thousand Oaks, CA: Sage

Campbell, J. R., Reese, C. M., O'Sullivan, C., & Dossey, J. A. (1996, November).
NAEP 1994 trends in academic progress. Washington, DC: National Center for
Education Sciences, U.S. Department of Education

Ericsson, K. A. (2007). Deliberate practice and the modifiability of body and
mind: Toward a science of the structure and acquisition of expert and elite
performance. International Journal of Sport Psychology, 38, 4–34.

Frederick, W. C. (1993). Extending and intensifying learning time. Washington, DC:
U.S. Department of Education

Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore: Paul H. Brooks.

Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimre, MD: Paul H. Brookes Publishing Company

Howell, W. G, West, M. R., & Peterson, P. E. (2008, Fall). The 2008 Education Next Survey-PEPG Survey of Public Opinion. Education Next, 8(4).

Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & MartinGlenn, M. L. (2006). Out-of-school-time programs: A meta-analysis of effects for at-risk students. Review of Educational Research.

Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. Review of Educational Research, 79, 327–365.

Mitra, D. L. (2008). Student voice in school reform. Albany, NY: SUNY Press

Morrison1934 , Dewey 1934 Shanlax International Journal of Education , concept of teaching

Pond, K., Rehan, U. (1997). Learning to assess students using peer review. Studies in Educational Evaluation 24, 331–348.

Redding, S. (2000). Parents and learning. International Academy of Education Educational Practices Series, H. J. Walberg (Ed.). Geneva, Switzerland: UNESCO, International Bureau of Education. Retrieved from http://www.ibe.unesco. org/en/services/publications/educational-practices.html

Scott-Little, C., Hamann, M. S., & Jurs, S. G. (2002). Evaluations of after-school programs: A meta-evaluation of methodologies and narrative synthesis of findings. American Journal of Evaluation, 23(4), 387–419

Sequeira, A. (2012). Introduction to Concepts of Teaching and Learning. National Institute
of Technology Karnataka, Surathkal, India.

Simon, H. A. (1981). Sciences of the artificial. Cambridge, MA: MIT Press

Vosniadou, S. (2001). How children learn. International Academy of Education
Educational Practices Series, H. J. Walberg (Ed.). Geneva, Switzerland:
UNESCO,International Bureau of Education. Retrieved
from http://www.ibe.unesco.org/en/services/publications/educationapractices.html

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). Toward a knowledge base for
school learning

Walberg, H. J. (2010). Advancing student achievement. Stanford, CA: Hoover Institution
Press

Walberg, H. J. (2001). Achievement in American schools. In T. Moe (Ed.), A

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). Toward a knowledge base
for school learning. Review of Educational Research, 63(3), 249–294

Walberg, H. J., & Lai, J. S. (1999). Meta-analytic effects for policy. In G. J. Cizek
(Ed.), Handbook of educational policy (pp. 419–453). San Diego, CA: Academic
Press

APPENDICES

APPENDIX A

Student's Questionnaire

Dear students,

We would appreciate it if you would read and carefully answer the questions above, since your opinion is very important to our research as well as to collect reliable data. Your answers will be relevant to the problem and will make the statistics well-presided. Please, Tick ☑ the right answer or choose more than one option when necessary.

Thank you in advance for your corporation

Section One: Background Information

1- Gender: 1- Male ☐
                2- Female ☐

2- Age: a- 19 years old   ☐
              b- 20 years old   ☐
              c- 21 years old   ☐
              d- More than 21 years old ☐

3- How long have you been studying English?
              a- Six (6) years   ☐
              b- More than six (6) years ☐

Section Two: Student's attitude towards teaching methods

1/ What is the most effective way for you as students to acquire English?

A- Music, movies or TV shows. ☐

B- Chatting and messaging online ☐

C-. Formal classroom instructions ☐

D- Interaction with others. ☐

2/ Do you like and cooperate with the methods followed by your teachers?

A - Yes ☐

B - No ☐

3/ Learning English is:

A- Very interesting ☐

B- Interesting ☐

C- Needless ☐

D- Boring ☐

4/ Do you see that the university is keeping updates with all the technology?

A- Yes ☐

B- No ☐

C- Maybe ☐

5/ Do you think that age is also a fact, for example a young teacher and an old teacher?

A- Yes ☐

B- No ☐

C- Maybe ☐

6/ Do you agree that the school staff has good knowledge in their areas of teaching?

A- Agree ☐   B- Disagree ☐   C- Strongly disagree ☐

7/ Which one you think works better, the classic or the LMD according to your previous knowledge ?

A- LMD ☐   B-Classic ☐   C- I can not tell ☐

8/ Do you use technologies in studying the English Language?

        A - Yes ☐

        B – No ☐

9/ Do your teachers employ technologies in teaching?

        A - Yes ☐

        B - No ☐

10/ What is your favorite method of learning? and why?

....

11/ What are the issues that make learning tiring and boring?

....

12/ What can you say about the relationship between you as a learner and the teacher inside and outside the classroom?

....

Justify please…………………………………………………..

Thank you for your cooperation

APPENDIX B

Teachers' Interview

Question 01: Was it always your dream to be a teacher?

Question 02: What is the idea you created after teaching all these years in this university or somewhere else?

Question 03: How can you describe your relationship with your students?

Question 04: What are the hardest parts about being a teacher?

Question 05: What are the best methods to improve teaching from your point of view?

Question 06: Is it necessary to change to your methods according to the different ages and generations?