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TRADITIONAL VERSUS MODERN METHODS
IN EFL TEACHING:
THE CASE OF 3RD YEAR PUPILS AT OMAR IBNABD EL AZIZ
SECONDARY SCHOOL-NEDROMA TLEMCEN

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Fulfillment of the Requirements for the Degree of Master in Language
Science/Didactics

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Declaration

We hereby certify that the present study is the product of our own efforts and it was not taken from any others' research. We also certify that this work contains no plagiarism except in quotations.

Dedication

I dedicate this work to

My family, especially my loving parents: my mother “Naima” who always encouraged me, believed in me, and always pushed me to finish my studies with her love, care, and pure heart that has always enlightened my life, and my dear father, “Mohamed” who inspired me with strength and confidence with his moral and financial support.

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Abstract

The present study attempts to investigate the way English is taught in Algerian secondary schools. It is particularly concerned with the effect of various methods in the educational process. These methods are divided into two main types: Traditional and Modern. Among the first ones, the oldest and most popular is “the Grammar Translation Method” which has played an important and fundamental role in teaching a foreign language over years. However, the need for English has led to the birth of many other methods called “Modern Methods”. The most recent and effective one according to the majority of scholars is “the Competency-Based Approach”. In this regard, this research revolves around the appropriate EFL teaching methods and shows whether these methods receive the desired learners’ interaction. To answer these questions, collect and analyze data both quantitatively and qualitatively, two research tools were used: classroom observation conducted with third year classes and two questionnaires (one addressed to thirty third-year scientific stream students and the second one to eleven EFL teachers) at Omar Ibn Abd El Aziz secondary-school in Nedroma Tlemcen. The obtained results demonstrated that the use of different EFL teaching methods affect either positively or negatively the educational process. Such results also show that these methods play an important role in facilitating both teachers’ explanation of a lesson and students’ interaction in any teaching/learning context.

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List of Acronyms and Abbreviations

ALM: Audio-Lingual Method

ASS: Algerian Secondary School

CBA: Competency-Based Approach

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as a Second language

GTM: Grammar Translation Method

ICT: Information and Communication Technology

L1: First Language

L2: Second Language

LT: Language Teaching

TBLT: Task-Based Language Teaching

TEFL: Teaching English as a Foreign Language

TL: Target Language

TM: Teaching Method

UCDS: University Child Development School

General
Introduction

General Introduction

English is undoubtedly a universal language because it is mostly used by the majority of the population in almost every region around the world. It is known that this language is one of the hardest languages to learn in countries where English is not the primary language for non-native speakers (either as a second or a third language). The reasons why English is known as a difficult language can be summarized as: first, words with the same spelling can have different pronunciations, also finding the right way to explain words with their appropriate meanings is somehow difficult. Moreover, the English language uses a lot of idiomatic expressions and different dialects. Finally, in addition to all its rules which are frequently not applied, the English grammar contains many exceptions.

For that reason, the global demand for English teachers has increased in recent years. People from different ages and walks of life want to learn English to fit their needs and interests: school, pleasure or business. This branch is often called Teaching English as a Foreign Language. TEFL is the ability to convey English in an educational process in which educators and teachers feel the need to help learners master their four skills (listening, speaking, reading, and writing) to facilitate the way of teaching this language. The importance of the English language around the world has increased with the recent development of educational curricula and policies as it is in Algerian schools.

Algerian schools consider English as a foreign and the third language after Arabic and French. It is taught starting from middle-school level and no more than three times per week. What makes this language difficult to acquire is that pupils during the four years of middle school are obliged to grasp the basics of this language from vocabulary and grammar added to the four skills, unlike French the second language after Arabic, which is taught from primary level. In this respect, educators thought about some approaches and strategies in order to make English as easy as possible.

Searching for the best method in teaching EFL has significantly increased during the past and even the present decades, which is known as the dilemma of the eras that has been discussed in several publications such as journals, magazines, social media,

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or even books. It is known that every phenomenon has spread over different periods, and this is the case with EFL teaching, which is divided into two types: Traditional and Modern Methods of TEFL. Several methods have been applied to help the learner acquire knowledge easily and also to achieve the best learning outcomes. In this research, two different methods are chosen from two different eras: on one hand, the Grammar Translation Method as an "Old Method" that relies mainly on grammar rules and the translation of difficult words into the mother tongue "Arabic" or even into French. On the other hand, the Competency-Based Approach has been chosen as a "New Method" where the learner is the cornerstone of the term education, i.e., the teacher is considered only as a leader, and the main concern of this method is to make the learner an "Autonomous Learner", responsible for his learning, and a creator who has good capabilities in the listening and speaking skills. The addressed problem in this study prompted the researchers to pose the following questions:

1. What are the EFL teaching methods used to teach English to 3rd year secondary-school pupils?
2. Are these same EFL teaching methods used in different EFL teaching situations/contexts?
3. What EFL teaching methods should be used at the third level of secondary education?

Based on the above questions, three hypotheses are formed:

1. EFL teachers use only the Grammar Translation Method and the Competency-Based Approach in EFL teaching to deliver lectures and convey messages to third-year secondary-school pupils.
2. The Grammar Translation Method, The Competency-Based Approach, Communicative Language Teaching and other EFL teaching methods are used depending on the different teaching/learning situations.
3. It would be advisable to adopt different EFL teaching methods depending on the teaching/learning context, learners' level, style, etc. and encourage eclecticism at the third level of secondary education.

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In order to test and check the validity of the stated hypotheses, the case study included students and teachers from Omar Ibn Abd El Aziz secondary school in Nedroma, Tlemcen during the academic year 2021–2022. The research instruments have been used in form of questionnaires and classroom observation with both teachers and learners.

The theoretical part provides some definitions of the main elements and concepts this topic: Traditional versus Modern Methods in Teaching English as a Foreign Language relies on; from: definitions of approach, method, technique, and language teaching, an overview of the well-known teaching methods which are separated into traditional and modern ones. Moving to the brief definition of traditional methods which among them: the grammar translation method with its basic units, reasons for its effectiveness, and its disadvantages. Moreover, this chapter provides an overview of the well-known modern methods; and as an illustration the Competency-Based Approach which is mentioned with its effects on GTM, as well as its basic units, reasons for selecting it, and its disadvantages. This chapter ends up with a conclusion that summarizes all the mentioned elements.

The practical part focuses on teaching EFL in the Algerian middle and secondary schools. Adding to all what concerns with research design from its definition and purpose without forgetting the definitions of research methodology and the different between methods and methodology. Moreover, this chapter relies also on sample population “population, sample (teachers’ profile, learners’ profile)”. In this research; data are collated both qualitatively and quantitatively using two main research instruments which are: questionnaire “learner’ questionnaire, teacher’ questionnaire”. The data collected were displayed in a form of tables, graphs and pie chart based on the informants’ statements use and beliefs. Classroom observation “teachers’ methodology, learners’ interaction and classroom atmosphere”, this chapter ends up a conclusion that sums all the mentioned aspects.

The third and the last chapter, which is entitled “Results Discussion, Suggestions and Recommendations”; starts with a brief introduction, followed by the discussion of

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findings, the main results and some suggestions and recommendations for both teachers and learners, and ends up with a brief conclusion.

Chapter One:
Theoretical Aspects of EFL Teaching Methods

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1.1 Introduction

During the past decades, English became a global language not because of its beauty but rather because of the need for this language all around the world in a lot of domains. English is the language of the sturdy countries that control the power of

politics, science, technology, economics, as well as cultural power. It also contains the majority of the inventions which make the modern environment or society what it is. The effectiveness of the English language led to the emergency of teaching it in all countries, including Algeria. The relationship between Algeria and the English-speaking countries has developed for several reasons, which made it necessary for the Algerian state to impose learning this language starting from intermediate education.

For this reason, Algerian teachers adopted several simple educational methods to facilitate the way of teaching this language. Since the development of this language, scholars have created a lot of methods, each one with its own unique, special characteristics and components. The literature review contains definitions of approach, method, technique, and language teaching. An overview of the most important teaching methods starts from the oldest one “the Grammar Translation Method” before moving to the newest one, which is “the Competency Based Approach”. Then it goes deeply into the basic units, the reasons of selecting, the advantages and disadvantages of both GTM and CBA. It also provides the impact of CBA on GTM in teaching.

1.2 Definitions of Approach, Method, and Technique

Because of their close meanings, and as they revolve around the same scope and interest, people still cannot differentiate between the three aspects: approach, method, and technique. Here are their full definitions with their main characteristics in order to make each one of the mentioned aspects as clear as possible.

1.2.1 Approach

A teaching approach is an overview which applies learning to all kinds of learners. It is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. Approaches are the philosophies of teachers about language teaching that can be applied in the classroom by using different techniques of language teaching. In other words, an approach to language teaching describes the nature of language, how knowledge of language is acquired, and the conditions that promote language acquisition.

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Hoque (2016) claims that there is a lot of teaching and learning approaches that can help students better understand and acquire the subject of the lesson. For example, when a student or a teacher is the basis of a lecture, and when teaching is interactive and indirect, that is to say, some contents need to be guided by the teacher others need the interaction of the students. So using different approaches while teaching can better help both teachers and students in the teaching/learning process.

1.2.2 Method

Concerning the definition of method, Mackey shows the difficulty of finding the right one: "Method means different things to different people. For some, it means as a set of teaching procedures; for others, the avoidance of teaching procedures. For some, it is the primacy of language skill, for others, it is the types and amount of vocabulary and structure." (1965, p. 155,156). The term "method" can be defined according to various views, depending on scholars, professors, and dictionaries' theories. According to the Oxford Dictionary, a "method" is a "way of doing something", a "system of procedure", and gives as a synonym the word "orderliness".

In general, methods are the combination of techniques that are used by the teachers in the classroom in order to teach their students. It includes decisions about the particular skills to be taught, focuses on the content, the role of both teachers and learners in language teaching and learning, the use of appropriate techniques and procedures, and finally, the order in which the content will be presented.

1.2.3 Technique

According to Anthony "a technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and

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therefore in harmony with an approach as well. Techniques depend on the teacher, his individual artistry, and on the composition of the class". (1965, p.63-7)

A technique is defined as the smallest component hierarchy, but it is also one that concerns the teacher most. Teaching techniques are teachers' own and personal strategies that they use in order to provide students with effective instruction. Teachers have to adapt their teaching depending on their students' needs. In such a way, their instruction is different for every class, and for every kind of student.

1.3 Language Teaching

"..... Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher" (Parker, 1998, p.10). Language Teaching is a very complicated process in which teachers combine traditional and modern methods for effective teaching. They should feel what approaches and methods are better to use in various situations, depending on many factors, such as the teacher's situation and the student's capacity.

Griffin and Jarvis (2002) state that the reasons for teaching have changed from just providing knowledge to finding the best way to facilitate learning, as the teacher has to play many roles and look for new teaching techniques.

1.4 Teaching Methods

Language teaching became known as a profession in 1920. Even after several methods have been proposed, each one tries to be more effective and theoretically sound. Before the 20th century, the Czech scholar in language teaching, Johan Comenius, who published books on teaching in the 17th century and focused on the spiritual development of learners, claimed that the way they learned was through association with the world around them. He was the first to introduce an inductive approach to language teaching. His goal was to teach students how to use the language rather than teach them rules and analysis of the language. He used imitation instead of rules, assuming that students should repeat after the teacher. He also encouraged

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language to be taught through pictures and the practice of reading and speaking, Comenius was quite revolutionary.

However, by the early years of the 19th century, the orderly study of the grammar of classical Latin and texts had once again been used in schools and universities in Europe. The 19th century was characterized by the Grammar Translation Method, which focused on studying grammar and translating texts to learn how to read literature. This was followed by attempts to make language learning more naturalistic, more similar to the way children learn their languages.

The direct method was presented by the late of the 19th century, teaching exclusively in the foreign language and focusing on speaking and listening in order to give more scientific foundation to language teaching. Other methods such as situational language teaching were created, although the real change emerged with the audio-lingual method in the 1950s which was based on psychological theories of behaviorism. According to behaviorism, people's behavior depends on a pattern of stimulus response, and feedback, and learning a language means using the language communicatively to form new habits and get rid of old ones from the first language. This was in line with behaviorism because it involved a stimulus provided by the teacher or by a tape response provided by the learner and feedback provided by the teacher.

In the 1970s and 1980s, Communicative Language Teaching emerged as a method thanks to the emergence of cognitive psychology which claimed that language learning involved active mental processes and conscious learning and not just getting rid of old habits. Communicative Language Teaching is an influential teaching method. To this day, it started as a reaction to grammar-oriented approaches focusing on accuracy, and it argued that the goal of language teaching is communication, which is achieved by actually communicating in the target language in class.

In the 1970s, another new orientation to LT emerged called humanistic language teaching. It is based on the idea that the whole social and emotional human being and not just the mind should be involved in learning a language. Three key methods

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between the 1970s and 1980s were associated with humanism: the silent way, suggestopedia and community language learning. The silent way, as the name suggests, is a method based on the idea that the teacher should be silent as much as possible and the learners should be encouraged to speak. Suggestopedia is based on the idea that learning is fostered by reaching an optimal state of alert relaxation where learning is meant to happen accidentally and naturally. The third humanistic method of community language learning assumes that students are people with feelings and that learning happens when they do not feel threatened. The teacher takes on a role similar to that of a counselor and gradually encourages students to become more independent and collaborative.

More recently, a more popular TM called Task-Based Language Teaching or TBLT has appeared. It has a strong connection to theories of second language acquisition. TBLT is based on the idea that students can learn a language by doing tasks; students are assessed in terms of whether they manage to complete the task rather than the language they used to do so. Finally and more recently, other innovative methods have been developed, such as Dogma, which encourages teaching without textbooks and focusing on the language that emerges from conversation. Another method that has become quite popular is CLIL, or content and language integrated learning. In CLIL, curriculum content and foreign languages are taught together.

1.5 Traditional Methods in TEFL

Traditional methods are the primary methods on which foreign language teaching depends. Although new methods are adopted, old ones are still necessary and important.

1.5.1 Definition of Traditional Method in TEFL

There is a common misconception that traditional language teaching is somehow behaviorist. It is not the case, it is simply wrong in terms of dates. While behaviorism only started in the late 20th century, traditional language teaching was applied after 2nd World war which is after 1945. The teaching of second and foreign languages started

much earlier than the beginning or the middle of the 20th century. The public system of education actually started in the 19th century at different periods depending on the countries, but sometimes at the beginning of the 20th century, borrowing from previous methods of teaching in general. Before starting teaching foreign languages at school, the only teaching of languages that existed was that of classical languages, basically Greek and Latin. Seen as dead languages as they were not spoken the main objectives of such languages were reading literature and understanding the grammatical system. So, this is the reason why traditional language teaching has always put such a heavy weight on grammar, it was not because grammar was necessary to speak the language, it was mostly because grammar was seen as a way of understanding the logic of the language as a kind of mathematical exercise. So grammar was not seen as necessary, it was really seen as a rational, mental exercise to understand the system of the language.

1.5.2 A Brief View about all Traditional Methods

The three main methods that are usually referred to traditional methods are: The Direct Method, the Audio-Lingual Method, and the Grammar Translation Method

1.5.2.1 The Grammar Translation Method

According to Corder, "what to teach or learn can be described in linguistic terms as grammar [...] or in psychological terms as language skills" (1973, p. 137). The Grammar Translation Method was the first and oldest method used for the teaching of foreign languages. Roger Ascham advocated this method in the 16th century. In that period, the foreign language that dominated as an international language of communication was Latin. Those who promoted this method support the use of translation as a teaching procedure. Their aim was to make the students understand the grammar of the foreign languages. The focus was to set on accuracy instead of fluency in order to improve the student's lexical competence. It also dealt with literary texts, hence the importance of accuracy that could semantically guarantee the understanding of texts. Teachers were also concerned with teaching foreign language grammar and made extensive use of the mother tongue. So, despite the likely occurrence of language interference, the grammatical rules were learnt by heart to facilitate the students'

application of them. Therefore, notwithstanding the problems of interference, this method emphasized first the acquisition of the grammar rules and lists of words, and secondarily, the development of the writing skills (using translation).

"The Grammar-Translation method has been considered useful for students in second language acquisition in that it enriches one's vocabulary, increases the number of figures of speech one can use, develops the ability of interpretation, and through the imitation of the best writers it makes us able to produce similarly good texts, because translation forces us to notice such details as would escape the attention of a simple reader" (Hell, 2009, p. 9).

1.5.2.2 The Direct Method

It is called the Direct Method because the meaning of the word or sentence must be directly related to the target language without translating it into the mother tongue. It was first established in Germany and France in the late 19th century and developed as a response to the Grammar Translation Method. It focuses on word structure, learning new vocabulary and also on oral pronunciation by using different techniques such as: dictation, reading aloud, using question/answer and fill-in-the-blank exercises, and practicing orally by using dialogues and conversations.

1.5.2.3 Audio-lingual Method

According to Richard and Rogers, "Audio-lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. That is why mother tongue is discouraged in the class of Audio-lingual method. The method is based on behaviorist theory which is used to train humans through a system of reinforcement. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction" (2001, p 66)

By the early 20th century, the direct method lost its power which led to the emergence of the audio-lingual method. ALM is also an ancient method that focuses

on oral skills such as speaking and listening rather than writing and reading. Its purpose is to improve students' speaking skills. This method expects the student to be able to communicate effectively in the target language without reference to the mother tongue by memorizing grammatical structures and word sounds. It is attached to the behaviorist theory, which means it contains the most components of behaviorism.

1.5.3 Basic Units in GTM

Teaching English as a second (ESL) or a foreign language (EFL) is quite different from teaching English as a first language (L1). There are many methods that should be known by the teacher to make the teaching process an effective and efficient activity. One of these methods is the Grammar Translation Method, and as mentioned earlier, it is one of the oldest methods and the most adopted by many teachers as it is based on:

1.5.3.1 Grammar

Grammar in GTM is explicit and deductive or direct; first teaching rules is followed by some examples, so students have to memorize the rules and examples and are asked to apply these rules. In general, grammar is one of the main standards of GTM. Its purpose is to teach or learn the grammar basics of the target language in order to read literature in this language.

1.5.3.2 Translation

The language that is used in class is the student's native language, so the first language is not banned and is used to explain new items and also to compare between L1 and L2. Translation is an important aspect of GTM. Students memorize L1 equivalents for L2 vocabulary words and vice versa. So, if they can translate one language into another, they are considered successful students.

1.5.3.3 Reading and Writing Skills

GTM emphasizes the written language. Its goal is to help students understand literature; students will be able to read and have access to foreign language literature

here. As a result, it tries to teach students reading and writing skills while also introducing them to the literature, fine arts, and culture of the target language.

1.5.3.4 Teacher-Centeredness

In this method, the teacher plays the role of the authority and the students do what he/she orders. Speaking about interactions, there is mostly teacher-to-student interaction and little student initiation, i.e., student to teacher and a little student to student interaction. In GTM, learners are not very active and the teacher is the one who has the correct answers. Teachers are obliged to focus a lot on grammar. They must translate very often to explain the language and make it easier for the learner to acquire. In this method, it is important for them to explain English in the student's mother tongue. By teaching long lists of words in an isolated way, there is little active use of the target language.

1.5.4 Reasons for Using GTM in Algeria

In Algerian schools a lot of teachers use this method in order to enable their students to read and translate literature written in the source language. In this method, students are given sets of texts which they are asked to translate from TL (English) to L1 (Arabic) and sometimes to L2 (French). GTM in Algerian schools also focuses on two basic things which are translation and grammar to further student's general intellectual development so it helps students to develop both their knowledge and their intellectuality. Being exposed to texts which they have to translate helps students understand the external world and build up a good knowledge. While it mainly focuses on analyzing grammatical structures, understanding and manipulating morphology and syntax of English as a foreign language, it also analyzes and scrutinizes the word structure methodology. Algerian teachers and students usually choose use GTM while translating grammatical forms; simple past (English) → الماضي البسيط (Arabic), simple present (English) → المضارع (Arabic) etc. So, Algerian teachers have two approaches in teaching grammar either deductively or inductively. The teacher in the deductive approach is the center. He/she provides students with a number of details related to the topic, making sure that all the students acquire this topic by the end of the session

without doing any effort. In the inductive approach, the teacher starts with giving examples and then asks the students to extract the rule by themselves.

1.5.5 GTM Disadvantages

Richard and Rodgers describe the Grammar Translation Method as “a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose,” they add: “it is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.” (2001, p 4)

So while using this method, teachers are actively involved in class more than their students. Communication is not actually focused because students do not make any effort to learn. What they just do is listening to the teacher, following the lecture without doing any efforts. There is little focus on the content which is most of the time related to grammar rules and vocabulary because most of their interest is on translating and on learning the basic rules of the language as well for the purpose of developing the writing skills.

1.6 Modern Methods of TEFL

Innovation "in·no·va·tion | \ ,i-nə-'vā-shən \ " means:

1: a new idea, method, or device: NOVELTY

2: the introduction of something new.

3: Innovation can refer to something new or to a change made to an existing product, idea, or field. "Merriam-Webster".

In this research, it is agreed to introduce the term "innovation" that strengthens and supports the educational field. Unlike the old teaching methods, the new ones focus more on using various and innovative ideas in the teaching process instead of just reciting the lesson. The modern or innovative approach to teaching EFL is more activity-based and learner-centeredness, which means that the learner is solely

responsible for either participating in the session or managing his/her capacities throughout the process.

1.6.1 Definition of Modern Methods

Modern or "new methods" are the new ways, strategies, approaches, and techniques that have been created to fill the old methods' gaps and lacks thereof with the aim of enhancing the educational process. Modern TEFL methods are entirely based on "student-centeredness," which means that the student is the active participant in the classroom. According to Jim Scrivener, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." (2005, p.18, 19). Broughton in 1994 indicates that the innovative way of teaching is more student-based. The only responsibility of the teacher is to motivate the students to enhance their levels in English.

The role of the teacher here is not to explain but to encourage and help students to perform, to try out, and to better express their thoughts and ideas. The majority of people learn a foreign language, especially to be able to communicate with them, while others do so above all to see the world from a different point of view or because of their specific needs, such as "to gain a profession." The new methodologies are much more student-centered in everything going on during the session. The teacher here plays the role of a guider, i.e. not causing the learning, but helping learning to happen, by choosing the appropriate methodology which is suitable for his/her learners, guiding them during lectures and encouraging them to demonstrate with the language. Modern methods are based on a great number of activities with different purposes, which are (or should be) balanced.

1.6.2 A Brief View about the New Methods

"More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given". Bertrand Russell (2014, p.181.). "On Education", Routledge. In the 21st century, communicative methodology was raised

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and the history of foreign languages was always seen as a practical concern. Innovative teaching tactics are changing educational environments worldwide, leading to better academic performance among learners. The world has been largely changed, especially in terms of materials, equipment, and technology, which leads to new modern methodologies. Several methods have been applied in education that help acquire the language, empower memorization, and connect learners with real social life. Among these approaches are the Natural Approach, the Eclectic Approach, the Competency-Based Approach, and the Communicative Approach.

1.6.2.1 The Communicative Approach

CLT differs from other previous teaching approaches. It is an approach that presents a philosophy of teaching based on communicative language use and communicative competence. It emphasizes natural functional concepts and communicative competence. CLT is built on two meaning systems: notions and functions.

1.6.2.2 The Natural Approach

The Natural Approach was developed by Tracy Terrell and Stephen Krashen. It is based on the theory of language acquisition. The native or mother tongue should not be used in the classroom. A lot of vocabulary should be taught to the student, and also a lot of activities should be developed. In general, the Natural Approach is a method for beginners based on observation and interpretation of how a person acquires his or her first language.

1.6.2.3 The Eclectic Approach

Any approach has its own methods and techniques. However, these methods are generally focused on specific objectives, leaving aside other important aspects of the learning process. For that reason, and given that all methods have strengths and weaknesses, the eclectic approach combines as many methods as the teacher sees fit to accomplish all the objectives set for the class.

1.6.2.4 The Competency-Based Approach

CBA emerged in the United States in the 1970s as an educational movement that focuses mainly on the outputs and outcomes of learning rather than inputs. One way to understand competence is as a system of attitudes, knowledge, skills, and behaviors. Youth workers are learning through their professional life, increasing their knowledge, practicing their skills, and adjusting their attitudes and behaviors. If this learning is approached more consciously and youth workers embrace a framework and structure for the development of their competences, the results can be more comprehensive. Nowadays, learning is perceived in a dynamic way, and learning paths are open and multiple. The CBA focuses on acquiring life coping skills while developing the language to perform these skills.

1.6.3 Overview about the Start of CBA in TEFL

The educational process witnessed several changes in the 21st century: new curricula, new approaches and methods due to the human needs around the world in which educators, teachers, and even students found themselves in need of a new method that helped to accomplish high levels in the educational process. The Competency-Based Approach has existed for six decades now, in which the behaviorist school was the creator of its principal ideas. It first appeared in the United States in the 1970s and was initially intended to be used only to designate vocational training programs rather than in schools. Although it was in its early stages; this approach, nearly a few decades later started to be used in a range of occupations in Australia. One of the defining tenets of this approach is that it is, as Sturgis and Patrick frame it, "the transformation of our education system from a time-based system to a learning-based system." (2010, p. 1). According to the co-authors, there is no time limit for transitioning from one course/task set to another. Once the competencies set for the current program have been fully met and students enrolled in the program have achieved the appropriate level of proficiency, they will be admitted to the new program. This contention is confirmed by O'sullivan and Burce "as they explicitly maintain that, 'The most important characteristic of competency-based education is that it measures learning

rather than time. Students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes" (2014, p. 72).

The two scholars further commented that this new approach is important for mastering a given competency, regardless of how much time the course actually takes. To be fair, this approach is competency-based, and the transition from the current course to the new course on the curriculum agenda is entirely dependent on the learner's satisfactory mastery of the current competencies. Admittedly, the Competency-Based Approach is different to traditional approaches as it opens up the door for learners to expand their learning opportunities beyond the classroom setting. This is probably what Sturgis and Patrick are trying to get out here, "Without a competency-based policy framework, they are unable to take advantage of the full potential of online learning" (2010, p.1).

In Algeria, CBA was introduced in 2002, in accordance with the educational change in the primary, middle, and secondary schools. For this reason, new ELT textbooks were published. The Algerian education system has known the use of different approaches in its educational system throughout its history as an independent country, as in many other countries in the world. CBA has been adopted in TEFL in order to make the learners ready to be competent in their real life situations. Rich et al. "It is only through carrying out project work that we and our learners can live up to the basic principles of the Competency-Based Approach" (2005, p.17).

- **What is Competency**

According to the Oxford Dictionary, competency is a skill that you need in a particular job or for a particular task. In other words, a competency is the ability to apply or use a set of related knowledge, skills, and capacities required to successfully perform "critical work function" or tasks in a defined work setting. A "know-how-to-act" process is an individual's ability to do something successfully or efficiently.

- **Competency-Based Education**

In many countries today, more people than ever need higher education, yet far too many do not pursue or earn degrees often, because traditional classroom-based programs do not fit into their lives. In response, a growing number of colleges and universities are offering another option. In Competency Based Education each program is unique offering creative state of the art learning opportunities to fit the needs of many students who might not otherwise pursue education programs, accomplish this by transparently communicating the learning objectives students must achieve to earn degrees, and other credentials by enabling students with existing knowledge and skills to personalize their education and accelerate progress towards completion by using technology that enable students to learn anytime and anywhere at prices they can afford, and by integrating support from faculty mentors and coaches that can build confidence needed for success aimed at creating fair and just educational results while no single option is right for all students, these programs offer relevant and verifiable skills for greater success in work and length.

1.6.4 The Impact of CBA on GTM

Education has radically changed in the last few years due to the introduction of several methods. The aim was to facilitate the way lessons are conveyed and received. Talking about the traditional methods; in the Grammar Translation Method, "such an example," the basics of the language consisted of the teacher-centered approach. That is to say that the teacher is the cornerstone element in the classroom who has the responsibility to search for information, to guide, to better transmit the lesson, and finally to examine the learner. In addition, the language was based on grammar and translation. In other words, the learner has to master the rules and the translation from other languages, such as Arabic and French, makes the language acquisition easy. In this case, the focus is on the acquisition of the grammar rules and lists of words, as well as the development of the writing skills (using translation). This method known by some lacks that is why scholars, educators, and even teachers think about new approaches and methods which can fill the old methods' gaps. As a result, and thanks to modern methods such as the CBA, the teaching process started to focus much more on the learner, their listening and speaking skills, and technology. CBA ignored

everything related to grammar rules and word memorization in order to focus on new important skills for the learner, who plays a critical role in the educational transformation.

1.6.5 Basic Units in CBA

The focus is shifting towards learning as a lifelong and life-wide process with an emphasis on the development of competences. A CBA can be perceived as offering a framework and a process, both with the aim of capitalizing on learning throughout a whole range of activities and experiences over a longer period. The framework takes into account all types of learning in many different areas and contexts, which can include learning that takes place not only in school, work, volunteering, and free time activities, but also learning in household and family, big social and/or political changes, and so on. Such an approach makes youth workers aware of their own learning and provides opportunities to develop their competences further, starting with considering them one by one to reach a wider learning objective or goal.

CBA focuses on what one can do and how it is done, rather than strictly on what one knows, even if these elements are interdependent. This can lead to new possibilities and much greater flexibility, particularly when it comes to finding a job, because the competences gained in one area or field can be more easily transferred to others. It sets the foundation for lifelong and life-wide learning. Learning to work with competence is a competence in itself and can be applied in many areas of an individual's life. It is progressive, starts from what one already knows and builds upon that. In such a process, it is still possible, or even important, for an individual to fail. But it is the way this is being dealt with that can be seen in terms of competence development.

1.6.5.1 ICT

Dawson and Rakes explains ICT "as principals become more adept at guiding technology integration, more efficient and effective technology use should become prevalent in schools. The principle's increased knowledge of the benefits and uses of technology should led to more support of teachers' attempt to infuse technology skills

should lead to increased use of technology tools, thereby producing principles who are models of technology use" (2003, p.43).

Technology is one of the most valuable tools we provide every day. ICT contributes to the teaching experience. In addition, tablets, compact computers that let you write notes directly on the screen with special pens, are replacing outdated projectors. Using tablet technology; professors can easily take notes on diagrams and spreadsheets and email them directly to students' PCs. The role of the teacher is intended to relate to the long-held traditional notion that teaching principles depend on the clarity with which teachers teach. It is imperative to understand current trends and assessment methods for ELT. Researchers believe that the main goal of teaching is to transfer information or knowledge into the minds of students. Any method of using a computer or modifying the existing traditional chalk talk method is innovative if it ultimately contributes to the core objectives of the course. In addition, data shows online courses, videos, and websites, help teachers to better communicate lessons at very high levels of education.

1.6.5.2 Speaking and Listening Skills

It is generally agreed that language learning depends on listening and speaking skills. This applies to CBA. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening and speaking behaviors to deal with a variety of situations, types of input, and listening goals. They help students develop a set of listening and speaking strategies and match appropriate strategies to each listening and speaking situation.

1.6.5.3 Learner-Centeredness

The process here will be more student-centered but less time-consuming. This teaching method is designed to encourage autonomy in learning by imparting skills and practices that foster independent problem solving and an enthusiasm for lifelong learning. The students have an active voice in how and what they learn, using their

prior experiences and new information to understand concepts and develop solutions. Teachers guide this process by providing frameworks and structures that students can use and build on, as well as guiding them during their decision-making process. Proponents of this approach believe that learning can become an incentive if students are allowed to participate, evaluate, and manage their own work.

1.6.6 Reasons for Using CBA in Algeria

Over the last decades, the CBA has emerged as a developing vogue (as a slow developing one) in education, because of its progressive approach to scholar mastery.

- The Competency-Based Approach "focuses on the student's succession through the curriculum at their own pace, depth, and so on." The main idea behind a competency-based assessment is that it provides students and families with specific feedback about student performance that can lead to a clearer understanding of progress and skills gained over time. It helps the learners to develop their scientific competencies in a more accurate and timely manner. That is to say, they will be able to work up their capacities faster than through the traditional methods.
- A Dean of a Graduate School of Education at the UCDS College for School Culture claimed that he has gained a unique perspective on the possibilities that a Competency-Based Approach can provide students who attend University Child Development School (UCDS) in Seattle but do not earn A's, B's, or F's. Instead, student assessments are communicated through their own set of competency-based continua for various subjects. These continua, paired with narrative communication with students and families, make up the school's framework for assessment based on skill progressions. The Dean has seen the benefits first-hand in Pre-K through elementary classrooms, and also in training at the graduate level. By providing specific information about the academic and social skills students' exhibit, schools provide detailed and actionable

information. This empowers students in their learning and educators in their teaching practices.

- It enables learners or families to work at their own pace.
- Consequently, institutions such as WGU, the University of Southern New Hampshire, and Northern Arizona University, using a competency-based approach, at least as part of their operations, have seen annual enrolment growth in the range of 30–40 per cent per annum.
- Increasingly, CBA is being recognized as eligible for federal loans and student aid in the USA.
- For some learners, CBA speeds up time to the completion of a qualification by enabling prior mastering to be identified.

1.6.7 CBA Disadvantages

Competency-Based Approach is a double-edged sword. This new approach helps to change the roots of some unsuitable methods and plays a big role in mastering the teaching process, but there are some shortcomings when using this approach: Unlike for new adult students, this approach is not beneficial for traditional and unmotivated learners because it requires students to be self-disciplined, self-motivated, and able to plan and work independently, which may not be possible for all learners and cannot likely suit and fit the learning styles of each one due to the majority's lack of interest. The basic element in CBA is "the objectivist approach in learning," and the focus here is on employers' needs more than the preparation of learners with the flexibility needed for a more uncertain future. It also gives no importance to social learning.

1.7 Conclusion

During the years, education has been passed along through visible changes and mainly in the field of methods. It is known that methods are divided into two main types: The Traditional Methods that delivered education via recitation and

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memorization whereas in the modern methods everything is taught interactively based on communication and stimulus responses.

This chapter starts with definitions of the main elements: Approach, Method, Technique and language teaching to make it easier for the reader to understand and differentiate between the keywords, then an overview was given about the old and the new methods of teaching, moving to the mentioned basics of the two methods of this research which are GTM and CBA with their definitions, basic units, disadvantages and the reasons why they are adopted among all other methods. In order to pave the way to the second chapter this contains some definitions, explanations and the most important practical investigations.

Chapter Two
Methodology of Research
and Data Collection

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2.1 Introduction

This chapter contains two interrelated sections. The first section consists of two main parts. The first one is an overview of TEFL in Algerian middle and secondary schools since it is an essential part of this work. Moreover, in order to help the reader become familiar with the main elements the practical part relies on, in the second part a number of definitions related to research instruments, research design, research methodology, and sample population is presented.

The second section is concerned with data collection and analysis, that is to say the main interest here is how information is gathered and the main results that are reached during the investigation about the best teaching EFL method. Both questionnaires and classroom observation were used as research tools for third-year scientific stream learners and teachers in Omar Ibn Abd El Aziz secondary school in Nedroma-Tlemcen. By using the excel program, the collected data will be transferred into graphs, pie charts, and tables.

2.2 TEFL in Algerian Schools

Because of its importance as a foreign language, English at both the national as well as the international level has become a necessity to learn and acquire, especially as the world has become one small village. The Algerian curriculum developers decided to add English as another foreign language (besides French) to be taught in the Algerian schools. In Algeria, English is used as a foreign language and French as a second language. While French is introduced and taught at primary-school level, English is first introduced and taught at middle-school level.

2.2.1 TEFL in Middle Schools

Learners have EFL classes three times a week and are examined once each trimester. The four years of middle school are very important for the child. This chapter contains two interrelated sections. The first section consists of two main parts. The first one is an overview of TEFL in Algerian middle and secondary schools since it is an essential part of this work. Moreover, in order to help the reader become familiar with the main elements the practical part relies on, in the second part a number of definitions related to research instruments, research design, research methodology, and sample population are presented.

The second section is concerned with data collection and analysis. That is to say, the main interest here is how information is gathered and the main results are emotional, physical, and social development. All these courses encourage learners to gradually master all their levels of education.

During the first year, pupils start learning the alphabet, numbers, days of the week, months, and seasons of the year, how to conjugate the auxiliaries "to be" and "to have" in the present and past tenses, also how to introduce themselves in a few words, and some other easy aspects (e.g. giving the time, expressing duties and rights). Year after year, students move on from the easiest steps to the most difficult ones in grammar, vocabulary, and so on.

2.2.2 TEFL in Secondary Schools

Learners have EFL classes at least three hours a week (depending on the level and stream they belong to). In addition to a number of evaluation tests and quizzes, they are examined once each trimester. Added to the knowledge and background obtained at the middle-school level, students have to acquire a number of skills that will allow them to network effectively and none of the four skills should be neglected. In the first year, teachers are ordered to train students in listening and speaking skills, including the pronunciation of all the different English phonemes. Teachers also have to present

some written texts in which students learn how to read different linguistic forms, which they should reproduce later. At this level, learners become responsible for their own learning.

Moreover, foreign language teachers have shifted from a paradigm of accumulation and dissemination of language knowledge to a paradigm of interaction and integration within the social constructivist view of learning in teaching methods. In fact, focusing on learners will enable them to actively participate in deeper cognition, contributing to the acquisition of knowledge and the development of a range of competencies. Official textbooks are provided for English teachers; they faithfully implement the principles of the curriculum. A teacher's guide and a CD are included with each book. The purpose of this guide is to help teachers prepare lessons and use materials based on experience. The CD contains audio scripts that the teacher will use; it also contains an extensive list of various websites with additional materials and resources that teachers may find useful.

It is worth mentioning that all Algerian schools, both public and private, are closed from mid-March to November 4, 2020 due to the new COVID-19 virus. For this main reason, the State Education Ministry ordered teachers to record audio and video lessons, providing online lectures, so that they could complete the program. However, due to certain circumstances, some lessons were totally neglected. Blended learning is considered to be one of the keys to facilitating the teaching process. Yet, there were many difficulties (lack of parental help, slow internet connection, some learners having no computer or Facebook account, and some not using other platforms such as Google Meet and Zoom).

With good planning, blended learning tools combine the best aspects of classroom and online learning, making education more accessible to many learners. To be successful, elements of your blended program must be personalized for the format of learning whether face-to-face or online.

2.3 Research Design

The foundation of research instruments is research design. It makes it easier for the researcher to collect answers and find results. There will be two sub-headings that contain the definition and the purpose of research design hereafter.

2.3.1 Definition of Research Design

Research is generally known as a formal investigation used either to confirm a hypothesis, to obtain sufficient information on a specific subject, or to help your background be more robust. According to The Advanced Learner's Dictionary of Current English by Oxford, research "a careful investigation or inquiry specially through search for new facts in any branch of knowledge" (1953, p.1069). So research is used to search for inevitable results in all fields of education.

Research Design can also be defined as a methodical, well-organized procedure utilized by a researcher, or scientist to carry out a scientific study. It is the comprehensive co-existence of already identified elements and any other information or data that leads to a reasonable result. Hussey and Hussey say that "research design is the overall approach to the research process, from the theoretical underpinning to the collection and analysis of the data" (1997, p.54). So research design is a comprehensive approach that suits and fits all the research processes.

2.3.2 Research Design Purpose

Research design provides a scientist or researcher with a well-structured objective plan of study that enables him or her to efficiently assess causes and affect relationships between various dependent and independent variables, such as the classical control experiment.

2.4 Research Methodology

Research methodology is also an essential part of research. It contains ways and strategies that can help the researcher work comfortably. The present section defines research methodology and the differences between research methods and research methodology.

2.4.1 Definition of Research Methodology

Research methodology can be defined as a series of methods, strategies, or techniques used by the researcher to solve a problem. In other words, it is the structure that the researcher uses during the investigation in order to find answers and evidence to the research problems. Kothari (2004) indicates that research methodology is a set of theories and systems that are used to analyze the procedures for the field of study.

2.4.2 The Difference Between Methods and Methodology

It is very important for a researcher to use the research methods and methodology tools while conducting research to make it logical, valid and successful. Research methods are all the techniques and strategies used by researchers to collect data. However, research methodology is the way a researcher uses to solve a research problem. In this respect, research methodology is a set of steps that the researcher uses to study his/her thesis or research problem.

2.5 Sample Population

The Sample Population enables researchers to present the main data of both teachers and students with whom they have worked. In this section, the definitions of sample, population, and the respondents' profile are going to be presented.

2.5.1 Population

Burns and Grove assume that "population is defined as an element (individuals, objects, and events) that meets the sample criteria for inclusion in a study." (1993, p.79). So a population is a set of elements, including people, objects, and events that are selected to meet the sample criteria for the implications of study.

The informants of the present study are EFL teachers and 3rd year pupils at Omar Iben Abd El Aziz secondary school in NEDROMA. The number of permanent English teachers is sixteen but only eleven participated in the study. The number of third year scientific students exceeds sixty, and only thirty took part in the research.

2.5.2 Sample

Mouton defines a sample as "elements selected with the intension of finding out something about the total population from which they are taken". (1996, p.132). In other words, a sample is a number of specific items or objects for the purpose of knowing something about the total population from which they are taken for measurement.

2.5.2.1 Teachers' Profile

The teachers were randomly selected. They have either a license or a master's degree obtained from the University of Tlemcen. Their teaching experience ranges between five and twenty years.

2.5.2.2 Learner's Profile

Learners have studied foreign languages for about twelve years, as they are studying French as the first foreign language starting from the second year in Algerian primary schools and English from the first year in the middle school in a period ranging from seven to ten years. Their age varies between seventy to twenty years old.

2.6 Research Instruments

Researchers use two different instruments in collecting the needed data for this research, which are the questionnaire and classroom observation:

2.6.1 Questionnaire

A questionnaire is a data gathering instrument, containing a series of questions, presented in a definite and specific order, meant to elicit responses from the respondents" Singh, (2002 p12). So, a questionnaire is a survey tool used to collect data, in many cases, either in the school by researchers to collect some answers on a particular topic or by any person about a particular situation in the community. It is believed that using questionnaires in collecting data can benefit the researcher's total work. The main benefits from using the questionnaire can be summarized as follows:

- Economical "less time/less money": it is a very economical way for gathering information with less effort, that is to say it is not necessary to visit every single respondent personally to get his/her answers. Moreover, it doesn't cost too much money; the only thing the researcher has to pay for is the printed papers of the questionnaire.
- Rapidity: replies and answers can be received very quickly using questionnaires, and it takes a very short time, especially with mailed questionnaires.
- Privacy and Anonymity: No matter what the questionnaire is about, respondents feel free to give their views and write the facts with no fear since their names are not mentioned.
- A flexible tool in collecting data: rather than interviews and observations, questionnaires are undoubtedly the most flexible tool to collect both qualitative and quantitative data.

In spite of the importance of this methodology, it has some disadvantages:

- Limited response: the questionnaire should be given to a limited and categorized number of respondents.
- Lack of personal contact: if the researcher fails in making the questionnaire simple, precise, and convenient, nobody would be motivated to answer his questions. The main idea of the questionnaire is better transmitted through proper personal contact than any other method.
- Bad respondents' handwriting: sometimes the bad handwriting of respondents makes it difficult for the researcher to understand the answers.

These questionnaires were composed of open-ended questions, closed-ended questions, and even mixed questions, implying that data were collected both qualitatively and quantitatively, as well as in written form, and were aimed at students and teachers in order to find and summarize all of the research's findings.

2.6.2 Classroom Observation

There are a lot of research techniques that researcher uses in order to collect data and obtain all the required information. The second research tool used in this study is classroom observation,

Its general interest is to show the relationship between the teacher and the learner. In most cases, classroom observation is used to collect data qualitatively by observing the teacher's role, his/her methodology, techniques and ability of teaching, learner's interactions, also the classroom atmosphere.

Classroom observation contains a lot of points that can be beneficial to the research. Among them for instance, it helps to find fact resulting from events happening during the session. In addition, the time spent during the class session is not limited but extends to before and after the session. Finally, to collect information the researcher can prepare some questions and add some notes from his/her observation or only get enough with the remarks obtained during observation without preparing anything.

Despite all these positive points, classroom observation also has some negative ones. Primarily, a lot of teachers feel nervous while being observed so most of them do not behave in a natural way. Furthermore, it is not 100% valid for summative evaluation. Moreover, learners' opinions cannot be observed. Finally, the researcher must rely on documents that are not always accurate, because it is impossible to observe past facts or events.

In this research, a qualitative observation has been used for the purpose of collecting meaningful results. Some remarks have been collected during the session in order to collect data and make the observation as well structured as possible.

2.7 Data Analysis

In order to analyze the research data, qualitative and quantitative analysis were adopted.

2.7.1 Qualitative Analysis

Qualitative analysis focuses on subjective data that is not easily coded into numbers. The emphasis is on words and feelings rather than numbers. Qualitative analysis tends to work with fewer subjects or respondents' cases but analyzes each case to deeper level.

2.7.2 Quantitative Analysis

Quantitative analysis generally uses large samples to test numerical data by comparing or finding correlations among sample attributes so that the findings can be generalized to the population.

2.8 Results Interpretation

This section provides objectives and results of both students and teachers' questionnaire and classroom observation.

2.8.1 Questionnaire

The questionnaire was given to thirty third-year scientific stream learners in Omar Ibn Abd el Aziz Secondary school in Nedroma. It consists of ten questions and the main objective of these questions is to test the students understanding and use of the English language during the lecture.

2.8.1.1 Learners' Questionnaire

The main purpose of a questionnaire is to obtain answers which can help find solutions or at least clarify points that have remained obscure for a long time. The objectives of all questions take three different ways. The ten questions in the next paragraph are divided into 3 sections in order to draw the best method that helps both teachers and students in TEFL.

- The first section contains questions 1, 2 and 3. The first one aims to see if pupils are interested in learning English and also if they believe that it is an easy language to acquire. The purpose of the second question aims to know the level of each student, then the third question asks about their understanding and communication inside the classroom and if they are satisfied with their English level.
- The second section contains questions 4, 5, 6. The fourth question shows which skills those pupils perform better if their teachers' methods are suitable and can help them communicate and participate in the classroom freely. The purpose of the Fifth question is to know the correct way of dealing with the oral pronunciation session according to the pupils. The sixth question goal is to have an idea about whether the pupils participate inside classroom or not.
- The third section contains questions 7, 8,9,10. The seventh question seeks to know if the students are pleased with their teachers' method. Question 8 asks if teachers utilize any tool in TEFL. The 9th question aim is to see whether grammar is important in EFL learning or not, because the need of grammar leads to the use of GTM in TEFL. The tenth question seeks to know the students' preferable way of explaining difficult words by their teachers.

Question1: Do you think English is an easy language to learn?

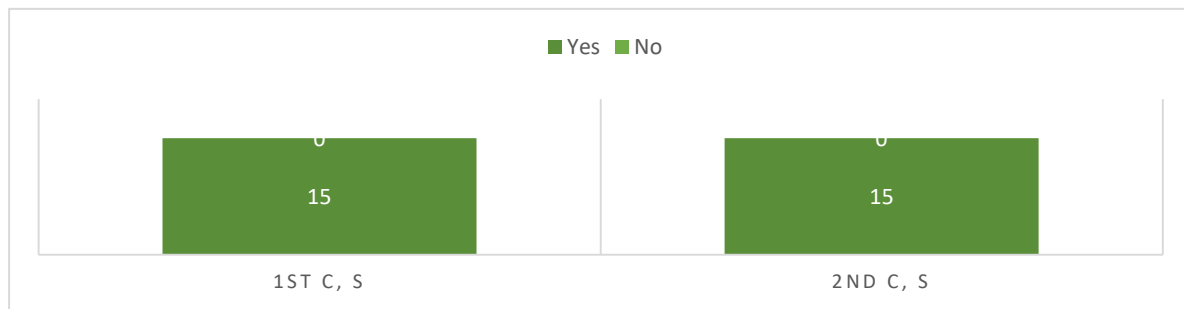


Figure2.1.Students’ responses concerning the difficulty of English

When asked whether English is an easy language to learn, all the informants (100%) answered positively, believing that EFL learning is an easy task.

Question 2: How would you assess your level in English?

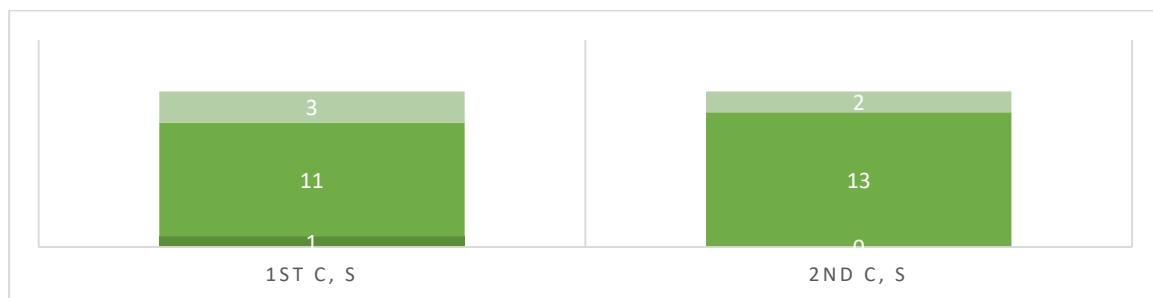


Figure 2.2. Responds of learners’ proficiency in English language

- When asked about their proficiency level in the English language, (73%) of the first group of informants state that their level in English is good, 21% of them say that it is excellent, and only 6% of them believe that their level is not good.
- Concerning the second group, the English level is good for (87%) of informants, and excellent for the rest (13%).

Question 3: Does your English level allow you to understand and communicate easily?

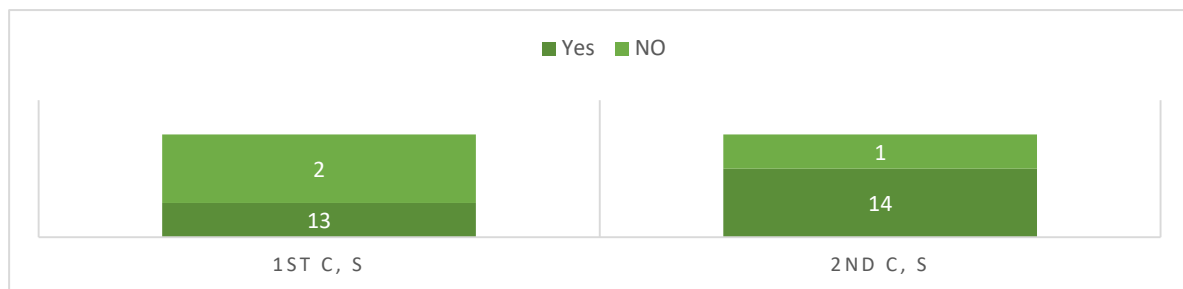


Figure2.3. Respondents' capacities in communication and interaction in the English language

- When asked about their capacities in using English fluently, 60% of the informants from the first group think that their level is good enough to understand and communicate. The rest (40%) claim the opposite.
- However, according to second group, 80% of the informants answered positively and only 20% answered with no for this question.

Question 4: In which skills do you perform better?

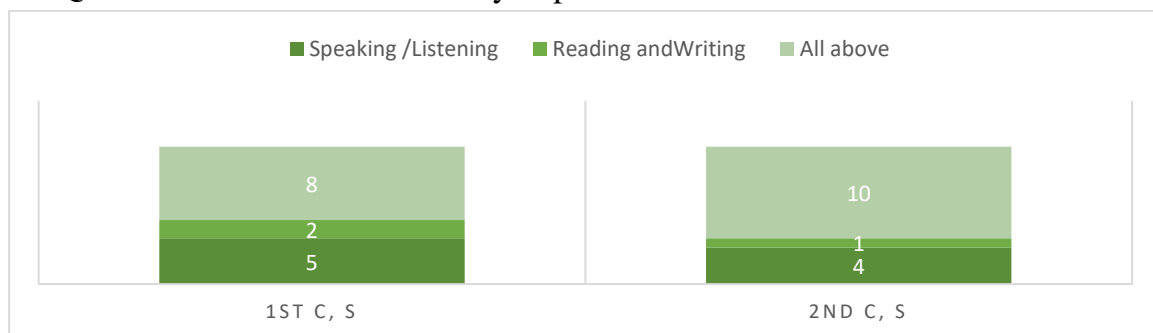


Figure 2.4. learners' responses about better skills performance

- When asked about the skills in which they perform better, 44% of the informants from group one appear to perform well in all four skills. While 33% state that they perform well in both the speaking/listening skills, only 13% believe that their level is good in both reading/writing skills.
- As far as the second group is concerned, 67% of the informants have good capacity in speaking and listening, while the rest (33%) appear to have these capacities in reading/writing.

Question 5: According to you what is the most suitable way to learn oral skill

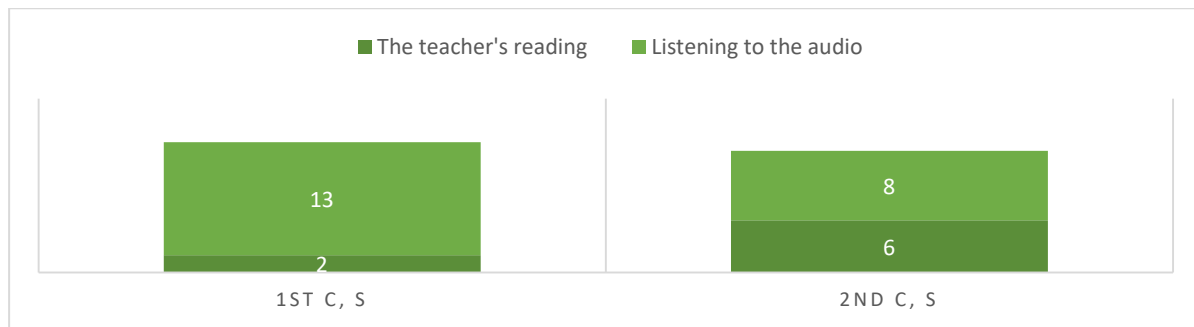


Figure 2.5. Respondents' suitable way of learning the oral skill

- When asked about the most suitable way of learning the oral skill, the majority of the informants of the first group (87%) agree that listening to the audio can improve their oral skill, while only 13% agree on teacher's reading.
- 53% of the informants from the second group answered that they enjoy their teacher's reading, while (47%) prefer the audio texts.

Question 6: Do you participate in the classroom?

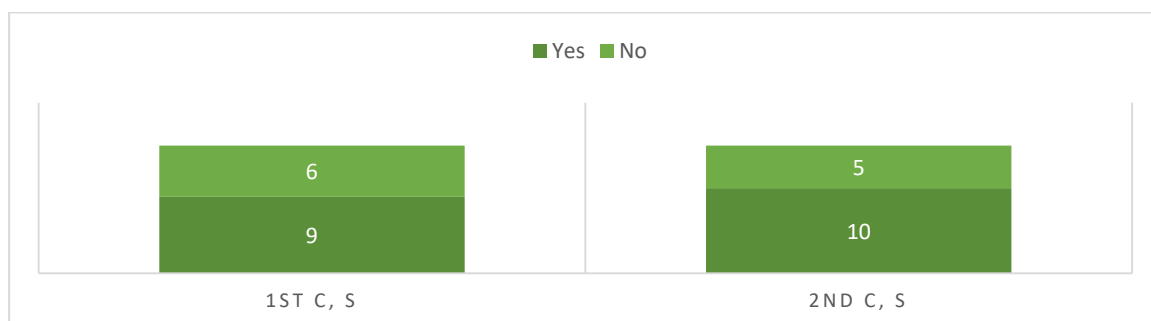


Figure 2.6. Informants' participation inside classroom

- When asked about their participation inside the classroom, the majority of the informants of the first group (60%) state that they participate inside classroom, and only 40% do not.
- While 67% of the informants of the second group participate in the classroom, only 33% do not.

Question7: Are you satisfied with the methods your teacher uses in the classroom?

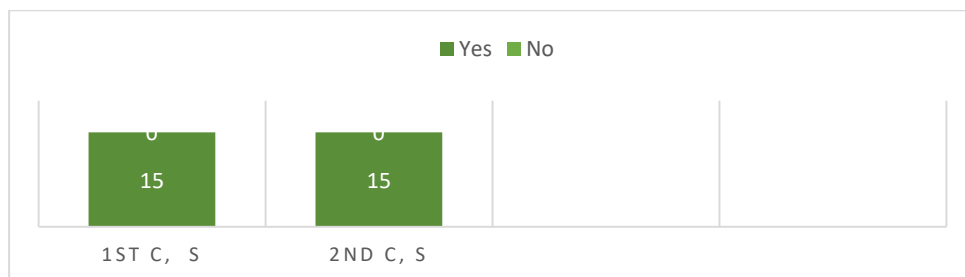


Figure 2.7. Informants’ satisfaction of the used methods in TEFL

When asked about their satisfaction with the used methods in TEFL, all of the informants (100%) of both groups think that the methods their teachers use are very interesting and helpful.

Question 8: Does your EFL teacher use any specific tools?

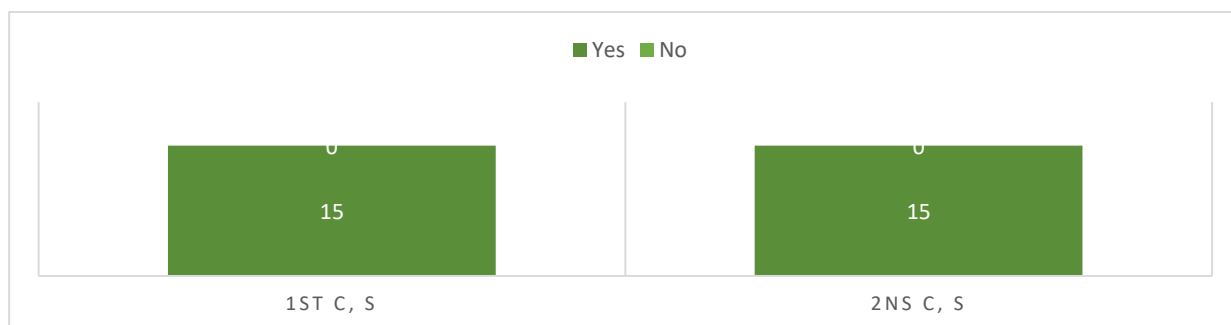


Figure 2.8. Responds about the used tools in TEFL

When asked about whether teachers use some tools in TEFL, all of the informants (100%) of both groups answered positively, which means that the teachers use some tools in their teaching methodology.

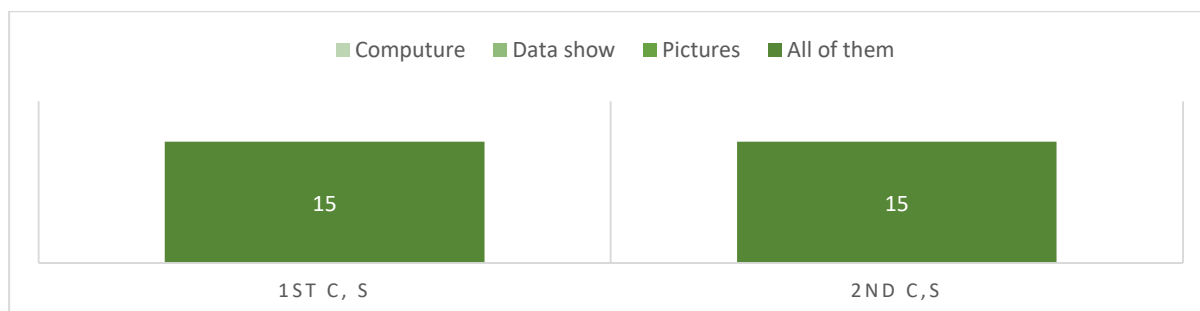


Figure 2.9. Responds of the use of tools in teaching EFL

- When asked about the kinds of teaching tools, in both groups, all of the informants (100%) state that their teachers use computers, data shows, and even pictures.

Question 09: Do you think that grammar is an essential part of EFL learning?

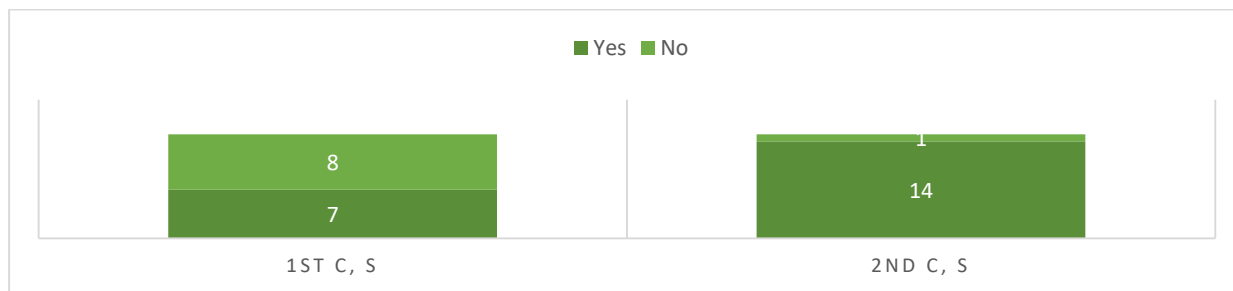


Figure 2.10. Importance of grammar in TEFL

- When asked about the importance of grammar in TEFL, 53% of the informants from the first group were against and answered with no. The rest (47%) confirmed that grammar is important.
- 93% of the informants from the second group agree with the idea that grammar is essential in learning EFL, only 7% of the informants disagree.

Question 10: how would you prefer your teacher to explain difficult words?

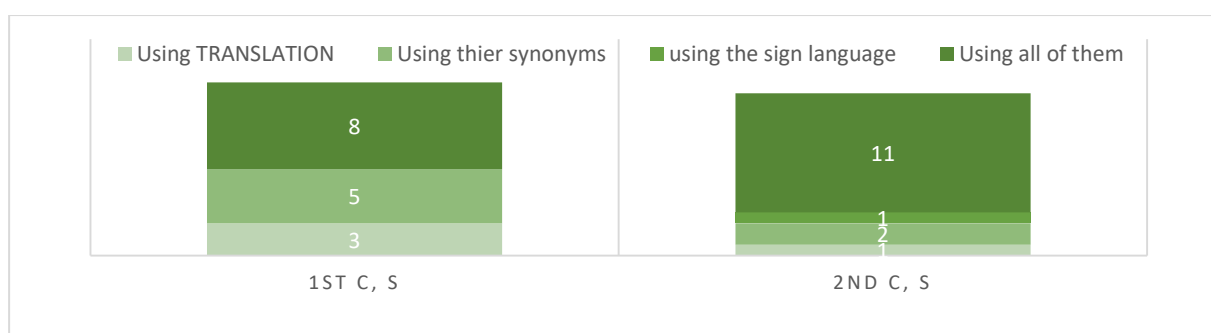


Figure2.11. Respondents’ preferred ways on teachers’ explanation of difficult words in English

- When asked about their preferred ways of explaining difficult words, 44% of the informants from the first group support the idea that using all of the

mentioned methods at one time is the appropriate one. 30% of the informants opt for using synonyms. 20% think that translation is the most appropriate methodology. Only 6% prefer using the body language in teaching difficult words explaining that such a technique helps in understanding.

- The majority of the informants (68%) from the second group opt for all of the mentioned techniques. While 13% prefer using synonyms, 13% choose body language. Only 6% believe that translating words makes them easier.

2.8.1.2 Teachers' Questionnaire

The teacher's questionnaire also contains ten different questions; each question conducts different teachers' opinions. In the following titles, the objective of each question will be provided.

The first question aims to show whether methods applied in TEFL are imposed by the ministry or not. The second question aims to show the importance of teaching methods. The aim of the three following questions (3, 4, 5) is to know the preferred teaching methods, the reason for choosing each method, and also to prove its validity in helping students better learn this language. The goal of questions 6 and 7 is to know how much this method makes the student freely perform his/her thoughts and at what level it helps students easily interact in classrooms. The eighth question endeavors to show whether one method is helpful in all lessons or not. The last two questions (9 and 10) explain how much time teachers give their students to prepare their lessons and to what extent they are satisfied with their students' English levels.

Question1: Does the Ministry of education oblige EFL teachers to use certain methods to teach English?

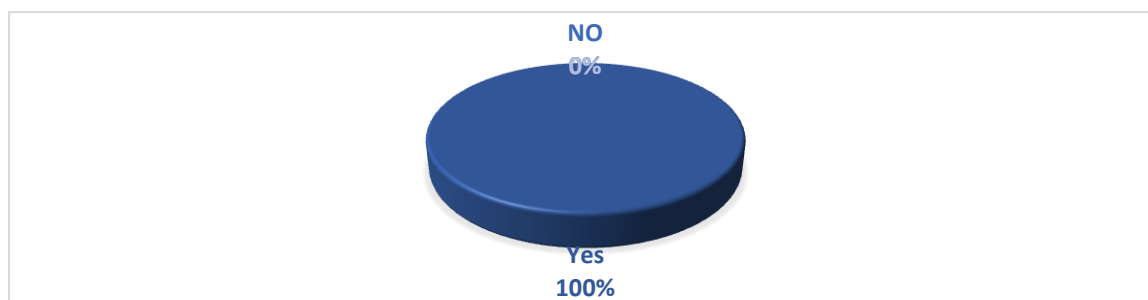


Figure 2.12. Respondents' statistics about the Minister's request for the use of a specific method in teaching

The obtained results show that (15) of the informants confirm that the teaching methods are outlined in the teaching curriculum.

Question 2: Do you think that methods play an essential role in the teaching process, or is the content of the lessons all what matters?

Table 2.1. The teachers' view about the importance of the teaching methods

Teacher	The teachers' view about the importance of the teaching methods.
Teacher 1	Both of them are very important.
Teacher 2	Both of them are essential.
Teacher 3	I think that the methods also play an essential role in the teaching process.
Teacher 4	I believe that both methods and content are important in the teaching/learning process.
Teacher 5	Yes, of course the methods are also essential.
Teacher 6	Yes of course, methods are important in communicating the content of the lessons.
Teacher 7	It's absolutely right; the method plays an important role in the teaching process.
Teacher 8	Yes, of course, because choosing the right method according to the content plays a huge role in the students understanding of the content and the lesson.
Teacher 9	I think that the method is essential.
Teacher10	I think that methods of teaching are also important.

Teacher 11	Yes, of course method is as important as the content.
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Question 3: which method do you prefer/use in EFL teaching?

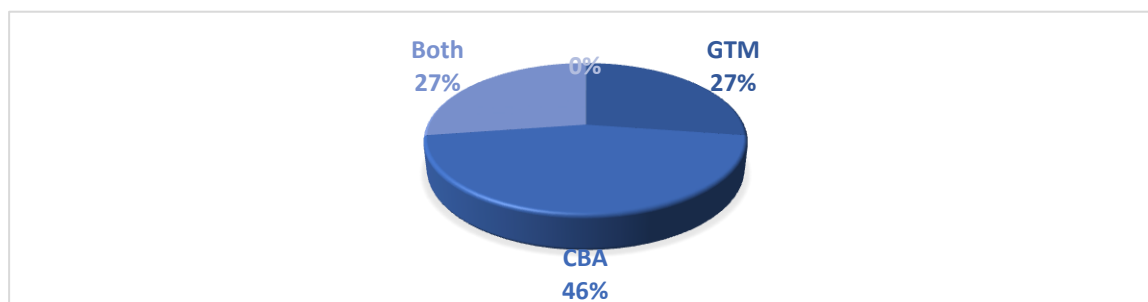


Figure 2.13. Teachers' preferred EFL teaching Method

When surveyed the informants about best way in TEFL, (7) of the informants use the CBA as a method of teaching, the other ratio is divided in half between users of GTM (4) and users of both CBA and GTM (4).

Question 4: Why do you choose this particular method?

Table 2.2. Teachers' best method of TEFL

Teachers	Method	Their description about their best method of teaching English.
Teacher 1	Both	CBA doesn't suit our students' level, sometimes we use also communicative approach and GTM.
Teacher 2	CBA	In CBA the teacher is only the guider of his learners.
Teacher 3	GTM	It is effective.
Teacher 4	Both	Each lecture needs a specific method.
Teacher 5	CBA	CBA allows students to advance based on their ability to master a skill or competency at their own place regardless of environment.
Teacher 6	CBA	It supposed to enhance the student's abilities and develop his/her learning methods by participating in the lecture.
Teacher 7	CBA	In order to give the student the opportunity to think than to do.
Teacher 8	CBA	CBA is more practical.
Teacher 9	GTM	They are not qualified for new methods, they have vocabulary problems.
Teacher 10	GTM	To gain more vocabulary and interact the interest of the pupils.

Teacher 11	Both	The best method I can use according to the students level.
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Question 5: Do you think this method can better help pupils acquire English?

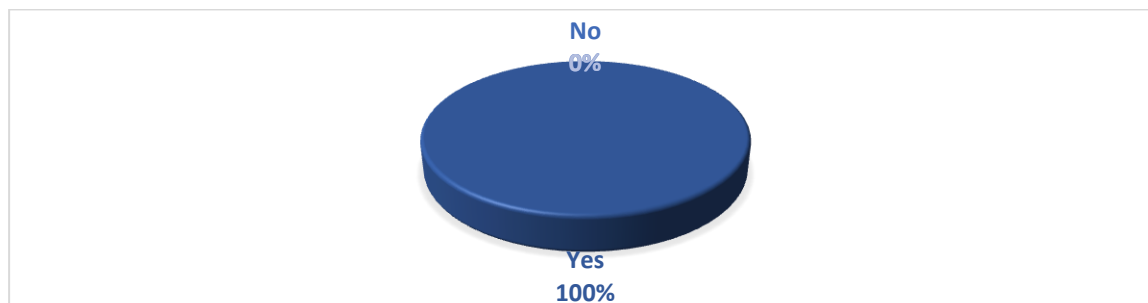


Figure 2.14. Informants' expectations about the efficiency of the chosen method

Table 2.3. Teachers' reasons of the selection of different method

Teacher	Yes/No	To know the reason of selecting each teacher a different method.
Teacher 1	Yes	We focus on grammar, writing and reading.
Teacher 2	Yes	They do their best to acquire new vocabulary items.
Teacher 3	Yes	It is simple and easy, and pupils give everything.
Teacher 4	Yes	They both help students to learn the basics of English language.
Teacher 5	Yes	This method is tailored to meet different learning abilities and can lead to more efficient student outcomes.
Teacher 6	Yes	By sharing and exchanging dialogue, student can improve his/her language.
Teacher 7	Yes	It gives them the chance to research, to get and enrich vocabularies. To express their opinions and views in English language.
Teacher 8	Yes	They can express their views.
Teacher 9	Yes	It helps students make a relation between the self-school evaluation and the content.
Teacher 10	Yes	They practice more in both the class and the field.
Teacher 11	Yes	If they understand in Arabic, they can present themselves.

Question 6: To what extent does this method encourage pupils to express their own views and thoughts?

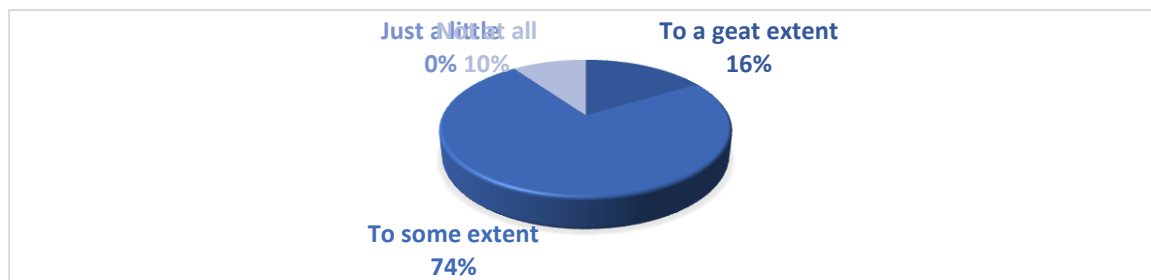


Figure 2.15. Informants' opinions on the efficiency of this method in pupils' self-expression

It is hypothesized when asking about the expectations of the informants about the efficiency of the used method that (11) of the informants believe that their methods in some way help their students to express themselves in the classroom. However, only 16% believe that their method completely benefits the student. The rest (4) believe that it helps, but in a very small percentage.

Question 7: To what extent does this method facilitate pupils' interactions in the classroom?

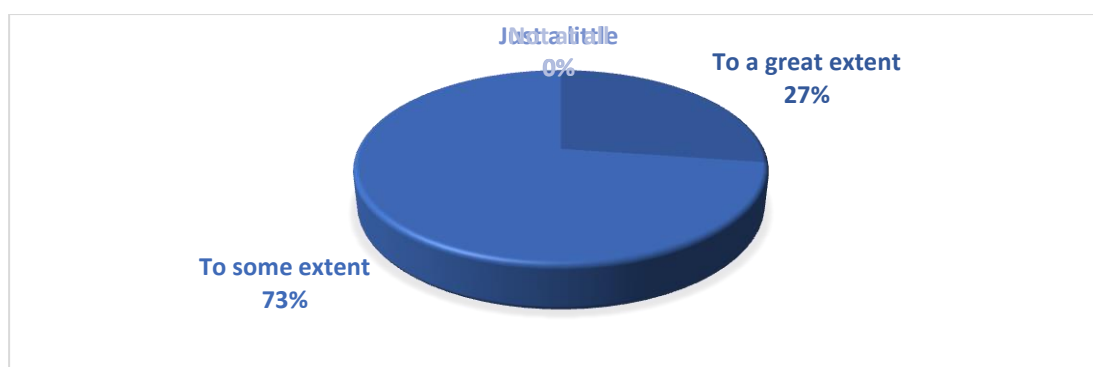


Figure 2.16. Efficiency of the adopted method on pupils' interaction inside classroom

When asked about the extent of the help of the used method in pupils' interaction, (11) of the informants confirm that their methods facilitate the student's interaction to some extent, while others (4) show that their methods are completely successful.

Question 8: Do you think that one method is enough to teach all the lessons, or does the content of each lesson need a specific method?

Table 2.4. The sufficient number of the used methods

Teacher	One method of teaching English is enough or not.
Teacher 1	It depends on the lesson if it is grammar, reading, writing...
Teacher 2	According to the lesson itself. Sometimes we use CBA and sometimes we find ourselves obliged to use GTM.
Teacher 3	Each lesson required a different method. So it depends on the content of the lecture.
Teacher 4	I think that we should make use of every method to help our students to understand different contents.
Teacher 5	I think that the content of each lesson need a specific method.
Teacher 6	No, one method is not enough; each lesson has its own style.
Teacher 7	One method is not enough, it depends on the content.
Teacher 8	Each lesson needs a specific method.
Teacher 9	NO, I don't think that one method is enough.
Teacher 10	I think that each lesson need a specific method
Teacher 11	No, I don't think so.

Question 9: Are you satisfied with your pupils' English level?

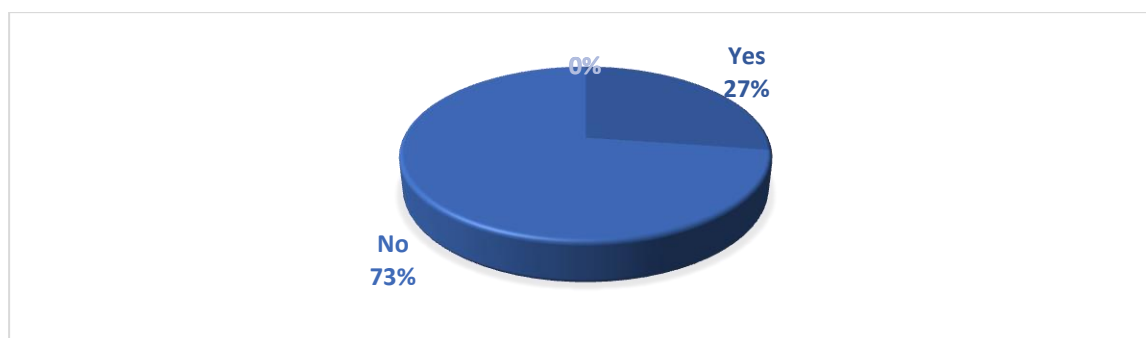
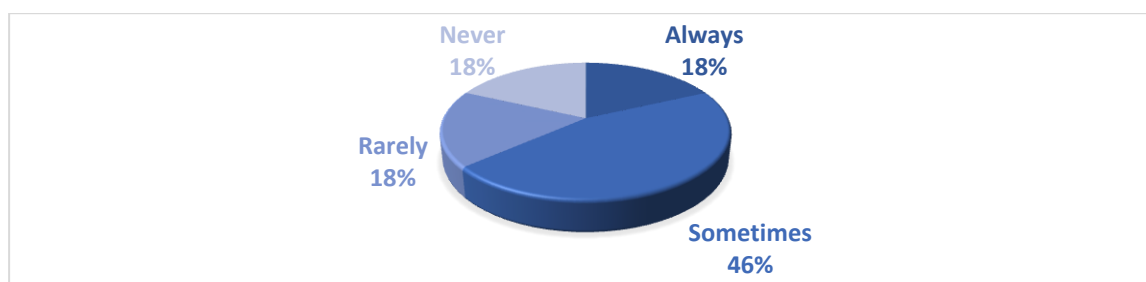


Figure 2.17. Informants' satisfaction with their students' English level

Table 2.5. The teacher's assessment of the student's level

Teacher	Yes/No	The teacher's assessment of the student's level
Teacher 1	No	The program is fully loaded; they can't even scratch their head.
Teacher 2	Yes	According to the level and according to the streams.
Teacher 3	No	They are not interested.
Teacher 4	No	The most of them are not interested in English language.
Teacher 5	No	They have a lack of English vocabulary.
Teacher 6	Yes	Yes, at least the most of them.
Teacher 7	No	Simply because there are few and are mostly interested in learning scientific subjects.
Teacher 8	No	There is no practice.
Teacher 9	No	The program that is taught is not for the level of the student.
Teacher 10	No	They have a lack of vocabulary, they understand but they can't reply.
Teacher 11	No	They have a low level.

Question 10: How often do you ask your pupils to prepare the lessons before the teaching session?

**Figure 2.18.** Responds about the students' rate of lessons preparation

When researched about the students' rate of lesson preparation, the majority of informants (9) were divided into three parts (3). The first part is concerned with those who are always asking their students to prepare the lessons, the second is for those who rarely do so, and the third is for those who have never ordered their students to

make a preparation in order to get ready for the lessons, while the rest (6) answered that they sometimes ask their students to prepare lessons.

2.8.2 Classroom Observation

A number of third-year scientific-stream students have been observed in order to identify the EFL teaching methods used. In other words, "the way such methods are used, the different methods used, and their benefits in acquiring a language?" and from this observation, the following results have been reached.

2.8.2.1 Teacher Methodology

Two different sessions have been attended. The first lecture was an oral comprehension session. It is first noticed that the teacher entered the classroom with a smile, saying jokes to make her students feel at ease, in order to help them express themselves and communicate freely. The second thing that was noticed was that the teacher used the CBA method in this lecture because she brought some pictures and speakers to help her students have a useful and interesting lecture. The second session was a grammar lecture. The teacher started the session with a serious face, asking the students to sit and be silent in order to have their attention. At first, she gave them some examples, then asked them to find the basis and ended the lesson with some activities to practice on. It is also noticed that the teacher used GTM when she played the role of the guider and when she explained the difficult words by translating them into Arabic.

2.8.2.2 Learners' Interaction

From the first attendance, it was noticed that pupils were paying attention to how the teacher appeared, (e.g., whether she was smiling and laughing, or being in control with a stern and rough face) or what she did or said. In the first lecture, as already mentioned, the teacher arrived at the class with a smile on her face. As a result, the first learners' reactions were relaxed and joking. However, in the second lecture, the first thing the pupils did was to sit and wait for the beginning of the lecture.

2.8.2.3 Classroom Atmosphere

In that class, there were about twenty five students, both boys and girls. The interaction between the teacher and learners was good. Even the students that had a poor level in this language tried to learn or at least remained silent to let their teacher explain and their friends focus.

2.9 Conclusion

The present chapter starts by introducing an overview of TEFL in middle and secondary schools in Algeria. Then it is followed by definitions of research design, research methodology and the sample population, which have a relationship with the practical part, the research instruments: data analysis (quantitative and qualitative) data collection (questionnaires and classroom observation) for the purpose of forming a clear vision of how teaching is presented and what the successful method for accessing it.

Then it carries on by providing the research objectives and results for both teachers' and learners' responses in order to reach the needed results for providing some recommendations and suggestions.

Chapter Three:
Results Discussion, Suggestions
and Recommendations

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3.1 Introduction

Based on experiences and because of the daily talks, there has always been a controversy over the best method that should be adopted in the teaching process. For

that purpose, it is decided to cooperate with some teachers to answer the research problems.

Being in an educational setting with around twenty five students and writing down notes concerning this theme, and because it has been noticed that teaching English as a foreign language in the Algerian secondary schools is still suffering and searching for the best way (method) that helps most in conducting the lessons, facilitating the understanding for students and making the explanation easier for teachers, taking into consideration teachers' and learners' opinions, which are collected using questionnaires and classroom observation, some recommendations and suggestions will be assisted in the development of the educational process.

3.2 Discussion of Findings

In the previous chapter, data were collected using two questionnaires and classroom observation with the goal of determining the most appropriate method according to both teachers and students. This chapter deals with a discussion of the obtained results, which will help future researchers benefit from.

3.2.1 Learners' Questionnaire

The first question shows the most important thing that helps students acquire a language which is first to love it before learning it. If they are interested in this language, they will pick it up quickly, but if they are not, they will have difficulty in learning it. It is believed that teachers play a big role in influencing the feelings of students in all subjects and not just in the English language, as teachers' methods, the way the lecture is explained, the tools used in it, etc. Make learning this language either easy or difficult. The second question discusses the level of the students in English between good, not good and excellent, while the third question is about if this level allows them to understand and communicate easily. It is believed that when students complete their program they are good at English. Such a behavior is completely wrong because what they have learned at school does not necessarily mean that they master English, let alone to communicate with native speakers. As a result,

they need to work out the classroom either with internet or any other ways. From the third question; it can be seen that some of the students have good capacities and their level allows them to communicate their ideas and thoughts, due to the teacher's use of the CBA methodology that enhances the learners to easily participate and interact inside the classroom. The fourth question is about which skills each student performs better. Those of teachers who use the GTM as the tackled method of teaching seem to master reading and writing because there is no time for them to speak and express themselves, unlike those who are good in speaking and listening skills. So, here it can be assumed that mastering the four skills is also connected to teaching methods. The fifth question was to ask the students indirectly whether they enjoyed more the oral expression session, thanks to their teacher's use of aids for teaching such a task. According to the respondents' answers, it appears that (group 1) has never had the choice to listen to a piece of oral documents by a native speaker; the only way used is listening to their teacher reading aloud, unlike (group 2). The sixth question was whether the students participate in the classroom or not. According to the results, it can be concluded that those who are fluent in speaking this language are not afraid to share and give their ideas and thoughts. So, in order to help students 'speak unconsciously', it is believed that teachers need to use the CBA method in their teaching. Moving to the seventh question that shows if the tackled method can meet the needs of the students, they will be motivating and satisfied to learn the English language. From the eighth question, it can be agreed that the more tools and methods there are, the easier it is to understand. Using CBA in some lessons will greatly help both students acquire a lecture and the teacher explains it. The ninth question shows the importance of grammar in learning English as a foreign language. The informants believe that grammar is the basic unit of the language, so they cannot learn a language without learning its rules. The rest believe that when they learn a language they learn its rules unconsciously, so learning a language automatically leads to learning its grammar and not the other way round. And finally, from the answers of the tenth question which is about the explanation of difficult words, it can be noticed that most students prefer their teachers' use of GTM to explain difficult words, but it is believed that translating

words from English into another language is not the appropriate way because the students will not learn new vocabulary or have access to a rich language background.

3.2.2 Teachers' Questionnaire

Regarding the first question from the teachers' questionnaire, it can be assumed that the EFL teaching methods are set by the Ministry of Education and that teachers are not free to adopt the methods they estimate useful for both their learners and the teaching/learning situation. Yet, in the second question it is believed that both the method and the content of the lectures are important. From the third question it can be observed that although the CBA is presently the most frequently adopted EFL teaching method in Algerian schools, EFL teachers appear to use other methods such as the GTM depending on the teaching/learning situations (e.g. in teaching some lessons including grammar). Also; the fourth question insists about the importance of each method in influencing either student's writing and reading skills and this is for the GTM or the students' speaking and listening skills by using the CBA. From the fifth question it can be seen that the CBA helps in learning oral, phonetics, etc., GTM helps in grammar, writing, and so on. So, they believe that one method doesn't fit all the lessons. Then; from the sixth and seventh questions it can be realized that the best method to teach is the one that helps students to come out of their fear and try to present their opinions and thoughts successfully, because student's interaction plays an essential role in the classroom atmosphere. In the eighth question, it is clear that every teacher uses a specific method such as CBA, GTM or even sometimes the Communicative Approach according to the content of the lessons.

From the ninth question, it can be agreed that if the program is full and the lessons are difficult and not at the students' level, the students will not be interested in learning and acquiring a language. Finally; the tenth question is about the preparation of lessons; here it is clear that the majority of students who prepare their lessons at home will be able to participate during the session, sharing their ideas and thoughts.

3.2.3 Classroom Observation

Broadly speaking, teachers play a huge role as they are considered the as a cornerstone of the educational process. Their job is to help their students learn and acquire the English language as much as possible. Therefore, they strive to choose the right and most appropriate methodology for each lecture. They also dealt with each lesson differently so that they could explain and make it as easy to understand as possible.

Puberty is one of the most important stages in the development of the human body as well as the brain. An adult in this period is more intelligent and attentive. Learners in in both sessions put all their intention into the teachers' behaviors with them. So, learners' interaction is related to the teacher's methodology and the content of the lecture.

The lecture atmosphere influences a lot of the teaching process. When the relationship between the teacher and the learners is good, full of respect, care, and understanding, the teacher explains the lecture easily, and does her best to communicate the main objective of the lesson. Learners also try to help their teacher by giving examples and participating in the whole lecture which was a great discussion between the teacher and the learners on multiple topics, which of course were related to the lecture.

3.3 Discussion of the Main Results

Teaching methods are many and each one have different components that distinguish it from the other, in Algerian secondary schools teachers used multiple methods but the most used are GTM and CBA in teaching learning process, so in this point it can be assumed that the first hypothesis is partly confirmed because according to the questionnaires and the classroom observation findings most of the answers are with CBA and GTM as the most used ones to teach different lectures and different contexts and sometimes it is important to add other methods as the communicative language Teaching which confirmed the second hypothesis .The third hypothesis is also confirmed because, as it is mentioned, the validity of each method is related to the

need of each context, so teachers are in need of the use of the eclectic approach in order to be able to deal with all teaching situations.

3.4 Suggestions and Recommendations

Applying the appropriate teaching method and designing the appropriate teaching materials are major concerns of language teachers worldwide. While many teachers struggle to find the "best" or most effective teaching method, there are no exact answers. Educational research in the field of language teaching attempts to find the best methods and techniques to facilitate language learning. And for that aim this issue has been discussed to give the following recommendations and suggestions:

3.4.1 Suggestions for Teachers

As it is believed and noticed teacher plays a big role in motivating students to learn and concentrate by his/her sense of humor sometimes and being strict other times, the thing that makes a good atmosphere inside the classroom. Adding to his responsibility of transmitting the lesson correctly, giving a clear idea to all students and to reach this aim, teachers have to start searching about the suitable methods and strategies in teaching English as a foreign language. It is still in memory when one of the teachers said “a good teacher is the one who have the ability to communicate, listen, collaborate, be patient, and the one who is loyal to his job”. He added: “a good teacher also is the one who can use the best method in the chosen lesson”. Despite the old experience of most teachers, they still suffer from the misunderstanding of his/her students because of some lacks which led to propose some solutions.

- Teachers should attract learners’ attention, and make them in love with the studied language.
- They have to explain the lesson by combining very facile words in order to form easy sentences.
- Avoid the translation methodology “translating to the mother tongue” when explaining difficult words.

- It has been noticed that some of the teachers were basically teach using only CBA, they believe that using some tools such (videos, academic websites, pictures...etc.) help them and facilitate the way the lesson is presented. Moreover, the ministry provides teachers to use competency based approach as a new method while others were working only with GTM because they think that language is based only on grammar and translation. Therefore, it has been suggested that using multiple methods in teaching EFL is the best solution that a teacher can follow to fill in the gaps of each method.
- The majority of pupils have a good background in English language but they are afraid to share their ideas and thoughts. So here the teacher is responsible for motivating them, to help them become confident and also to communicate freely with no stress.
- Teachers have to support the idea of giving extra points and additional marks to those who always do efforts and participate on many different topics and projects, this will encourage them to enhance their level.
- The role of the teacher is only to guide, examine and assess his/her learners' level either in the beginning of the session (pretest), during or in the end of the session (posttest).
- Also, the teacher as a monitor is responsible for asking his/her learners to prepare the lessons and search for extra information for the aim of ameliorating and mastering their levels.

3.4.2 Suggestions for Students

The cornerstone element of the academic environment is the "student," who is designed to achieve the highest possible accomplishments and personal confidence through an inspiring, enriching, and challenging curriculum that prepares him/her to be the future leader.

In order to achieve that aim, learners should follow some stages:

- Preparing lessons at home will help the learner to share and participate in the classroom, which facilitates the teaching process.

- Using technology at home, such as "academic sites, videos, and documents", helps to ameliorate the level of the students.
- Pupils should avoid translating difficult words into their mother tongue or even thinking in Arabic. This method is totally wrong. They have to search for words synonyms or try to understand their meanings from the whole sentence.
- It is better to form groups with all students' levels (not good, good, excellent) to do some exercises, exchange ideas and thoughts. This strategy maximizes the capacities of each one of them, especially students with weak abilities in the English language.
- Pupils have to challenge themselves and also their colleagues, and believe in themselves, for the purpose of creating a strong personality far from fear and shyness.

3.5 Conclusion

This chapter summarizes the results of all the chapters to get the expected answers. Therefore, discussion of research findings in chapter two has been taken up each answer individual, so that it can discuss several points related to teaching methods in Algerian secondary schools. Then some recommendations based on references and researches as well as suggestions from classroom observation about the best way to teach and to learn English were made.

In general, the main findings show that most teachers prefer CBA but also need GTM in their teaching, so these methods appear to complete each other. Both are required in the teaching process because English is a broad language which has a lot of basics that students have to learn by heart. Therefore, it has been concluded that no method is sufficient for both students and teachers because all teaching methods have their drawbacks and the thing that the teacher really needs is to gather several methods for solving that problem.

General Conclusion

General Conclusion

This conclusion presents a comprehensive summary of all the work from the first chapter till the third one, as well as the obtained results and the difficulties encountered while conducting the research. This study which is entitled “Modern Versus Traditional Methods of EFL Teaching case of 3rd year scientific-stream, secondary-school in Nedroma, Tlemcen” is to search for the appropriate, suitable and effective method in teaching EFL, and make the teachers aware about it in order to enhance the educational process. Because of this interesting topic; a series of questions have been in mind related to the mentioned problematic:

1. What are the EFL teaching methods used to teach English to 3rd year secondary-school pupils?
2. Are these same EFL teaching methods used in different EFL teaching situations/contexts?
3. What EFL teaching methods should be used at the third level of secondary education?

And based on these questions a number of research hypotheses are formed as follows:

1. EFL teachers use only the Grammar Translation Method and the Competency-Based Approach in EFL teaching to deliver lectures and convey messages to third-year secondary-school pupils.
2. The Grammar Translation Method, The Competency-Based Approach, Communicative Language Teaching and other EFL teaching methods are used depending on the different teaching/learning situations.
3. It would be advisable to adopt different EFL teaching methods depending on the teaching/learning context, learners' level, style, etc. and encourage eclecticism at the third level of secondary education.

As it is mentioned before, the first chapter starts with a definition of the key words: approach, method and technique, to clarify the difference between them. Then it goes deeper into the heart of the topic "language teaching", because as it is believed no matter how many different research topics in this discipline are; the main reason remains in the scope of language teaching. The next point which has been touched upon in this research is teaching methods. Many scholars have discovered since the beginning of teaching this language to the

General Conclusion

present day. These methods are divided into two sections; "old" and "new" and after much research, it is found that the Competency-Based Approach and the Grammar Translation Method are the most used in Algerian secondary schools; one of them is imposed by the Ministry.

The first chapter, "Literature review," is composed of two interrelated sections. The first one started with a brief view of the well-known traditional methods that have been applied years ago without forgetting "GTM", which is approved in this research, followed by an introduction of the main elements this method is based on in order to show its mission in the teaching process. The shortcomings of this method are mentioned as well, which minimizes its importance. The 2nd section followed the same steps as the first one to make the work clear and sequential, started with the definition of the well-known modern methods, including "CBA", and then its overview in TEFL in Algerian secondary schools, adding to its impact on GTM. The chapter ends by mentioning CBA's basics and disadvantages.

The second chapter, "Methodology of Research and Data Collection," is mainly the practical side of this work. It starts with an explanation of how to teach English as a foreign language in Algerian middle and secondary schools then the definitions of some needed terms that are related to this section, which are: research design, research methodology, and sample population. The "learner's and teacher's questionnaire (thirty students and eleven teachers) both teachers and students questionnaire contains of eleven questions" and classroom observation (twenty five students and one teacher) which includes "the teacher's methodology, learner interaction, and classroom atmosphere," are used to collect data both qualitatively and quantitatively by using (pie charts, tables and graphs)".

The third and last chapter "Results Discussion, Suggestions and Recommendations" is about the discussion of the main findings and results that have been reached during this investigation. It starts with a brief introduction, and then it is followed by the discussion of the main findings and results and some suggestions and recommendations for both teachers and learners, and ends up with a brief conclusion.

At the beginning of this research, the main interest was to choose the correct hypothesis from the three to confirm and make the others wrong because it is thought that one method is sufficient to teach English in the Algerian schools. But thanks to this research it is confirmed by both teachers and students that:

General Conclusion

Since some of EFL teachers use only the Grammar Translation Method and the Competency-Based Approach in EFL teaching to deliver lectures and convey messages to third-year secondary-school pupils, this hypothesis is partly confirmed. Unlike the use of the Communicative Language Teaching and other EFL teaching methods, which add to the GTM and the CBA by most teachers depending on the different teaching/learning situations, it is clear that this hypothesis is 100% confirmed. So it would be advisable to adopt different EFL teaching methods depending on the teaching/learning context, learners' level, style, etc. and encourage eclecticism at the third level of secondary education, which makes the third hypothesis valid and confirmed at 100%. It means that the more methods teachers use while teaching the better lessons are explained and the easier they are acquired by students.

The obstacles and limitations that are encountered and represented while conducting this research are summarized in: the lack of knowledge in the use of technology, as it has been studied in only about two semesters in two different years, most teachers in a particular secondary school did not accept to fill out the form which led to the insufficient data, which made the researchers gather many answers orally. The last and most important difficulty was the long distance, as both researchers live in areas far from each other, so it was difficult to communicate with each other except through social networking sites. Most of the teachers know about the importance of teaching EFL methods, and work hard to make the educational process as good as possible, this research is to enhance and clear up the ways of teaching English as a Foreign Language in the Algerian secondary-schools that can be adopted. It is agreed that nothing is perfect as well as this research; that's why there is always further research that can create from this idea a better one and as suggestions:

- It is hopeful to teach a module titled "The Teaching Methods" to future teachers in order to be aware of the way they can better transmit their lessons, no matter what the content and the level of each student are.
- As it is reached from this research, the appropriate way of teaching EFL is to mix many methods (eclecticism) and that's what the ministry should oblige in the educational process.

Appendices

Appendix A

Teachers' Questionnaire

Dear Teacher,

We are carrying out a research to identify the employed EFL teaching methods at secondary-school level. Would you please complete this questionnaire?

Thank you for your co-operation.

Introduction: Please tick () the appropriate box (es) which best fit (s) your opinion.

From time to time, you may be required to justify your choice.

Section 1:

I. Teacher's gender:

Male Female

II. Teacher's certification:

License Degree Master Degree Doctorate Degree

III. Teaching experience:

1-5 5-10 10-15 15-20 More than 20

1) Does the Ministry of Education oblige EFL teachers to use certain methods to teach English?

Yes No

2) Do you think that methods play an essential role in the teaching process, or is the content of the lessons all what matters?

.....
.....
.....

3) Which method do you prefer/use in EFL teaching?

GTM CBA

4) Why do you choose this particular method?

.....
.....
.....

5) Do you think this method can better help pupils acquire English?

Yes No

-Why?

.....
.....
.....

6) To what extent does this method encourage pupils to express their own views and thoughts?

To a great extent To some extent Just a little Not at all

7) To what extent does this method facilitate pupils' interactions in the classroom?

To a great extent To some extent Just a little Not at all

8) Do you think that one method is enough to teach all the lessons, or does the content of each lesson need a specific method?

.....
.....
.....

9) Are you satisfied with your pupils' English level?

Yes No

- Comment:

.....
.....
.....

10) How often do you ask your pupils to prepare the lessons before the teaching session?

Always Sometimes Rarely Never

Appendix B

Students' Questionnaire

Dear pupil,

We are carrying out a research to identify the employed EFL teaching methods at secondary-school level. Would you please complete this questionnaire?

Thank you for your co-operation.

Introduction: Please tick () the appropriate box (es) which best fit (s) your opinion. From time to time, you may be required to justify your choice.

A. Pupil's gender

Male

Female

1) Do you think English is an easy language to learn?

Yes

No

Why?

.....
.....
.....

2) How would you assess your level in English?

Not good

Good

Excellent

3) Does your English level allow you to understand and communicate easily?

Yes

No

4) In which skills do you perform better?

Speaking and listening Reading and writing

All of them

5) According to you, what is the most suitable way to learn oral skill?

Listening to the teacher's reading

Listening to native speakers

6) Do you participate in the classroom?

Yes No

7) Are you satisfied with the methods your teacher uses in the classroom?

Yes No

8) Does your EFL teacher use any specific tools when teaching?

Yes No

If yes, what are they?

Computer Pictures

Data show Others

9) Do you think that grammar is an essential part of EFL learning?

Yes No

10) How would you prefer your teacher to explain difficult words with?

Translating them into Arabic or French

Using their synonyms

Using body language

All above

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Summary:

Because of its importance; English is considered to be taught either as second or third language in many countries around the world including Algeria. Learning this language is not easy, that is why the Algerian teachers work hard to choose the appropriate methodology in teaching EFL. In this study; it is agreed to shed the light on the most accredited methods in Teaching EFL to third year secondary schools in Algeria: "Grammar Translation Method" as traditional method and "Competency-Based Approach" as modern one. The obtained data were gathered both qualitatively and quantitatively in a form of questionnaires and classroom observation in order to reach some solutions for our problematic.

Key words: EFL Teaching, EFL Teaching Methods, Secondary education.

المخلص: يتم تدريس اللغة الإنجليزية كلغة ثانية أو ثالثة في العديد من البلدان حول العالم بما في ذلك الجزائر بسبب أهميتها. إن تعلم هذه اللغة ليس بالأمر السهل، ولهذا السبب يعمل المعلمون الجزائريون بجد لاختيار المنهجية المناسبة في تدريس اللغة الإنجليزية كلغة أجنبية. في هذه الدراسة؛ تم الاتفاق على إلقاء الضوء على أكثر الأساليب المعتمدة في تدريس اللغة الإنجليزية كلغة أجنبية لمدارس الصف الثالث الثانوي في الجزائر: "طريقة الترجمة النحوية" كطريقة تقليدية و "نهج قائم على الكفاءة" كأسلوب حديث. تم جمع البيانات التي تم الحصول عليها نوعيًا وكميًا في شكل من أشكال الاستبيانات والملاحظة الصفية من أجل الوصول إلى بعض الحلول لمشكلتنا

Résumé : En raison de son importance ; L'anglais est considéré comme étant enseigné comme une deuxième ou troisième langue dans de nombreux pays du monde, y compris l'Algérie. Apprendre cette langue n'est pas facile, c'est pourquoi les enseignants algériens travaillent dur pour choisir la méthodologie appropriée dans l'enseignement de l'EFL. Dans cette étude ; il est convenu de faire la lumière sur les méthodes les plus accréditées dans l'enseignement de l'EFL aux écoles secondaires de troisième année en Algérie : « Méthode de traduction grammaticale » comme méthode traditionnelle et « Approche par compétences » comme méthode moderne. Les données obtenues ont été recueillies à la fois qualitativement et quantitativement sous forme de questionnaires et d'observations en classe afin de trouver des solutions à notre problématique.

