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Quality Education in ELT: A Prerequisite for 3rd Year EFL Learners at Tlemcen University.

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DEDICATIONS

I dedicate this extended essay to myself, and to my lovely parents and brothers.

Allah, thank you for helping me to complete this work.

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Abstract

In today's globalized world, quality education is a fundamental human right and a key driver of personal and societal development. In other words, quality education is crucial for individuals in numerous ways especially in ELT cannot be overstated. It can provide learners with the necessary skills to succeed in a variety of context, besides it empowers individuals with the knowledge, skills, and attitudes required to achieve their goals, make informed decisions, and contribute positively to their communities. The current research aims at providing definitions and details about quality education. The researcher focuses on the Pre-Requisites to pave the way to high-quality education. Third year EFL learners were taken as a model in addition to EFL teachers that are in charge of different modules. The research findings and conclusions highlight the disconnect between how quality is understood and how it is applied in particular situations, as well as the challenges faced by Algeria's EFL departments when trying to teach communication skills due to poor technology, small class sizes, and teacher profiles. The researcher then offered potential recommendations and suggestions in order to reach a high-quality education at tertiary level.

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List of Acronyms and Abbreviations

ELE: English Language Education

ELT: English Language Teaching

CBA: Competency Based-Approach

GTM: Grammar Translation Method

DM: Direct Method

UNESCO: United Nations for Education, Science and Cultural Organization

General Introduction

General Introduction

Quality education in universities is not a new debate. During the past decade much has been gone globally to provide basic education for all. Correspondingly, the need of a high-quality education is prerequisite. Quality education and English as a Foreign Language or EFL for short go hand in hand since English is the most spoken language in the world and is required for success in today's globalized world. In other words, EFL is a crucial component of quality education which requires creating an inclusive, responsive, and encouraging atmosphere that inspires active student's interaction and cultivates a love of learning. To sum up, providing a quality education in ELT at tertiary level requires diverse strategies including integrating teaching strategies, technology, assessment and feedback that take into account the special requirements and difficulties that students face at this level. As a result educators could assist students in improving their language abilities and research academic success.

This research aims at exploring quality of education in general, and particularly at tertiary level; a pre-requisite for 3rd year EFL learners at Tlemcen University, as well as to show that ELT can be an effective instrument for a high-quality education, this research also attempts to explore the students' requirements, the teachers' knowledge and the role of the administration in improving quality education. Consequently, the study addresses the following questions:

1.   What ought to be done to move from quality education to high-quality education?
2.   Can ELT act as springboard for a better quality education?
3.   What are the pre-requisites to pave the way to high-quality education?

As a major step of any Research, the aforementioned research questions are reformulated into the following hypotheses:

- In order to move from quality education to high-quality education several steps need to be done. Consequently, this process requires for instance a comprehensive approach that focuses on funding education, enhancing teacher training, and personalizing learning, promoting a culture of continuous improvement, emphasizing soft skills, and providing a motivational learning atmosphere.

- Even thought ELT is important, cannot be the only component that can offer a high-quality education, a truthfully high-quality education requires a strong foundation in core academic subjects, as well as opportunities to learn and grow in other ways including. Besides other skills such as creativity and critical thinking.

- The pre-requisites for EFL learners include: basic literacy Skills, motivation, patience and perseverance, and supportive learning environment.

In order to support the aforementioned hypotheses and to examine whether they are valid or not, the researcher relied on studying a case study of 3rd year EFL Learners at Tlemcen University, explored through a class observation in order to examine and observe the needed items in class, followed by a teacher's interview with six EFL teachers who are in charge of different modules to explore the materials and the methods they rely on while teaching,

Yet, to validate the above hypotheses, this empirical study is purposefully divided into two chapters. The first one deals with the literature review which aims at describing the English situation in Algeria then strives to define quality education and some key concepts and terms in accordance to it. As a last step the researcher tried to shed light on the role of the state is improving the quality of education.

Alongside, in the second chapter; the researcher conducted this research relying on the use of two research instruments namely a classroom observation, and teacher's Interview, by using both qualitative and quantitative methods, then a discussion of the research findings will be provided, finally some suggestions and recommendations will be proposed in order to try reaching a high-quality education in Algerian Universities.

This work tries to depict some of the weaknesses in an attempt to suggest some solutions in the future.

Chapter One: Literature Review

Chapter One: Literature review

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1.1. Introduction

Quality education is not just about teaching learners to read, write, and solve math problems; it also involves developing their critical thinking skills, creativity, problem-solving abilities, adequate resources, innovative teaching methods as well as social and emotional development, cultural awareness, and ethical values. Furthermore, a good education system makes sure that learners get the best possible environment in which they learn and have access to qualified teachers and the latest curriculum. What is more, every person has a fundamental right to quality education that will enable them to develop the information, abilities, values, and attitudes needed to lead satisfying lives. It serves as the cornerstone for social advancement, economic expansion, and sustainable development. Learners who receive a high-quality education have the information and skills necessary to contribute to society, participate in their communities, and successfully cope with the complexities of the modern world. In short, sustainable development, and individual and societal well-being all depend on High-Quality Education. It gives people the freedom to follow their goals, make educated decisions, and give back to society, making the world a better place for everyone. In short, quality education in ELE is vital for learner's personal development, as well as for the growth and development of society. By providing quality education in ELE, EFL teachers can help learners achieve their language learning goals and prepare them for success in a globalized world.

In this first chapter, the researcher aims to define the Quality of Education at tertiary level in relation to 3rd Year EFL learners at Tlemcen University. Hence, this chapter represents and shows how English affects the quality of education then, it is followed by elucidating the mainly known definitions, techniques, strategies and materials that are opted by teachers at tertiary level.

1.2. ELE Situation in Algeria

Due to the widespread use of English around the world; is now considered as a global language. Overall, it is crucial for a variety of reasons, such as improved communication, career progress, cognitive benefits, and personal growth. The Algerian state recognizes that English is the global language of commerce, science and technology and places great

emphasis on learning English as a foreign language. However, the quality of Algeria's ELE has been a concern for educators and stakeholders. Many learners struggle with their English skills due to limited access to qualified teachers, inadequate study resources, and outdated teaching methods. Additionally, English is not the first language spoken in Algeria, so it can be difficult for students who do not have regular exposure to the language. In essence, it is a tool that will open up new options and be used all over the World. From this specific context CRYSTAL; D (1997) argues that:

"a language gains a status as a global language when it has a special role that is recognized in every country in the world" (2003: p02)

In Algeria, English is not an official language. However, it is widely taught as a foreign language in schools and universities, it is also used by Algerians as a common language for business, tourism, and communication with the international community and it is increasing in numbers, especially in urban areas.

Consequently, Algeria, like the rest of the world recognizes the importance of English and the role it plays at the international level. For this specific reason, English is adopted as a foreign language in the Algerian schools and higher educational institutions. As a result, for improving the learners' level, Algeria has adopted several teaching approaches. The grammar translation method was the first approach which was applied during the 1960's. It focuses on the teaching of the properties of the language in an explicit way through the use of the mother tongue. Then, comes the direct method and the audio lingual method. Then, in 2003 a new approach called Competency-based approach was adopted in the educational system. It focuses on the notion of competency. CBA gives communication priority and helps students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle challenging situations both in and out of school. It is learner-centered and focuses on the construction of knowledge. In the light of the globalization process and in addition much importance has been given by the government to the teaching of EFL in all universities, In her National Charter (1976), Algeria considers English as "a means that facilitates constant communication with the world to gain access to modern sciences, modern technologies, and faster creativity in its universal dimensions."

However, although English is taught widely in Algeria, Algerians' linguistic proficiency varies widely. This is partially a result of the lack of opportunity for immersive language learning experiences as well as the limited availability of high-quality English language. From this chain of thoughts; there have been initiatives to enhance ELE in Algeria, such as hiring more certified English language instructors and creating fresh instructional strategies and resources. The British Council and the US Embassy are only two of the foreign organizations with which the government has partnered to boost English language instruction.

Overall, ELT in Algeria has improved, but there is still opportunity for growth and improvement if we want to guarantee that our learners have the language skills they need to succeed in a globalized world.

1.3. Importance of English at Tertiary Level

For tertiary students, academic writing is undoubtedly the most crucial language ability, especially for English majors whose grades are heavily influenced by how well they perform on written assignments, academic reports, term exams, and graduation theses. Thus, whether it is for personal or professional reasons, understanding the importance of English will help to reach one's goals; in this specific context KACHRU argues that:

"Knowing English is essential for communication and success in today's globalized world. He argued that English has become a global language of communication, commerce, science, and technology, and that proficiency in English is a valuable asset in education, employment, and social mobility."

KACHRU (1985, 11-30)

Nowadays, more and more people are dedicating time to studying English in their school syllabus and children are starting to learn English at young age. Additionally, English is essential for academic and professional communication at primary school level. Here are some justifications on why English is crucial at Tertiary Education:

1. Access to Academic Resources: In many universities, even the most famous ones, English is the medium of instruction. The majority of academic journals and papers are also written in this language, which is crucial for students and researchers to obtain the most recent information and findings in their subjects.

2. Career Opportunities: For many careers in international business, technology, and academia, English is frequently a must. Students who are proficient in English are better prepared to pursue occupations that include international travel or cross-cultural engagement.

3. Communication with Peers: English can be the language that all students in a multicultural academic setting can use to communicate, work together successfully, and collaborate effectively.

4. Cultural Exchange: Learning English at tertiary level helps students to encounter new worldviews, cultures, and ideas. They may have a broader perspective on the world and may grow more personally and professionally as a result.

Crystal, D. (2003; 28)

To sum up, English is crucial for tertiary-level academic and professional communication, access to academic resources, employment prospects, peer communication, and cross-cultural interaction.

1.4. Definition of Quality

Quality refers to the level of excellence or superiority in a particular attribute or characteristic. It can be subjective, depending on the individual or context, but it is often based on objective measures, such as reliability, durability, efficiency, accuracy, safety, and effectiveness. Ultimately, quality is about meeting the needs of the customer or end-user. Therefore, the concept of quality is inherently vague, and emerges as multifaceted and fuzzy and with unclear boundaries and many different uses. This later has always been a central concern in education. Quite possibly the question of what quality is in education has never had a clear answer, even though a pragmatic consensus in practice seems to have been reached that Quality means "fitness for purpose" as well as "fitness of purpose". Nevertheless, Quality is a contemporary political buzzword measurements and evaluations of quality have become

enormously important in most areas of social life. Quality is widely used in most professional contexts, and increasingly so in the field of higher education. Most often, the term is used in combinations such as "Quality Systems" which encompasses different functions, aspects and levels in educational organizations as a whole.

Furthermore, HARVEY, L (2007) defined Quality as:

"the degree to which an assessment instrument or process is fit for its purpose and measures what it is intended to measure, with sufficient accuracy and reliability, and without any adverse impact on any group of test takers."

Harvey, L (2007)

With the many different definitions of quality, here is classified into five major groups (Shang. G: 2014, P: 21):

1. Transcendent definitions. These definitions are subjective and personal. They are eternal but go beyond measurement and logical description.

2. Product-based definitions. Quality is seen as a measurable variable.

3. User-based definitions. Quality is a means for customer satisfaction.

4. Manufacturing-based definitions. Quality is seen as conformance to requirements and specifications.

5. Value-based definitions. These definitions define quality in relation to costs.

Shang. G: 2014, P: 21

1.4.1. Definition of Education

Education can have several definitions; it has been defined by many educationists, philosophers, and authors. in this specific context; JOHN;D(1916) considered education as the process of growth and development, His philosophy on education was that it should be experiential, practical, and learner-centered. Then, according to J: PIAGET (1972):

"Education should be practical and experienced, with the learner at its core.

Hence, it refers to the process of having knowledge, skills, values, and attitudes through diverse learning experiences, such as schooling, training, and life experience, Education is a continuous process that starts at birth and lasts the entirety of a person's life. It includes both

formal and informal learning, and it can occur in a range of contexts, including households, businesses, colleges, and schools. Education is a process in which and by which knowledge, character and behavior of the young are shaped and molded. Hence, it is crucial for social mobility, economic progress, and personal development, and it has a significant impact on how people behave and how societies develop.

Education makes people independent and it is what differentiates us from other living beings on earth, it empowers human and get them ready to face challenges of life efficiently.*"Intelligence plus character-that is the goal of true education."* This later is a gradual process which brings positive changes in human life and behavior. Further, it helps us to develop critical skills like decision making, mental agility, problem solving, and logical thinking. In other words, education refers to a purposeful activity that deals with receiving or giving a systematic instruction especially at school or university, from this specific context, ARISTOTLE has defines it as "The creation of a sound mind in a sound body."

Education is the process of gaining knowledge; quality education is concerned with the way of drilling learning to people in a good way for the sake of using it in life significantly. This can be carried out by parents, learners, governors and policy makers, and specialist's educators. What is more, the concept of education goes beyond two senses: a narrow sense and a wider sense. Education, in the narrower sense, is regarded as equivalent to instruction. It consists of the "specific influences" consciously designed in a school or in a college or in an institution to bring in the development and growth of the child. However, in the wider sense, it is a lifelong process that is influenced by practically all of one's experiences.

Another definition of education has been provided by BAMISAIYE (1989, p 9):

"Education is a cumulative process of development of intellectual abilities, skills and attitudes, all of which form our various outlooks and dispositions to action in life generally."

And according to Farrant (1982) true Education:

- Focuses on knowledge that is obviously valuable and capable of inspiring a willing and sincere response from the learner.
- Leads to an understanding quality that allows the learner to develop new mental views.
- Makes use of techniques that promote the student's use of judgment and critical thinking.

In brief, education refers to the process of sharing knowledge to individuals and the process of receiving knowledge from someone else.

1.4.2. Definition of Pedagogy

Pedagogy as an academic subject or theoretical concept refers to the relationship between applied linguistics and language pedagogy. In other words, it refers to the study of theory and practice of education, including teaching methods, and learning processes. It covers a wide range of educational theories, approaches, and techniques used to facilitate learning and improve student's outcomes. According ALEXANDER (2007), Pedagogy is:

"Defined as controllable input rather than as a process whose dynamic reflects the unique circumstances of each classroom and which is therefore variable and unpredictable; and the only aspects of pedagogy which are admitted as "inputs" are those which can be measured." (Alexander, 2007:8).

In other words, pedagogy deals with the art and science of education and involves understanding how students learn, developing appropriate teaching methods and materials, and evaluating student learning and progress.

Overall, the goal of pedagogy is to foster effective and meaningful learning experiences that help students acquire the knowledge, skills and attitudes needed to succeed in their personal and professional lives. And as SMITH (2012) argues: *«a common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching… pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life". (Smith, M. K. 2012).*

1.5. Quality Education Defined

Scheerens (2001:4) believes that:

"Although there is likely to be a shared core of interest in educational outcomes, the Quality of Education will likely be defined differently from the perspectives of national policy makers, school governors and managers, teachers, students, and parents of students. (Scheerens, 2001:4).

Quality Education encompasses all educational indicators that truly reflect the caliber of classrooms, not just those economic metrics and formulas. National goals for education and actively participating in society are linked to outcomes that include knowledge, skills, and attitudes. In other words, Quality Education is a concept that includes many factors that contribute to the effectiveness and impact of an Education system. As its core, a Quality Education is one that provides learners with the knowledge, skills, and abilities they need to succeed in life, work, and citizenship. One is probably wondering what is quality in an educational context. Many scholars and philosophers have provided several definitions about Quality Education including all the aspects involved both in the teaching and learning process. But a common theme in many of these definitions is that Quality Education is about more than simply acquiring knowledge and skills, so here are some perspectives on what constitutes a Quality Education:

- ➢ According to JOHN DEWY (1916) a philosopher of Education believed that: Quality Education should be student-centered and focus on developing critical thinking, problem-solving skills, and the ability to apply knowledge to real-world situations.

- ➢ According to PAULO FREIRE (1970) a Brazilian Educator believed that: Quality Education should be transformative and enable students to become active and engaged citizens who are capable of transforming society.

- ➢ According to AMARTYA SAN (1990) an Economist and Nobel Laureate; she argued that all students should have access to quality education, no matter their social, economic, or cultural backgrounds.

- ➢ According to MARTHA NUSSBAUM (2010), a philosopher and author suggested that Quality Education should focus on cultivating the full person, fostering their intellectual, emotional, ethical, and aesthetic growth.

➢ Finally, according to UNESCO (2015) the UNITED NATIONS EDUCATIONAL SCIENTIFIC AND EDUCATIONAL ORGANIZATION defined Quality education as one that equips learners with the knowledge, skills, attitudes, and values necessary.

➢ to live a fulfilling life, contribute to their communities and participate in a global society increase

Overall, quality education is an essential foundation for individual and societal development, hence it's seen as one that fosters the development of students 'intellectual, social, emotional, and ethical abilities and prepares them to become active and engaged citizens who can contribute positively to society. Therefore, it plays a critical role in building a prosperous, equitable, and sustainable future for all.

1.5.1 Quality Education in Algerian Higher Education

Like many countries Algeria has been confronted with the challenge of the globalization of the university Educational System, which has favored the introduction of the BMD system (Bachelor Master Doctorate).

The Algerian higher education has been marked by two major forms of policy since the independence; the former and the most recent system. The adoption of a three cycle Higher education framework, called the BMD system.

Higher education in Algeria is under the authority of the Ministry of Higher Education, which prepares and implements government policy on higher education and scientific research. Article 53 of the 1996 Constitution provides that all State organizes the Education system and states that for all Algerians (EACEA Agency: 2012, P: 4):

- The Right to education is guaranteed
- Education is free within the terms established by law
- A mandatory basic training

The Strategy of Algerian higher education focuses on a number of aspects with both national and international scale (EACEA Agency: 2012, P: 9):

- University-Business Collaboration: One of the main goals of course reform is to make universities more important in the country's overall economic development by making

- Sure that Knowledge is created and shared, technology is mastered, Research and Development is promoted and by developing new skills.
- International Cooperation: Research activities are frequently carried out collaboratively by Research teams drawn from several countries in the context of globalized Science, where National Research systems are increasingly linked into larger scientific and technological sectors.

The Algerian educational system is suffering from a decline in quality. In the early 1970s the Algerian University was a beacon of quality and a point of global prominence, but now we are falling behind more developed universities because of insufficient infrastructure.

The majority of teachers are overworked and underpaid because they do not think their work is worthwhile, also some teachers have low morale because they don't think their skills are good enough. Another problem is that the focus is on teacher-centered learning in Arabic, which makes it difficult for English speaking teachers to learn. Additionally, the three T's which refer to textbook, test and teacher remains the focus. Educational institutions sometimes rely on some formal teaching method where the teacher's voice and blackboard serve as the main focus points. This is contrasted with a more informal teaching method, which is based around the children and their interest, when teachers don't help students learn and open their mind to new ideas; they end up obscuring their minds.

Arguably, English has become a more important subject in Algerian schools. As a result, the Ministry of Education launched the Educational System reform in 2001, and many adjustments have since taken place in order to enhance the position of English teaching in Algeria. Even though English still ranked after French as the Second Foreign Language in Algeria's Educational system, as a result, many different techniques and strategies were tied and adopted in the Algeria Context.

The Grammar-Translation method is a way of teaching Grammar that was developed in 1960s. This method is usually used to teach Languages that are "dead" such as Latin and Greek. Moreover, this method was designed to help students better understand Foreign Language Literature by studying the Grammar of their native Language. This will help them to communicate effectively in their native Language (LARSEN-FREEMAN, 2001:11). Hence, the GTM refers to a method that teaches people how to write and speak effectively by

focusing on the Grammar of the Language. It is like RICHARD (2006:3) stated that grammatical competence refers to your ability to produce Grammatical Sentences. Then, comes the Direct Method, it refers to a way of communicating with people in your target language, without having to translate it into their native Language. The goal is to make it as easy as possible for them to understand what you're saying. Furthermore, it helps to focus on the meaning of words, expressions, and Language skills; this method helps to remember ideas or images more clearly (LARSON-FREEMAN 1986). Moreover, RIVERS states that students can communicate using both listening and speaking skills (RIVERS, 1968)

Finally, a new approach Competency-Based Approach or CBA for short was developed which seeks at teaching students the skills and behaviors they need to be successful in their academics, so that the Quality of their learning and teaching will be improved. From this context, RICHARD'S & SCHMIDT (2002: 94) defined CBA as:

"A kind on Instruction that emphasizes imparting the abilities and conduct required carrying out competencies; competencies are the student's abilities to use many types of fundamental talents in scenarios that are frequently encountered in daily life."

1.5.2. Quality of the Content and Teaching Materials in Algerian EFL classrooms

The EFL learner is the person who is learning English as a foreign language in a region where English is considered as a second or foreign language either in the learner's home country or where the mother tongue is not English. From this chain of thoughts, Quality content is anything that gives the reader a value and how well it provides him useful information and insights, consequently, in order to have an effective teaching there is a set of parameters that the quality content should possess such as educational, pedagogical, and philosophical dimensions. As a result, for the convenient and valid Teaching-Learning approach, the teaching strategies and requirements contributes at having an influential role in the Enhancement and amelioration of the Quality Learning. Moreover, the EFL learning environment is influenced by a set of elements and factors such as the learner's social background, the region they live is besides their culture and religion. From this particular context RICHARDS & RODGERS (1986) asserts that instructional materials should be used

to help reflect decisions about the primary goal of the materials, such as facilitating communication between learners

1.6. High-Quality Education defined

High-quality Education refers to a learning system that successfully equips Students in their future academic endeavors, career ambitions, and personal life. Moreover, high quality education is essential because it provides students with the knowledge, skills, and values that are necessary for individuals and societal achievement. Further, high quality education has social and personal benefits; personal benefits are those which enable individuals to get the knowledge and skills necessary for their personal growth and development, improving their chances of finding better employment, earning more money, and improving their quality of life. On the other hand, social benefits that contribute to the well-being of society as a whole by producing informed and active citizens who can contribute to the economy participate in democratic processes and promote social justice. From this specific context, HOWARD GARDNER suggested that:

"High Quality Education should take a multiple intelligences approach, recognizing and nurturing a broad range of intellectual abilities and learning styles among students."

And according to JOHN DEWY (1916) defined high quality education as:

"An experience that "awakens and develops" the student's capacities for inquiry, creativity, and critical thinking."

Further, PAULO FREIRE believed that high quality education:

"Should be a process of liberation that enables students to become critical thinkers and active participants in shaping their own lives and communities"

Furthermore, high quality education is characterized by various factors such as Inclusivity, relevance, and effective teaching & learning practices.

- **Inclusivity:** High Quality Education is inclusive and equitable, making opportunities accessible to all learners, regardless of Background ability or socioeconomic status.
- **Relevance:** High Quality Education is relevant and helpful to both students and the community, providing students with the knowledge and skills they need to succeed in today's world

- **Effective learning and teaching practices:** High Quality Education is characterized by effective teaching and learning practices; including active learning, student-centered learning, and enhancing learning with technology and multimedia.

- **Curriculum**: A good curriculum is up-to-date and aligned with current standards, which means it provides students with a comprehensive understanding of the subject matter. It also challenges them to think critically and creatively.

- **Qualified & trained Teachers**: Teachers who can foster a secure and encouraging learning environment for pupils and who are informed, skilled, and trained in their subject areas.

- **Access to Resources**: Schools that have the necessary resources to help students learn are equipped with textbooks, computers, and other educational materials.

- **Student's engagement**: a program that actively involves students in learning, motivates them to take responsibility for their education, and offers chances for practical, experiential learning.

- **Assessment**: a system that efficiently and reliably evaluates student learning and gives students, teachers, and parents insightful feedback to help them learn more effectively in the future.

Fullan, M. (2007; 2)

To conclude, High Quality Education is essential for individual and societal growth and development. It promotes inclusive, relevant and effective teaching and learning to produce informed and active citizens who can contribute to the economy, participate in democratic processes and promote social issue. It must be characterized by practice. Challenges such as lack of funding, limited access and Quality of teachers must be addressed to ensure that all learners have access to Quality Educational opportunities. Moreover, High Quality Education should help students learn what they need to be successful in their lives and in their work. It should also help them be good citizens in their communities.

1.6.1. Constructing a Knowledge Society

A knowledge society is a concept that refers to a society in which knowledge and information are key drivers of economic, social, and cultural development, in a Knowledge Society; Knowledge s viewed as a strategic resource in a society where it can be used to develop new concepts, goods, and services that boost the economy and enhance both the standard of living for individuals and entire communities. In a knowledge society, the acquisition, dissemination, and use of knowledge are central to the functioning of society, and knowledge is viewed as a public good that should be widely shared and accessible. This includes teaching, researching, accessing information resources, developing new technologies, and fostering innovation. As stated by PLATO (2009):

"Knowledge is the basis of all good things and that a knowledge-based society would be fair and moral. In Plato's vision of a knowledge society, the ruling class consisted of philosopher-kings who had the knowledge and wisdom necessary to rule lawfully. He thought that the key to building a knowledge society was education and that children should be taught to think critically and logically from a young age.

On the other hand, MILL (2015) thought that:

"The pursuit of knowledge and individual freedom were crucial for growth. He held that society ought to be set up so that people can discover and follow their own interests free from intervention from the government or other institutions. According to Mill, a knowledge society is one in which people are free to pursue ideas and information on their own and where learning is prized more for its own sake than for its potential applications."

As a result, creating a knowledge society entails fostering an atmosphere where information and knowledge are appreciated, shared, and used to enhance the quality of life for both people and society at large. These are some important factors to think about:

- Education: A knowledge society must be developed, and education is crucial. For people to be fully prepared to participate in the knowledge society, they must have

- Access to High-Quality Education at all levels, from early childhood to higher education.

- Technology: Technology is essential to creating a knowledge-based society. The ability to use digital tools and the internet can help close the digital divide by allowing people to exchange and access knowledge from any location.

- Research and Innovation: In order to produce new knowledge and develop new technologies, a knowledge society must promote and support research and innovation. This entails making investments in research and development, encouraging academic-industry cooperation, and creating a climate that encourages innovation and creativity.

- Openness and Collaboration: In a civilization of knowledge, transparency and cooperation are valued. This entails supporting open knowledge and information interchange, fostering teamwork among people and organizations, and fostering the free flow of ideas and viewpoints.

- Lifelong Learning: Learning is an ongoing activity in a society that values knowledge. To stay up with the quickly changing information landscape and pick up new skills and knowledge as needed, people must be encouraged to pursue lifelong learning.

Overall, a knowledge society is one that places a high priority on education and research, as well as creativity, innovation, and lifelong learning. It also has a high degree of intellectual capital. It is frequently compared to the traditional industrial civilization, which was characterized by mass manufacturing and production, and where knowledge was viewed as a scarce private resource that could be hoarded for competitive advantage.

1.6.2. Quality Education Vs High Quality Education

Quality Education and high quality education are similar concepts, but they may have slightly different meanings depending on context. In general quality education refers to an education that is effective, meaningful to student's needs, and relevant. Hence, that should meet certain Standards of excellence. This can include factors such as rigorous and comprehensive Curriculum, skilled and competent teachers, adequate resources, and a supportive learning environment. Quality education aims to equip and provide students with the knowledge, skills, and values they need to be successful in their personal and professional lives. High

quality education on the other hand, refers to an education that exceeds these basic standards and provides students with exceptional and personalized learning experiences, in other words; it suggests an even greater emphasis on excellence and achievement, this might mean a focus on academic rigor, advanced and innovative teaching methods, cutting-edge technology, strong focus on individual student's needs and interests, or other factors that set the Educational experience apart from the norm. The goal is to provide an Education that not only meets basic standards, but also challenges students to achieve their full potential.

In summary both Quality Education and High Quality Education are important for any Educational System, while Quality Education meets a minimum standard of Excellence, High Quality Education goes above and beyond to provide exceptional learning experiences and resources for students. However, it is worth mentioning that High Quality Education may require additional resources, expertise, and support. While Quality Education is important for all students and High Quality Education may be more accessible to students who have greater resources or access to top-tier Educational Institutions.

1.7. Teacher Education Development Defined

Teacher Education Development refers to the process of strengthening teachers' professional development and raising the caliber of teacher education programs. To meet the evolving requirements of students and society, this entails continuing attempts to update and improve the curriculum, methodology, and evaluation used in teacher education. From this particular context Lange highlights this blueprint by a concise definition:

"**A term used…to describe of continual intellectual, experiential and attitudinal growth of teachers…the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft"**

Lange (1990:250)

Hence, TED aims at providing teachers with the information, abilities, and competences necessary to deliver High-Quality instruction to their learners. What is more, Teacher Education Development can take many forms, including in-service training, mentoring and

coaching, peer-to-peer learning, curriculum development, and research-based professional development. Arguably, to guarantee that teachers are sufficiently prepared to meet the needs of diverse learners and give them equal access to high-quality education, teacher education institutes, schools, and educational policymakers collaborate. In addition, many different approaches to teacher education development are possible, including in-service training, coaching and mentoring, peer-to-peer learning, developing curricula, and research-based professional development. To guarantee that teachers are sufficiently prepared to meet the needs of diverse learners and give them equal access to high-quality education, teacher education institutes, schools, and educational policymakers collaborate. Finally, Teacher Education Development is a continuous, dynamic, and collaborative process that supports teachers in enhancing their professional practice and improving student learning outcomes. It involves a range of strategies, including ongoing learning, inquiry, reflection, and collaboration, as well as the creation of supportive learning environments.

1.8.1. Background Factors Leading to TED

There are several background factors that have led to the development of Teacher Education Development (TED); In general, the post-method era is thought to be the time of teacher development

Many teachers all around the world were looking for a spark to help them start a new teaching process and turn the page on approaches that were being imposed or handed out. They later discovered that the secret to professional growth was personal self-awareness and introspective activities. In this context; Rod Bolitho in Head and Taylor provided a number of background factors that gave rise to TED.

- The massive growth of the language teaching sector, which has attracted a lot of new teachers, and the absence of a career structure with chances for variation and promotion
- Many teachers experience monotony and boredom after adopting a routine in their lessons for many years.
- Underpaying and having subpar working conditions are problems for teachers. This results in demeaning emotions including low self-esteem and morale...

- A rising concern about credentials. Although higher academic courses rarely have the kind of practical orientation that many teachers hope for and there are no guarantees of a permanent job at the end of them, British ELT needed to become more professional.

- While studies of second language acquisition were beginning to focus on the learning process from a more academic base, the influence of humanistic views on language teaching also helped to inspire new ideas for a more learner-centered approach to teaching. . (Rod Bolitho cited in Head and Taylor 1997:8)

Moreover, here are some other background factors that led to TED:

1. Changes in educational policies and goals: Over time, the emphasis on educational goals and policies has changed. Producing pupils that are well-rounded and possess a range of skills and competences is now being emphasized more. This has made it necessary for teacher education programs to include new teaching techniques, subject Matter and technological advancements that are consistent with these new educational principles and objectives.

2. The need for teacher effectiveness: A significant aspect affecting student success is the caliber of the instruction. As a result, there is a rising need for qualified educators who can cater to the various demands of children. As a result, professional development programs are required to help instructors improve their knowledge, skills, and competences in order to increase the effectiveness of their instruction.

3. Technological advancements: Technology is quickly altering how professors teach and how students learn. To improve their teaching strategies and fulfill the demands of today's digital-age kids, teachers must keep up with the most recent technology advancements.

4. Increasing student diversity: Students from various socioeconomic, cultural, and linguistic origins are becoming more and more diverse in schools. To meet the needs of diverse learners and deliver instruction that is culturally relevant, teachers must be knowledgeable and skilled.

5. Changing workforce demographics: An aging workforce and rising teacher turnover rates provide problems for the teaching profession. A thorough teacher education and professional development program can help to attract and keep excellent teachers, which is something that is necessary**.   Kanter, R. M. (2011).**

1.8.2. Teacher's Training

Teacher training refers to the process of educating people to become good teachers through a variety of formal and informal learning experiences, it entails learning the knowledge, abilities, and attitudes required to plan and provide pupils with High-Quality Education. Widdowson (1990), argues:

« Training then involves the acquisition of goal-oriented behavior which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited. Training, in this view, is directed at providing solutions to a set of predictable problems and sets a premium on reflecting expertise."

(Widows 1990:62)

Training is viewed as a concept where the student experiences a conditioning phase while passively learning the dos and don'ts of classroom practice. Only after completing this Foundational training can the teacher trainer start to care about enabling trainees to take an active role in their own development. The debate about in-service training at the university level is therefore pointless because the training sessions from which practically all instructors benefit take place overseas in foreign universities over a specific time period but whose objectives are hazy or occasionally unknown. Overall, this is not how INSETS should be approached or thought about. What specialists actually recommend diverges from what is said in Algerian universities. Furthermore, developing teachers' pedagogical skills, subject matter knowledge, classroom management techniques, and the ability to design and deliver effective instruction to diverse learners. Additionally, teacher training programs aim to equip teachers with the knowledge and skills to promote student engagement, motivation, and learning.

1.8.3. Characteristics of Good Teaching

Actually, warmth, humor, and the capacity for caring about people are the absolute prerequisites that a teacher should possess before beginning their career in education. Along with this, you must also plan your lectures, work hard, and exercise discipline.

In order to articulate the most crucial requirements of the teaching profession and to significantly update and refine their own presumptions and beliefs about teaching, teachers now need to have a minimum professional knowledge of instruction and pedagogy. Additionally, research has shown that teachers need to thoroughly catch up in a number of professional knowledge areas. In order to teach certain learners some specific stuff, teachers actually need to be aware of the curriculum materials and programs that are suited for their subject. In this regard Brown and McIntyre (cited in Williams and Burden 2000) reported that a good teacher should:

- Establish a comfortable and enjoyable environment in the classroom
- Maintain discipline in the classroom
- Present your work in an engaging and inspiring manner
- Set up circumstances so that students can comprehend the task
- Make clear what learners are to do and achieve
- Assess a learner's potential
- assist struggling learners
- motivate them to enhance their standards of performance
- establish a personal, mature relationship with them
- Demonstrate any special abilities or knowledge they may have

1.9. State's Role in Education

The State has a critical role to play in ensuring that education systems provide quality education to all citizens, in this vein, there are many different facets to the state's relationship with education. Governments all over the world have a substantial role in the supply and control of education since it is seen as a crucial element of a country's growth. Thus, Challenges related to access to education, curriculum and standards, funding, and politics must be navigated to ensure that all citizens have access to high-quality education that prepares them for success in the modern world. Additionally, the state has a critical role to play in ensuring that education systems provide quality education to all citizens, as a result the role of the state in Education in concerned with:

A. Provision of Education: Governments are in charge of making sure that all citizens have access to education. This entails creating educational institutions like colleges and universities, sponsoring educational initiatives, and guaranteeing that educators are properly prepared.

B. Regulation of Education: Governments also have a big say in how the educational system is run. Setting curriculum and evaluation standards, ensuring that colleges and universities uphold them, and enforcing rules about teacher credentials and student welfare are all part of this.

C. Funding of Education: Additionally, the State contributes to education funding in a number of ways, such as through taxes, grants, and subsidies. These funds are essential for making sure those educational institutions can run efficiently and that students have access to the tools they need to learn and succeed.

Hanushek, E. A., Peterson, P. E., & Woessmann, L. (2013).

Conclusion

Ensuring a quality education for all is a challenge raised by many countries in the world. The chapter that was just explained sought to provide information regarding quality education in General and at the Tertiary level in specific. The roles of effective teachers and the state were emphasized and advanced in order to be properly profiled and fill the gaps in today's education.

Finally, high quality education strengthens people, groups, and communities, giving them more power in our interconnected world, regardless of the subject matter. Yet, teachers are the driving force behind change, the best role models, and better generational providers**.**

Chapter Two

Chapter Two: Data Collection, Results &Recommendations

2.1. Introduction

2.2. Use of Technology in EFL

2.3. Research Methodologies

   2.3.1. Case Study

2.4. Research Instruments

2.4.2. Structured Interview

2.4.3. Class Observation

2.5. Data Analysis

   2.5.1. Quantitative Data Analysis

   2.5.2. Qualitative Data Analysis

   2.5.4. The Teacher's Interview Results

   2.5.5. Result of Class Observation

2.6. Discussion of Main Results

2.7. Suggestions and Recommendations

1.8. Conclusion

General Conclusion

Bibliography

Appendices

2.1. Introduction

In view of the aforementioned information, the researcher hopes to devote this chapter to describe every technique used during the research procedure. In fact, the main aim of this practical part is to examine some aspects of quality education at third year EFL students at Tlemcen University. The second chapter aims to analyze the research findings and give suggestions and broad recommendations. Hence, the current chapter is composed of a case study followed by a dual use of qualitative and quantitative approaches, in addition to the reliance on two research instruments in order to gather reliable and valid information. Consequently; six sessions classroom observations were organized, and a structured teacher's interview, all were undertaken with third year EFL learners at the department of English at Tlemcen University.

Furthermore, this chapter provides a set of suggestions and recommendations which aim to explore the Quality of the Educational system at the tertiary level including the ways teachers use. The materials they rely on and the methodologies adopted to broadcast their ideas and intentions to the learners. To sum up, this chapter deals with suggesting some key elements and factors so that quality education can be reached.

2.2. Use of Technology in EFL

Technology has become an essential and integral part of modern education. It has revolutionized the way we learn Languages, and the way learners receive information, making Education more accessible, .engaging, and effective manner. There are several scholars who have highlighted the importance of using technology in English as a Foreign Language (EFL) teaching and learning. From this specific context, WARSCHAUER & HEALEY (1998) argued that technology can improve the quality of EFL instruction by facilitating access to authentic resources, fostering opportunities for authentic dialogue, and boosting learner autonomy and motivation. Furthermore, LEVY & STOCKWELL (2006) suggest that technology can help EFL students improve their language skills, particularly in the areas of vocabulary learning, reading, writing, and listening.

Moreover, technology is concerned as valuable and significant tool in Language learning including English as a foreign Language (EFL). Here are some of the key reasons why Technology is important in EFL:

- **Accessibility:** Technology has made English Language learning accessible, as learners can now access learning materials and resources online from anywhere in the world

- **Interactive Learning:** Technology provides a range of interactive tools and resources, such as videos, audio recordings, and online activities, which help to engage and motivate EFL learners.

- **Personalized Learning:** Technology allows for personalized learning experiences, where learners can work at their own pace, focus on areas where they need improvement, and receive feedback.

- **Collaborative Learning:** Technology has made it easier for EFL learners to connect and collaborate with other learners and native English speakers around the world, facilitating communication and cultural exchange.

What is more, here are some ways Technology can be used in EFL:

1. **Online resources:** The Internet provides access to a vast array of resources that can aid in EFL instruction. Websites, podcasts, and online games can be used to improve vocabulary, Grammar, reading, and listening skills.

2. **Interactive Whiteboards:** They can be used to create engaging and interactive lessons. Teachers can incorporate multimedia elements such as videos, audio clips, and images to keep students engaged and motivated.

3. **Educational Software:** It can be used to supplement classroom instruction, programs like Rosetta stone and Duolingo can provide a fun and interactive way for students to practice English in their own time.

4. **Mobile Apps:** They can be used for Language learning on-the-go. Apps like Quizlet and Memrise provide vocabulary practice, while others like Hello Talk facilitate language exchange with native speakers.

5. **Social Media:** Social media platforms can be used to create a collaborative learning environment, teachers can use platforms like Face book and Twitter to communicate with students, share resources, and facilitate discussions.

6. **Distance Learning:** Technology has made it possible to teach EFL remotely. Video conferencing tools like Zoom and Skype can be used to create and deliver course content.

To sum up, Technology can enhance EFL instruction by providing access to a wider range of resources and enabling more engaging and interactive teaching methods. In addition Technology can encourage learner-centered teaching and learning, and get students ready for the 21st century's digital demands. To assist students in achieving their language learning objectives, EFL teachers must use technology into their instructional strategies. Finally, technology has transformed education in many positive ways including the way EFL is learnt and taught, offering learners a range of tools and resources to improve their language skills for the modern workplace and achieve their language goals.

2.3. Research Methodology

The specific procedures that are used to identify, select, process, and analyze information about a topic are called research methodology. The methodology section of a researcher paper allows the reader to critically evaluate a study's overall validity and reliability. From this specific context, in order to obtain a valid and reliable data, a case study and a research design were used for this extended-essay.

2.3.1. Case Study

The case study is a research method that aims to analyze issues within the confines of a specific environment; it includes data collection and analysis within the context of phenomenon. Moreover, the case study seeks to answer the question: what is the problem and how can it be solved. In this context as well, Cohen et al. (2000) stated: "The case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with theory or abstract principles" (Cohen et al., 2000:279). In the same regard, Cohen et al (2007) assert: «the case study searcher to draw is a specific instance designed to illustrate a more general principle, this approach enables the researcher to draw conclusions and make generalizations from the analysis of a particular phenomenon or situation" (Cohen et al, 2007). Yet, the case study includes three categories:

1. Explanatory case study that seeks typically to answer "how" and "why" questions about a particular phenomenon with little control over occurrence of events.

2. Exploratory case study aims to answer the questions of "what" or "who". The focus is on discovery for the purpose of getting an introduction to the structure, dynamics and context of the subject of interest, and often accompanied by additional data collection method(s) such as interviews, and questionnaires.

3. Descriptive case study looks at the background of a person or group of people and uses a narrative about how they deal with problems, policies, concepts and tools. In other words, aims to analyze the sequence of interpersonal events after a certain amount of time has passed.

The researcher tackled an exploratory case study because it has many advantages, as maintained by Cohen et al (2000): "case study has been valued as a research paradigm above other paradigms for the following principal advantages:

- Case study data is drawn from people's experiences and practices so it is seen to be strong in reality and more persuasive and more accessible.

- Case studies allow for generalizations from a specific instance to a more general issue.

- Case studies allow the researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations.

- Case studies can provide a data source from which further analysis can be made. They can, therefore, be archived for further research work" (Cohen et al, 2000:215).

Thus, the case study can highlight a problem and how the executed solution provided value, can also play a role in broader researcher and help him to gather the necessary information about the issue studies and find answers to the research question. Therefore, the researcher opts for the adoption of exploratory case study and it was 3rd year license EFL learners at Tlemcen university, in order to study and observe the factors that either contribute at improving and enhancing the quality of education at the tertiary level or deteriorating it.

2.4. Data collection Instruments

There are various methods that the researcher can use to gather data. A research instrument is a tool used to collect, measure, and analyze data related to the research interests, these tools are used in different sectors of life especially Education in order to assess teachers. Furthermore, the phase of data collection relies on the use of primary and secondary sources to get as much valid data as possible. Secondary sources indicate literate study that is based on reading. However, primary sources are in the form of research instruments including: questionnaires, interviews, observations, portfolios, journals and tests. This process aims at providing enough arguments to be analyzed and used to answer the research questions asked, from this context, O'Leary (2004:150) notes*: "Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, and disadvantages of each method."*

There are various methods that can be used in order to collect data during a research study. As a result, in the current thesis, the researcher relied on the use of both qualitative and quantitative data through three instruments to answer the research questions: questionnaire, structured interview and a class observation, a thorough description of these tools is presented below:

2.4.2. Interview

The interview refers to a formal, oral face to face conversation between the interviewer and the interviewee that is based on a set of questions that provide the researcher to explore, explain, and better understand the research subject's opinions, behavior, and experiences. From this line of thoughts, (WRAY & BLOOMER, 2006, P: 152) state that «An interview entails the researcher presenting the questions to the informant orally and recording the responses either in written notes or an audio recording for later transcription and analysis."

The interviews were and still considered one of the most common procedures that are used to collect adequate and formative feedback. Furthermore, through them the researchers can ensure direct contact with the respondent, As mentioned by DUFF (2008:134)"interviews are one the richest sources of data in a case study and usually the most important type of data to

be collected, interviews provide the researcher with information from a variety of perspectives."

According to NUAN, The use of the interview varies and can be classified according to its three distinct types: unstructured, semi-structured, and structured (1992, 149). Consequently, in the current research, structured interview were addressed to a set of teachers at the department of English at Tlemcen University in order to get direct contact with them and obtain appropriate and valid answers to the questions asked.

2.4.3. Observation

Classroom Observations are one of the methods through which the researchers investigate the realistic behavior and performance of both teachers and learners by setting and watching their interactions and how the course is done. Hence, classroom observation is a process which enables the researcher to assess the quality of teaching and learn how to develop further. In other words, MARSHALL& ROSSMAN (1989) define observation as:"the systematic description of events, behaviors, and artifacts in the social setting chosen for study." In the same line of thoughts, observations enable the researcher to describe existing situations using the five senses, providing a written paragraph of the situation under study. (ERLANDSON, HARRIS, SKIPPER, & ALLEN, 1993).

2.5. Data Analysis

Data analysis is the process of interpreting, cleaning, transforming, and modeling raw data with the goal of gaining useful insights, drawing conclusions, and supporting decision-making. Data analysis involves various techniques, methods, and tools to extract meaningful information from data sets and turn it into actionable insights. Data Analysis is a very important process for many fields, including Education. It permits individuals to make informed decisions based on evidence and data rather than relying on solely on intuition or guesswork.

2.5.1. Quantitative Data Analysis

Quantitative data analysis is a way of understanding how different things are happening in a group of things by looking at numbers. Hence, it involves the use of descriptive statistics

which include frequencies, percentages, measures of central tendency, and measures of variability.

2.5.2. Qualitative Data Analysis

This kind of analysis formulates textual data that is presented as a text. It depends on the use of coding, which entails summarizing each response's content and categorizing responses in accordance with that content. In an effort to offer more to summarize the key ideas presented earlier in the main text, the researcher may utilize tables or diagrams. Arguments and details are provided with the use of qualitative analysis, which also provides insight into respondents' viewpoints. The researcher must rely on both quantitative and qualitative analyses to produce excellent results.

2.5.3. Result of Class Observation

In order to improve the learning experience of students and the effectiveness of teaching methods; a class observation was tackled in order to investigate the Quality of Education at Higher Education level more precisely within the third-year EFL learners at Tlemcen University. According to the content of the lectures, class size, and the technological tools, about six sessions was carried out with four different teachers and groups in different classes at the department of English.

The results of the observations revealed that the quality of the content varies from one teacher to another, and each teacher among them has his/her proper methodology and way of teaching. For instance, in the first session the lecture was about "The Best Educational systems in the World" in the module of Comprehension of Oral Production (COP), all students were curious and interested when the teacher introduced the title to them and they were very impatient to know more about it because the teacher has created a very motivational atmosphere by asking them to express about what they think and by giving their own standpoints and their definitions. As a result, this way of teaching pushed them to participate and become more familiar within the lesson. Furthermore, the lecture became very enjoyable when the teacher integrated technological tools including Data-displayer and Audio-aids. Arguably, the most pleasant and interesting part of the lecture was when the

teacher provided a video about BILL GATES which talks about the Educational Systems in the World and which exemplifies the theme of the lecture. Further, students were asked to listen carefully to the video and take note so that they could give a valid feedback to the teacher about the lecture. In fact; the session was very useful and advantageous, but still some students that they could not even give a convenient sentence.

The other classroom had a lecture about "Mental and Cognitive Assessment" in the Module of Cognitive Psychology, in which the teacher gave handouts to the students to present new terms, and concepts and by asking them to underline the most important items to explain them by using the traditional method The Chalk and Talk in order to give further illustrations and explications within the board. Additionally, the teacher was very cheerful and active especially when he provided the students with music in the phone to gain their full mindfulness and attentiveness. Then, the third session was a little bit different about the others; it was concerned with how to write an essay in the module of Comprehension of Written Production (COP). That session was very beneficial because the teacher focused about the main point that the students should take into consideration in order to obtain an appropriate assay, consequently, the teacher relied on the use of a Data-displayer in order to illustrate the lesson. Hence, the teacher asked students to observe well then gave them 5 minutes to work in pairs in order to make their own essays and read them in the class.

The class size has a very strong and significant impact on the quality. As a result, it is worth noting that research has shown that smaller class sizes can have a positive impact on students learning and engagement, as it allows for more individualized attention and interaction with the teacher. However, reducing class size can also be costly and may not be feasible for all educational institutions. In fact, all of the classes have the same number of students, but sometimes there is noise from other students. This led them unable to concentrate and participate. As a result, it was difficult for the teacher to answer all of the students' questions.

Since students study and use the same labs; the technological tools are practically the same, what is more; there weren't enough computers available when there were many of students, so some of them were shared. Moreover, certain headphones are inoperable.

Finally, the results of the observation have revealed a lot about the quality of the educational system at the tertiary level. As a result, there still a lot of work to be done in order to ameliorate and improve the quality of the teaching materials and communication by working

on the skills and many other cases including technology, the content, and working with a small group of students.

Observation Grid

Part One: Teacher's Lecture Presentation

The concerned Area	Satisfied	Dissatisfied	Very satisfied	Neither
The teacher asks questions and tests student's knowledge	/////////////////////			
the teacher is well prepared and creates an enjoyable atmosphere	///////////////////			
The teacher keeps students always interested and attracts their attention	///////////////////			
The teacher uses gestures, body language, and vocal expressions			/////////////////////	
The teacher relates the current lesson to the previous one	/////////////////////			
The teacher explains lesson through using handouts	/////////////////////////			
Teacher explains the lesson through using the board	////////////////////////			
The teacher explanation based on debates and			/////////////////////	

		|////////////////////|	
discussion				
The teacher makes a recapitulation at the end of the lecture		//////////////////////		

Part Two: student's participation

The concerned area	Satisfied	Dissatisfied	Very satisfied	Neither
Students focus with the teacher	////////////////////			
Students understand easily		////////////////////		
Students correct each other mistakes	////////////////////			
Students work in groups	////////////////////			
Students take note	////////////////////			
Students sense of learning	///////////////////			

Part Three: Methods and Materials

The concerned area	Satisfied	Dissatisfied	Very satisfied	Neither
Using chalk/Board	////////////////////			
Using Handouts			//////////////////	
Using computers, data-displayer, phones		////////////////////		

2.5.4. Teacher's Interview Analysis

This interview was handled with six teachers of the English Department at Tlemcen University; each one of them is in charge of a specific module. The main objective of this

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structured interview is to gather as much as valid data and reliable information concerning the quality of education, the teaching materials that they use, and the educational problems that they face while teaching. Hence, this interview aims to collect opinions concerning the current Algerian Educational system and what they could suggest to enhance the quality education in Algeria. The interview sessions took place in different days. Thus, the teachers were asked about their usual methods of teaching and their experience, in addition to some follow-up questions that were given for further information and to broaden the answer. After getting consent, the interviews were recorded and analyzed.

Item 1

The first question was about how many years' teachers have been teaching English, each one of them stated the number of years that he taught, some of them is long experienced in teaching and others are novice.

Item 2

The second question was about what they think about the Quality of the Teaching Materials in Algerian EFL classrooms, two teachers stated the same point of view that teaching materials depend on the subject taught and the programs that teachers use. Hence, the third and the fourth teachers said that from time to time things need to be updated and courses should be refreshed because they are all fashioned and it has always needed further Enrichment. Lastly, the sixth teacher points that materials are always provided by teachers and universities do not provide any teaching materials except the black board and the chalk. Finally; there one point that all teachers agreed on is that they are in lack of materials and badly equipped. As a result; the student's attention is weak.

Item 3

The third question was about how manageable are their teaching requirements in other words what are the basic characteristics that they use in order to manage their classes effectively. Two of the six teachers interviewed provided the same response by saying that they generally put focus on the work presented by students and that requirements depends on the subject that they are teaching besides the motivation and the needs of the students, furthermore, the other teacher pointed that he sticks on the discipline of the class first, then what he considers as the core of any lecture is the comprehension for students, and then the third thing is devoting a bit

of time for their autonomy. Thus, the two other teachers relied on something very important by stating that the requirements are psychological or mental, students have to be motivated and their attention should be attracted, and the other requirements is to get well prepared and trained; where one teacher among the two said that:" *I think the problem of requirements here in Algeria mainly the tertiary level is not enough so we learn though experience we still need to get in touch with the teaching situation when we are in charge in part of part of teaching in that point we start having experience and challenging ourselves and to modify our way of teaching and how to acquire the necessary skill to become"* To conclude the last teacher argues that he works more on the interpersonal and cognitive level of the students.

Item 4

The fourth question was whether they incorporate technological tools in their teaching and how they evaluate their teaching with and without these technology-based materials. All the teachers interviewed agreed on one point that technology has become part of our daily live and technology it is the update way of teaching, what is more we cannot avoid it especially in learning where it becomes crucial and significant, and mainly for the teachers who are in charge of the Oral Production module where they are obliged to provide students with videos and links in order to illustrate and exemplify their lectures. However, one teacher among them stated that*:" I can't deny the fact that using the traditional classroom is also Beneficial, sometimes students preferred returning back to what is traditional like group discussion."*

Item 5

This question was about whether they have problem with overcrowded classrooms, they all agreed except two of them. As a result, it is more difficult to manage a less crowded classroom that overcrowded one, thus we can't handle them because of too much noise. But some of them they had a different point of view. The first teacher said that sometimes when classes are overcrowded it's a kind of satisfaction for the teacher because when students attend all the lectures we feel that they are interested however it still difficult to manage their interaction in class. The second teacher said having less crowded classroom it is sometimes boring because when you have few number of students and you ask a question no one of them can answer so you are lost, she pointed also having large group will help to have a team work, in other word having large class is another way to have a balanced way or level of students within one class in order to create a certain dynamic in the classroom.
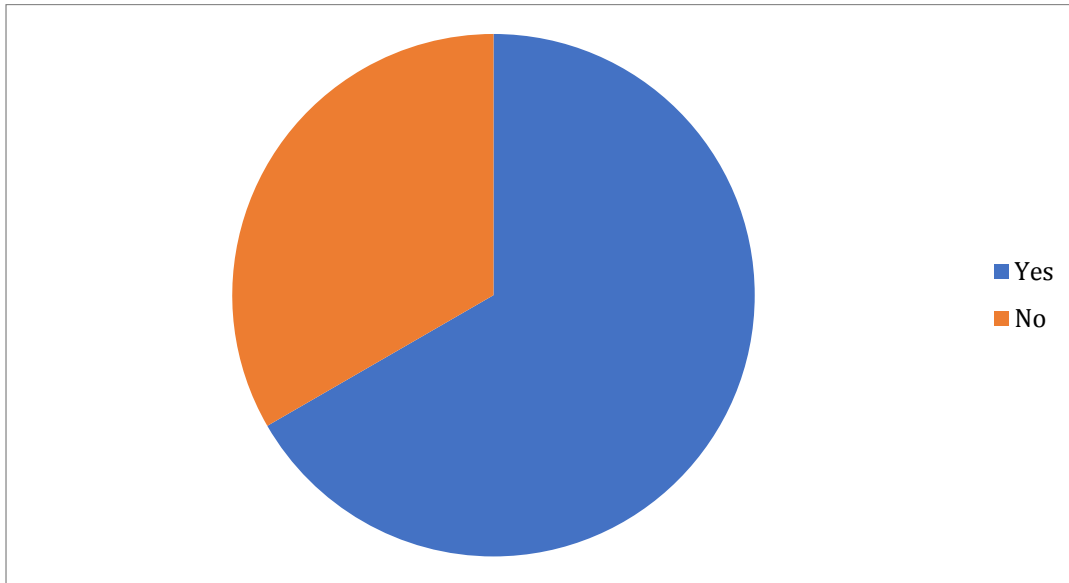
Figure 2.1 Teacher's Problems with Overcrowded Classrooms

Item 6

This question is concerned with which models they model follow the formative or summative in order to assess their students' progress? Each answer was different from the other; most of them said that it depends on the module and the subject that they teach but most of the time they use both the formative and summative, more precisely; the summative through tests and examinations on the other hand; the formative is supposed to be carried out along the year, furthermore the formative one is very difficult and it needs a careful planning before starting the course. For the two last teachers; one of them prefers to use the formative assessment the other teacher prefers to rely on the use of the summative assessment.
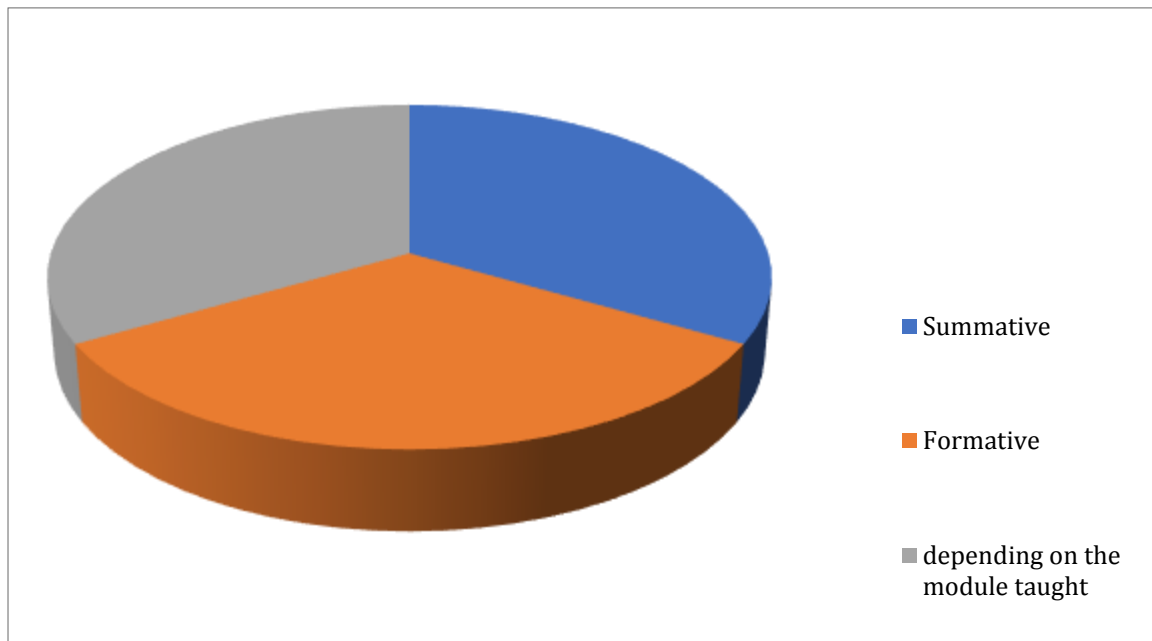
Figure 2.2   Teachers' Use of Formative/Summative Model

Item 7

"Do you use only the CBA in your class or there are other methods that you use?" The first teacher said that it depends on the module that he teaches and the situation too. For the rest of the teachers they all practically provided the same response by saying that it is very difficult to stick on one method only because not all the students have the same levels and capacities. Additionally, the CBA is not very well implemented in the Algerian educational system and it doesn't bring satisfying results, as a result they all prefer to use the mixed-method approach or also called the Eclectic Approach most of the time.
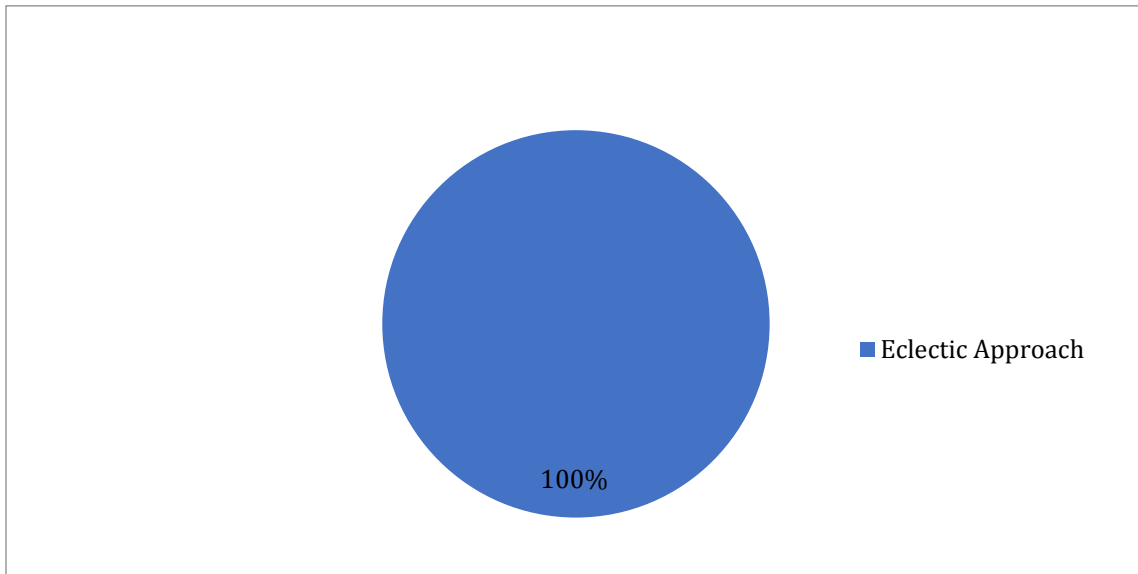
Figure 2.3 Teacher's Use of CBA or the Eclectic Approach

Item 8

This question was a multiple choice question about the materials that they incorporate during the lesson; whether a data-displayer, computer, audio-aids, computers or others technological tools, so four teachers use a data-displayer, two of them use computers, and the last one uses audio-aids and an additional application in case the quality of the internet is bad.
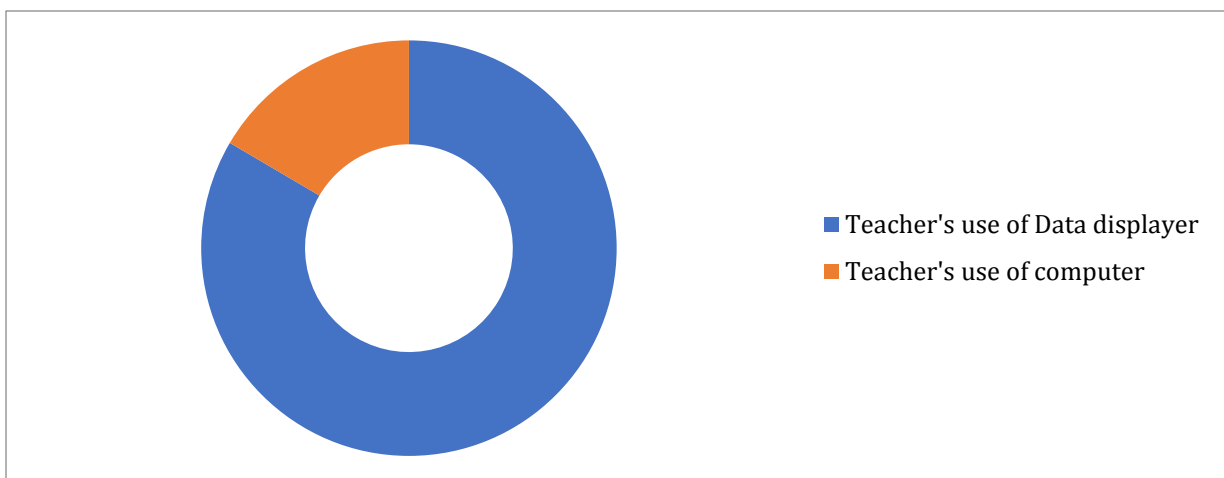

Figure 2.4 Teacher's Use of Data-Displayer and computers

Item 9

This question aimed at collecting the possible suggestions from them; about what they can recommend for enhancing EFL Students and improving the quality of education in Algeria.

Three of the teachers stated practically the same point of view; they focused on the point which is avoiding spoon-feeding to the students, in other words they have to learn by heart including taking notes, making their own research, writing their own essays and giving back what they have learnt, besides instead of depending on the teacher, in addition to developing critical thinking. Then, the second teacher pointed that in language study students have to be pushed to read a lot as he said "Reading is learning twice."

Moving to the others teachers they insist on training or what is called pre-service and continuous training for teachers because the lack of this practice inhibits the progress of teachers, in addition to use of authentic materials and encouraging autonomous learning. Finally, the last teacher stated that it's a whole policy that needs really to take care of all the parameters involved not only in the classroom but even outside of it by developing the learner mindset.

Item 10

Teachers were asked whether they think that E-learning has a role in enhancing the quality of Higher Education. Most of the teachers said that it's unquestionably, certainly E-learning has it part in enhancing the quality of learning. However it should be introduced gradually because it is not something easy to do thus, both teachers and students are not accustomed and prepared, hence because of the lack of materials and software problems as a result, they should be pedagogically prepared to learn in such an environment.

Moving to the two last teachers, they are not with the idea that E-learning can improve the quality of higher education for the simple reason that E-learning cannot substitute the online teaching, however it has become trendy nowadays and it will be better if they adapt their teaching to new ambitions, new motivations, and new purposes.

Item 11

To conclude, the last question aimed at gathering some views from teachers about what they think of the quality of education in Algeria.

The first teacher said that comparing it to how it was before is bad than the average because with Corona period lot of things were lacked and decreased what is more students are no more evolved as they were before. The second teacher said that comparing it to the Third World Countries the quality is fine, and then the third teacher stated that the quality of education is average. For the rest of the teachers asserted that the quality of education at the Tertiary level is less bit than the average furthermore, in order to give an evaluation they have to go through a survey a full study need to be done in other words Algeria doesn't reach yet a wheel quality education.

As a result, many things need reconsideration and need to be reviewed. Moreover, many parameters, aspects, and philosophies should be introduced and reinforced, in addition, teachers, students and the administration need to be critical and work by themselves, and finally, there should be a community of practice where different profiles with interplay for a better achievement, at this moment we can reach a better quality education.

2.6. Discussion of Main Results

In the current Research paper, the investigator devoted the practical chapter entirely to discuss and evaluate the research discoveries that emerged from the two research instruments including the classroom observation and the Interview as well as to confirm whether the research Hypotheses are valid or not. The three research questions that were initially proposed in the research work and they were also intended to be brought to the reader's notice in this section.

The first hypothesis, points out that there are several steps that need to be applied and employed by both teachers in general and the state in particular in order to move from quality education to high-quality education in other words it's a process that focuses on several approaches, the teachers 'Interview revealed disclosed that they cannot move from quality education to high-quality education because there is a lack of equipment sometimes the teacher itself brings materials to illustrate his lecture, accordingly, the aforesaid hypothesis is validated on the basis of the data obtained from the teachers' interview.

Alongside, the second hypothesis points out that ELT can be an effective instrument for a better quality education. The classroom observation showed that ELT in not the only component that can offer high-quality education there should be a strong foundation in core

academic subjects and working on creativity and critical thinking as well. Therefore, the second hypothesis is validated too according to the teacher's interview

Finally, the final hypothesis specifies that there are obstacles that prevent high-quality education to be reached and a numerous of procedures should be undertaken in other words the pre-requisites to attain a better quality of educational system. As a result, the final hypothesis is validated according to the classroom observation.

2.7. Limitation of the Study

Although the research supported the theory, the researcher had to overcome certain obstacles before finishing the research work. However, Future researchers can use the questionnaire as a third research tool to acquire greater outcomes and accomplishments, due to the lack of time. In addition, the absence of students in Ramadan led teachers to teach only few students which was as an obstacle for me to deal with the questionnaire, so this caused a minor delay in getting my practical work done.

2.8. Suggestions & Recommendations

In order to reach a high quality Education and improve the quality of the educational system and at Tertiary level in Algeria several recommendations ought to be made:

➢ **Increase Funding:** High-quality education cannot be reached without adequate funds. The Algerian Government needs to invest more in higher education in order to ameliorate the quality of infrastructure, tools, resources, and equipments.

➢ **Enhancing the Quality of Teaching:** It is essential to guarantee that teachers are knowledgeable and skilled in the subjects in which they teach. To help them to become better teachers and to make sure they are up to speed with the most recent information in their disciplines, educators should be given professional development and training opportunities.

➢ **Curriculum Reform:** Algerian Universities need to review their curriculum and make sure that is current and includes the latest information and ideas in their respective fields. This will allow students acquire current knowledge and abilities, which are crucial for their future employment.

> **Promote Research Culture:** Encouraging and promoting research at universities is important in order to spur innovation and knowledge creation, as well as stay ahead of

> The curve. The Algerian government should invest in research facilities and provide support for researchers who are pursuing innovative projects.

> **Encourage Industry Collaboration:** Algerian universities should work with industries to provide training and opportunities for students. This will help students learn how to work in practical settings, which will make them more likely to find jobs.

> **Enhance Technology Infrastructure:** Many Algerian universities need to invest in modern technology in order to provide high-quality education and to provide their students with the best resources possible. This will help them learn more effectively and efficiently.

> **Improve Students Support Services:** Algerian universities ought to offer their students support services like career guidance, academic counseling, and assistance with their mental health. Students will benefit both intellectually and personally from this.

> **Ensure Academic Integrity:** Universities in Algeria should implement policies and procedures to guard against plagiarism and cheating in order to maintain academic integrity and also will help to create a high-quality learning environment. As a result, this will support a moral and academically superior culture. Additionally, it will help to promote a culture of honesty and academic excellence.

By implementing these suggestions and recommendations, the Algerian University can enhance the quality of education and provide students with the knowledge and skills they need to succeed in their future careers.

2.9. Conclusion

In this practical part, the investigator focused on the analysis and interpretation of the final research findings that came from an investigation that she tackled on the third-year EFL learners as well as with some Teachers at the Department of English at Tlemcen University. Overall, the obtained data that were explored qualitatively and quantitatively showed remarkable findings regarding the obstacles that prevent to reach a good quality education or

high quality education; these findings were obtained through two research instruments including classroom observation and an interview with EFL teachers,. The investigator then made an effort to compile, analyze, and interpret the findings in accordance with the objectives, research questions, and hypotheses stated at the start of the study.

To sum up, the researcher provided somehow a detailed explanation about quality education and recommended some possible suggestions and recommendation in order to achieve and reach a high-quality education at the tertiary level.

General Conclusion

General Conclusion

Quality education is a vital investment that yields significant benefits for individuals, communities, and societies to thrive and develop. As a result, this dissertation dealt with providing definition about quality education and highlighted all the areas, items and concepts related to today's inter-connected world.

Accordingly, every human being seeks for change and enhancement as was previously indicated, in order to achieve the desired change and improvement; it must be carefully planned and controlled. Consequently, this work argues that argues that success in study and the workforce for EFL learners depends on receiving a high-quality EFL education. To raise the bar for English language learning and to address the difficulties of a globalized world, it is crucial to promote excellent education in EFL. The research aimed to explore whether ELT can act as a springboard for a better quality education or not within the third year EFL learners at Tlemcen University, moreover what ought to be done, applied and employed to reach a high and better Quality of the educational System at the level of Higher Education in which a classroom observation and an Interview were opted, analyzed and interpreted. In addition to three Research Questions which were validated by Hypotheses at the end of the study.

Therefore, the framework of this research work was divided into two distinct chapters; the first one was theoretical that helped the reader to understand the core ideas and details about quality education and the pre-requisites to pave the way to high-quality Education, in addition to the State's role in this approach. Then, the second chapter was devoted to highlight the significance of in cooperating technology, besides a combination of both qualitative and quantitative Data to reach the results assumed from the researcher's hypotheses.

The research obtained showed that a lot of things need to be done and worked on, furthermore, all teachers are disappointed and not satisfied about the quality of education, arguably they all seek for change and amelioration. Through this research; the difficulties that are faced by EFL Learners are the quality of the Technological materials including the poor quality of internet, the overcrowded classrooms which affect their concentration besides the content of the lectures.

To conclude, it is worth noting that education in a weapon to enhance one's life in many ways. The current research work aimed at reaching a high-quality Education by recommending and offering some suggestions and recommendations which can have a positive impact on an individual's personal and professional life, as well as on society as a whole.

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Appendix: Teachers 'Interview

1. How many years have you been teaching English?
2. What do you think of the Quality of teaching Materials in Algerian EFL Classrooms?
3. How manageable are your teaching requirements?
4. Do you incorporate Technological tools in your teaching? If yes, how would you evaluate your teaching with and without Technology based-materials?
5. Do you have problem with overcrowded classrooms?
6. What model do you follow to assess your student's progress (formative or summative)?
7. Do you use only the CBA or there are other methods that you use?
8. What are the materials that you use when teaching Oral skills?
9. What do you recommend for enhancing EFL students and improving the Quality of Education in Algeria?
10. Do you think that E-learning has a role in enhancing the Quality of Higher Education?
11. How would you evaluate the Quality of Education within the Tertiary level in Algeria?

Abstract:

The study begins by exploring the concept of quality education and its implications within the ELT context. It highlights the multifaceted nature of quality education, encompassing various dimensions such as curriculum design, teaching methodologies, assessment strategies, teacher competence, and learner engagement. The research underscores the critical role that quality education plays in fostering effective language learning outcomes and enhancing students' overall educational experience. Next, the dissertation writing delves into the specific context of Tlemcen University and its third-year EFL learners. It investigates the current state of ELT practices and the challenges faced by students in achieving proficiency in English. The study analyzes factors such as limited resources, inadequate instructional strategies, and curriculum misalignment, which may impede the delivery of quality education in ELT at Tlemcen University. Finally, the attempts to recommend solutions and suggestion in order to reach a high-quality education.

Resumé:

L'étude commence par explorer le concept d'éducation de qualité et ses implications dans le contexte de l'ELT. Il met en évidence la nature multiforme d'une éducation de qualité, englobant diverses dimensions telles que la conception des programmes, les méthodologies d'enseignement, les stratégies d'évaluation, la compétence des enseignants et l'engagement des apprenants. La recherche souligne le rôle essentiel que joue une éducation de qualité dans la promotion de résultats efficaces d'apprentissage des langues et dans l'amélioration de l'expérience éducative globale des étudiants. Ensuite, la rédaction du mémoire plonge dans le contexte spécifique de l'Université de Tlemcen et de ses apprenants EFL de troisième année. Il étudie l'état actuel des pratiques ELT et les défis auxquels sont confrontés les étudiants pour maîtriser l'anglais. L'étude analyse des facteurs tels que des ressources limitées, des stratégies d'enseignement inadéquates et un mauvais alignement des programmes, qui peuvent entraver la prestation d'une éducation de qualité en ELT à l'Université de Tlemcen. Enfin, les tentatives de recommander des solutions et des suggestions afin d'atteindre une éducation de haute qualité.