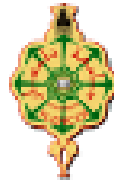


**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**University of Tlemcen**

**Faculty of Letters and Languages**

**Department of English**



*Quality Education in Urban and Remote Areas:  
Case of Secondary School.  
(lycée Dr. Benzerdjeb, Tlemcen and Poly Phase secondary school, El Bouihi, sebdou)*

*Extended Essay*

*Submitted in partial fulfillment of the requirements for the*

*Master's Degree in Language Studies*

*Supervisor:  
Prof. S.Benmoussat*

*Presented by:  
Miss. TorchaouiMaazouza  
Miss. OuhibAmina*

*Board of Examiners  
Dr. A. Semmoud  
Dr. O. Azzouz*

*Academic Year: 2015/2016.*

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## DEDICATIONS

- ♥ *I dedicate this work to whom her heart saw me before her eyes, to my mother.*
- ♥ *To my guide and support, to my dear father.*
- ♥ *To my twin Abdelkader, to my sister Wafaa, to my brothers Badreddine and Imad and his wife Cherifa.*
- ♥ *To my partner Maazouza.*
- ♥ *To me.*

AMINA

# DEDICATIONS

*This work is dedicated to:*

- + My sweetheart “Mum”.*
- + To “my grandmother” who constantly prays for us.*
- + To my “honor father” who lend a hand me in wherever and any instance.*
- + To all my members family, my sisters “Merieme” , “Nacira”, and “Asmaa” and my brothers “Mohamed” and “Yahia”*
- .*
- + I devoted above all to my serious teachers “Seghir Yahia” and “Felah Hadjira” who always egg me on.*
- + To my partner “**Ouhib Amina**”*

*MAAZOUZA.*

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- ❖ Finally, we wish we could thank individually all the other people who contributed in helping us to fulfil research.

## **Abstract**

The present research aims at describing the quality of education in the Algerian secondary schools and the way English is taught and learnt. It also seeks to find the differences that exist between remote and urban secondary schools. At first, it provides some definitions about quality education and its main components. In addition to that, it gives a general idea about the status of the English language in the world. Then, the researchers describe the ELT situation in Algeria, since Algeria has a rich linguistic background. They also strive to compare the quality of education and how English is regarded in urban and rural secondary schools. Two secondary schools were chosen as models, the first was the lycee of Benzerdjeb in Tlemcen and the second was Poly Phase secondary school in El Bouihi, Sebdou. The research findings and conclusions show that there is a gap in the quality of education between remote and urban high schools. It is found that the teaching of English still needs care especially in the remote places. Finally, the researchers speak about the obstacles met in accomplishing the work and then provided some solutions and suggestions for further research.

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## **List of Acronyms**

CBA : Competency Based Approach.

ELT : English Language Teaching.

ICT : Information Communication Technology.

TEFL : Teaching English as a Foreign Language.

UNESCO :United Nations for Education, Science and Culture Organization.

UNICEF :United Nations Children’s Emergency Fund.

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# **General Introduction**

## General Introduction

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Quality education in schools is not a new debate. During the past decade much has been done globally to provide basic quality education for all.

This research aims at investigating the quality of education in Algeria at the level of secondary school and showing the relevance of quality education in ELT it also attempts to explore the students' requirements, the teachers' knowledge and the role of the administration in improving high quality education. The main concerns of this research are:

- ❖ To examine the situation of quality education in the Algerian schools in two different areas, urban and rural schools.
- ❖ To show which methods are suitable for the Algerian students to learn English.

The study addresses the following questions:

- ❖ Is the quality of learning and teaching the same in rural and urban areas?
- ❖ What are the methods used in TEFL in the Algerian secondary schools?

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

1. The researchers assume that the quality of learning and teaching in remote and urban schools is different due to a variety of reasons like the validity of textbooks, some difficulties and obstacles found in the remote areas such as the lack of means of communication.

2. The Competency Based Approach is the applied approach.

The researchers rely on two different samples as to meet an objective study, students from an urban school which is Dr. Benzeredjeb secondary school and students from a rural school which is Poly Phase secondary school in addition to

## General Introduction

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teachers in order to gain more validity in this investigation, a questionnaire is addressed to 55 students to test their attitudes towards the English language and an interview is conducted with 6 teachers to see if teachers are aware of their students' needs.

The present work is divided into two chapters:

The first chapter or the literature review starts with defining all the concepts that have a relation with quality education, then the researchers move to define pedagogy which handles education, and as a last step they describe the situation of English in world.

The second chapter which is the longest one since it contains all the details.

The researchers will launch this chapter with a summary about TEFL in Algeria it is also going to deal with the data analysis of the two research instruments (the interview and the questionnaire) by using qualitative and quantitative methods. Then, a discussion of the research findings will be provided. Next, they will talk about the difficulties that were found during their work. Finally, some recommendations are suggested in order to improve the quality education in Algeria in general and remote schools in particular.

This work tries to depict some of the weaknesses of the Algerian secondary schools for the sake of finding solutions in the future.

# Chapter One

# Chapter Two

## **Chapter One: Literature Review**

### 1.1. Introduction

### 1.2. Definition of Education

### 1.3. Definition of Quality Education

#### 1.3.1. Quality Learners

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## 1.1. Introduction

*Everyone has a right to education. Education shall be free, at least in the elementary stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.*

—UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948),  
ADOPTED BY THE UNITED NATIONS, ARTICLE 26

The declaration denotes that everyone has the right to learn regardless his gender, race or religion. It implies that education is a crucial need for every person's life. This incited governments all over the world to give much importance to the field of education paved the way for a new concept called "Quality Education" which is nowadays one of the criteria for measuring any country's development. When defining quality education there should be a link between what is objectively measurable and practically controllable. Quality education does not only mean those economic measures and formulae, but also represents all the educational indices that reflect or at least approach the real quality of classroom education that most of people can encounter. It is seen as a complex system which has been given various definitions coming from different perspectives and views. The aim of this chapter is to review literature about what does quality mean in the context of education, without neglecting to provide a definition of education and pedagogy as well.

## 1.2. Definition of Education

A simple definition of education can be *"the art of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of repairing oneself or others intellectually for mature life"*.  
*Dictionary.com.*

According to Wikipedia, education is: “the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits”. (Wikipedia, 2016).

Moreover, education is something valuable. It is concerned with the identity of the person, his values and capacities to live as well as he can. Education is deeply a practical activity in which everyone is involved, mainly educators and learners. It seeks to develop the person’s understandings about his environment in order to improve his life. Education is not only concerned with knowing things but also, how to set them out in order to have respectful environments where people can learn.

To end up with a quite clear description of education, it is a process in which educators are at the heart. They must believe that all learners should know what they need to flourish their lives. They have to act respectfully; respecting themselves, the others and the world; knowledgeably. i.e, the educator must have some understanding of the subjects he is exploring and how to help people learn; and wisely by having the ability to evaluate and judge situations not persons. They should also interact with others and build relationships and environments for learning. Finally, educators must have a kind of commitment toward their learners to give them all what they need for a better life.

### **1.3. Definition of Quality Education**

Scheerens (2001:4) explains that:

*The quality of education is likely to be defined differently from the point of view of national policy makers, school governors and managers, teachers, students and the parents of students, although there is likely to be a common core of interest in educational outcomes. (Scheerens, 2001:4).*

While 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 educators.

As Scheerens (2001:5) points out:

***“Education quality can be clarified on the basis of a conceptual framework that describes education. The most frequently used way to do this is to depict education as a productive system, in which inputs are transferred into outcomes. The central “black box” can be defined at various levels; as far as education is concerned this could be the national education system, the school or the classroom” (Scheerens, 2001:5)***

As already declared education is considered as one of the human rights not any way of education but also it should base on high quality, therefore the UNESCO promotes high quality of education as a human right and supports rights based approach to the implementation of all educational activities. There are three aspects of education as a human right. First, the participation of high quality of education as something vital in itself. Second, the practice of that right as a result to facilitate the fulfillment of other rights when the two aspects are implemented. Quality education has to be more rational and rationale in the present and has a view for the future. High quality education reflects the development of countries, it is considered as an important measurement in any classification.

Quality education is also defined from a sociological point of view according to Peschar and Wesselingh (1985) as:

***An approach that stems from the sociology of education is defining the quality of education in terms of the degree to which the societal functions are met. Core functions that education should fulfill are qualification, selection and allocation (Peschar and Wesselingh 1985. Cited in Perspectives on Educational Quality 2001:4).***

It is about the degree of effectiveness and efficiency of the teaching methods, school arrangement and strategies, as well as the participation of parents and the environment in enhancing students' achievement and attainment for the sake of meeting the social needs.

It is also:

*About students having attained those skills and competencies that are necessary in further educational careers or for successfully entering the labour market. This implies two things: first the education addresses the relevant skills and competencies and second that these skills and competencies are mastered when a track of schooling has been determined. In our terminology this issue of reaching the desired outcomes of education was indicated as productivity but it is also referred to as effectiveness (Borghans et al. 2007. Cited in Scheerens, 2011: 8).*

It means that the educational systems should prepare students to be successful citizens in their societies.

### **1.3.1. Quality Learners**

As stated by Alexander: *“A quality education is that one satisfies basic learning needs, and enriches the lives of learners and their overall experience of living” (Alexander, 2007:6)*. For that quality education must determine how much and how children learn and the extent to which their education translates into a range of skills. Several dimensions go together for making a quality learner some of them are as follows:

### **1.3.2. Good Health and Nutrition**

It is argued that children who had grown in a healthy environment and were physically and psychologically well treated learn better than those who live in a non-healthy environment. Nutrition is also critical element in strengthening the child's brain capacities in the early years. For that an inquiry for any diseases, infections or injuries among pupils is prior to school enrolment.

### **1.3.3. Regular Attendance for Learning**

Research demonstrates that children who attend their schools consistently, and who are exposed to the school curriculum regularly, have greater learning gains than those who do not attend regularly.

### **1.3.4. Family Support for Learning**

Parents do not only support their children's cognitive and psychological development throughout their pre-school years, but also have the impact of increasing their learning abilities when entering schools. Parents' level of education also has an influence on their children education. One study shows that children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000). Families with a modest level of education may also ignore or at least do not master the languages taught in the school, and in a way they limit their children abilities because they are unable to help them accomplishing their school related activities. This problem can be solved by creating family literacy programs and hence preparing quality learners for school.

### **1.3.5. Quality Learning Environment**

The learning outcomes cannot be gained in a positive way unless three learning environment elements are together; physical, psychological, and services delivery elements.

#### **1.3.5.1. Physical Elements**

It also includes three components which are quality of school facilities, interaction between school infrastructure and other quality dimensions, and the class size.

**i. Quality of School Facilities**

The quality of school facilities reflects the well- equipped buildings in which formal education occurs. It has an effect on learning quality. Fuller argues that : "*[e]xtant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background* " (fuller, 1999 cited in *Defining Quality in Education, 2000:5*).

**ii. Interaction Between School Infrastructure and other Quality Dimensions**

The school infrastructures may be related to other school quality issues, like the availability of textbooks, good working conditions for teachers and students; including property and moderate atmosphere; and even the location of schools is taken into consideration because parents always consider the location and may be reluctant to allow their children -especially girls- to attend if it is too far away from their houses. This can influence school participation.

**iii. Class Size**

The debate still exists between researchers and educators belonging to different ideologies to make a relationship between class size and the quality of education. But what is commonly argued that large size-classes do not serve the student- centered learning practices and therefore the academic achievements cannot be attained at a hundred percent.

**1.3.5.2. Psychological Elements**

It insists on providing peaceful and safe environments. Schools and classrooms must be welcoming to all children from different levels, ethnic groups or religions without any discrimination in order to create a quality learning environment. In some undeveloped countries girl's persistence and achievement remain lower than the level of boys because they are experiencing physical threats and assaults (Pigozzi, 2000). Teachers' behaviours towards their pupils must provide them safety and self- confidence and they should avoid any kind of corporal punishment. In addition to that, when students, teachers and administrators agree upon school and classroom rules and policies, and everyone considers himself as part of one entity, it can contribute for creating a quality education. It is also worth noting that reducing other forms of discrimination is also critical for improving quality.

Moreover, the struggle of effective inclusion of students with special needs and disabilities is still continuing in many countries around the world which create a gap between normal students and those with special needs. Children with disabilities are facing the most severe discrimination and therefore their performance is low, this may affect the process of learning inside the classroom.

A final point is that of non- violence; undoubtedly wars and any kind of conflicts have a negative impact on students' mental abilities and affects their learning advancement.

#### **1.3.5.3. Service Delivery**

It denotes the provision of the different services that can be beneficial for learning in one way or another. One of these services is health service which contributes to learning by reducing absenteeism because sick children cannot attend schools. Now most of governments are making health programs including medical consultations, vaccination and the provision of healthy meals which can increase the cognitive functioning of students.

### 1.3.6. Quality Content

Quality content is an important ingredient in improving the quality of education. It includes the curriculum taught in schools. Quality content should not compromise other components such as literacy, numeracy, life skills and peace education.

#### 1.3.6.1. Curriculum

*"Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum". (UNICEF, 2000).*

Curriculum is almost always defined with relation to schooling and plays an important role in improving the quality of education. It is usually offered by the authorities charged with overseeing education (e.g. the National Curriculum for England in English schools). It includes the content of courses (which is known as the syllabus) and the methods employed or strategies including the learning/teaching materials. It outlines the skills, performances and attitudes students are expected to learn from schooling. A curriculum defines the course objectives and the learning outcomes. Furthermore, the curriculum describes "why, when, what, where, how and with whom to learn". For that, it should be seen as an agreement, on what learners need to take when learning, between communities, educational professionals and the state.

Hence, curriculum should emphasize on learners' needs and go hand in hand with the abilities of students, and its content helps them exploit optimally their potentials. As Glatthorn and Jaillall (2000) mentioned: *"Curriculum should provide for individual differences, closely coordinate and selectively integrate subject matters, and focus on results or standards and targets for student learning". (Glatthorn and Jaillall, 2000. Cited in UNICEF, 2000:11).* The school

curriculum should also correspond to the specificities of the nation and its values as Alexander points out: "*Curriculum embodies purposes and values, and reflects assumptions about what knowledge and understanding are of most worth to individual and to society*" (Alexander, 2007:29). It has also to take into consideration the historical background of this nation.

Schools can discuss their own curricula, for example, an elementary school might discuss how its curriculum, or its entire sum of lessons and teachings, is designed to improve national testing scores or help students learn the basics. An individual teacher might also refer to his or her curriculum, meaning all the subjects that will be taught during a school year.

Quality content should too compromise other components such as literacy, numeracy, life skills and peace education.

#### **1.3.6.2. Literacy**

The traditional definition of literacy is the ability to read and write and it is one of the indispensable goals of any educational system. Nowadays, literacy extend to the teaching of the four skills together (listening, reading, writing and speaking) as a tool of social development and scientific progress. The UNESCO defines literacy as:

*“the ability to identify, understand, interpret, create, communicate, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. (The Plurality of Literacy and its Implications for Policies and Programs.13, 2004).*

#### **1.3.6.3. Numeracy**

The basic numeracy skills consist of comprehending fundamental arithmetics such addition, subtraction, multiplication, multiplication, and division. Today, it

encompasses those skills to advanced mathematics and interpretative communication skills (Steen, 1999). The mastery of those skills helps students to be effective participants in their communities, in addition to the ability to control their lives easily.

#### **1.3.6.4. Life Skills**

Life skills are the skills needed for adaptive and positive behavior that make the person able to live and get along with the daily challenges. It consists of a set of human skills which are defined by the UNESCO as: *”psycho-social and interpersonal skills used in everyday interaction...not specific to getting a job or earning an income”*. (UNESCO, 2000). Life skills curriculum focuses on the teaching of a variety of subjects depending on social norms, community expectations and values to makes people more involved in their communities.

#### **1.3.6.5. Peace Education**

Is to cultivate and inculcate the sense of responsibility in students. It seeks to awaken their sense of awareness about the conflicts and to help them find peaceful solutions. Peace education addresses cognitive, affective and behavioral learning and can occur both within schools, through curriculum development and teacher education, and outside of schools, through camps, sports and recreation programmes, youth groups and clubs, and training for community leaders, parents, librarians and the media. (Fountain, 1999. Cited in UNICEF, 2000:12).

#### **1.3.7. Quality Process**

Quality process is seen as a crucial ingredient in improving the quality of education. It deals with the way to transform the educational inputs into successful outputs. Teachers as well as administrators are mainly responsible for making learning meaningful and play a key role in ensuring quality school processes.

### 1.3.7.1. Teachers

Guider, controller, tutor, trainer, all these concepts are related to the term teacher. He is like an orchestral conductor, since he is the one responsible for the organization of the classroom and guides his students to learn and succeed. The teacher plays a pivotal role and is at the heart of education. As pointed out in the UNESCO report: "***Teacher has the strongest influence on learning and wide variety of other quality within school***". (UNESCO, 2004:18). The teacher is regarded as an expert in his field and the source of knowledge for his students, and should use his expertise to help them learn. For this reason it is important to focus on teacher quality.

The highest quality teachers are those most capable of helping their students to learn and have deep mastery of both their subject matter and pedagogy (Darling- Hammond, 1997).

A highly effective teacher is the one who first sets big goals that are ambitious, measurable and meaningful. Students make considerable academic progress when their teachers draw from the beginning of the year an ambitious vision of students' success. Like all strong leaders, teachers define measure, expect the best of their students and are keenly aware of their students' needs and desires. They always find ways to inspire their students. As Hodes believes:

***"... teaches most successfully when he is not consciously trying to teach at all, but when he acts spontaneously out of his own life. Then he can gain the pupil's confidence; he can convince the adolescent that there is human truth, that existence has a meaning. And when the pupil's confidence has been won, 'his resistance against being educated gives way to a singular happening: he accepts the educator as a person. He feels he may trust this man, that this man is taking part in his life, accepting him before desiring to influence him. And so he learns to ask..."*** (Hodes, 1972: 136).

Then, the high quality teacher invests students and their families through a variety of strategies and hard work to reach his ambitious goals. He takes the responsibility of convincing his students that they can and make them want to learn and collaborate with their families and influencers. In addition to that, successful teachers define the ultimate results they want. They map the path to success with all the gritty detail possible by designing their courses on the basis of where students are headed and what path to students' growth is most efficient. Effective teachers also execute effectively by monitoring progress and adjusting course to ensure that every action contribute to student learning. Strong teachers continuously increase effectiveness by reflecting critically on their progress by seeking to root causes of students' success and failure, and search for solutions. Last but not least, high quality teacher works relentlessly in light of his conviction that he has the power to past obstacles for student learning. He believes that the teacher can change his student's trajectory and he can control enough factors that influence his achievement. Some other requirements for a quality teacher:

#### **i. Eclecticism**

The teacher need to depict from each approach what is relevant to his students. His instructional methods should fit with the current understandings of how students learn; it should serve the student-centered learning view that helps students build on prior knowledge to develop attitudes, beliefs and cognitive skills and expanding their knowledge base. Therefore, the teacher has to collaborate with his students in order to develop his teaching skills and help his students. Consequently, Teacher quality encompasses a range of skills, competencies and motivation, it is also not related with number of years being in the field or with the amount of knowledge that he has, but with how well this knowledge and these competencies and skills are used. Some teachers with little knowledge are so successful that they achieve beneficial results and profitable learners whereas others with large information but they fail because they are doing their jobs routinely and inertia they have just come to work, pretend to be teaching and then leave without enjoy, the

teacher only apply the daily plans which are proposed by ministry of education. (Diane brook).A quality teacher takes a commitment to wed the student with learning; he makes it a pleasure and joy.

## **ii. Working Conditions**

Having a quality teacher cannot be achieved unless the teachers' working conditions are good. As the condition of infrastructure, availability of textbooks, and learning materials and class size influence the students' learning it also have an impact on the teacher's efficiency. Salaries as well have an influence on the teacher's productivity; because when he is well paid, he does not have to think about his bills and financial problems when being at the classroom or does not have to look for a second job, which hurts student learning. Effective teachers are highly committed and care about their students (Craig, Kraft and du Pleissis, 1998); they need encouraging working conditions to keep alive these attitudes. As cited in the UNESCO:

*“The Dakar Framework recognized the preeminent role of teachers in providing basic education of good quality. It stressed that, to achieve EFA, governments need to enhance the status, morale and professionalism of teachers and enable them to participate in actions affecting their professional lives and teaching environments. To attract and retain good teachers, policy-makers need to improve teacher education, deploy teachers more fairly, provide incentives in the form of appropriate salaries, and create attractive career paths”. (UNESCO, 2014c).*

This can be realized with the help of the administration.

### **1.3.7.2. Quality of Administration**

The administration is the facilitator of learning and teaching as well. It has to provide for both teachers and students all their needs for education in order to make learning progress. The administration is responsible for making rules and insuring its application inside the school. Its role is also to afford the financial resources needed in learning such as:

- ICT instruments: the world of today is knowledge-based. It depends on the rapid exchange of information. With the advent of technologies and the internet, education has changed too. The relevance of technology has become obvious and its use can enhance learning and is supporting the teaching of languages;

- Textbooks: many students and teachers suffer from the insufficiency of books, which affects negatively the students' achievements and the teachers' effectiveness. It is the job of the administration to solve the problem; etc.

A quality administration must be supportive of education and must not neglect any detail.

All in all, the availability of quality teachers and administrators leads to the success of the quality process.

In order to quality takes place in education, the process of teaching and learning must be systemic and well-organized. In other words, it must be pedagogic, so what is pedagogy?

#### **1.4. Definition of Pedagogy**

pedagogy is one of the most important ingredients in process of learning and teaching. It organizes the teacher's work and makes it easier.

According to Robin( 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).*

He also says that:

*Pedagogy is the observable act of teaching together with its attendant discourse of educational theories, values evidence and justifications. It is what one needs to know and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted". (Alexander. 2007:28).*

Pedagogy is the stuff of teachers' daily lives, it encompasses just delivering education. It is a question of giving the techniques for what to teach (the content); how to teach (the method); what purpose or intention something is taught (goals), and as Smith (2012) posits: "*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).*

### **1.9. Conclusion**

Ensuring a quality education for all is a challenge raised by nearly all the world's nations. This chapter provided a definition of education, a detailed definition of quality education, including its components in addition to the definition of pedagogy since it is considered as an important part of in the process of learning and teaching.

# Chapter Two

## **Chapter Two: Data Analysis, Limitations and Recommendations.**

- 2.1. Introduction
- 2.2. ELT Situation in Algeria
- 2.3. Research Design
- 2.4. Research Approaches
  - 2.4.1. Qualitative Approach
  - 2.4.2. Quantitative Approach
- 2.5. Participants' Profile
- 2.6. Research Instruments
  - 2.6.1. The Questionnaire
  - 2.6.2. The Interview
- 2.7. Data Analysis
  - 2.7.1. Quantitative Data Analysis
  - 2.7.2. Qualitative Data Analysis
  - 2.7.3. Students' Questionnaire Analysis
  - 2.7.4. Teachers' Interview Analysis
- 2.8. Limitations and Recommendations.
  - 2.8.1. Limitations of the Study
  - 2.8.2. Recommendations
- 2.9. Conclusion

### 2.1. Introduction

This chapter describes the ELT situation in Algeria. It represents the design, approaches and procedures of the research. Also, it proposes a representation of the qualitative and quantitative approaches is given, as well as an explanation of the relationship between the two approaches. A questionnaire for students and an interview for teachers will be used as research instruments. Finally, it will be followed by the analyses of the data gathered, the results and interpretations of the analyses in addition to the limitations of the study concluded by suggestions and recommendations for further studies.

### 2.2. ELT Situation in Algeria

Learning foreign languages is important for everyone and each language has its characteristics that determine its importance. The English language is now taking the status of a global language because of its use all over the world. For that the Algerian educational decision makers are trying to find the most appropriate way to make learners master this language.

In Algeria English is the second foreign language after French which is considered the first foreign language. French is instructed for ten years, from third year of primary school till the third year of secondary school. While English is instructed for seven years from first year of middle school till the third year of secondary school.

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, came the direct method and the audio lingual method. Later, 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 the learner's knowledge. The teacher's role is to facilitate learning.

### **2.3. Research Design**

This research is based on the comparative method. The aim of choosing this type of research is that it helps to make a comparison of a situation in two different areas, the first is Tlemcen which is the urban place and the other is El Bouihi which is the rural one. It also helps to find out the reasons that lag behind this variation.

### **2.4. Research Approaches**

In this study the researchers try to combine between the qualitative and the quantitative methods for the sake of having valid data. Hence, it is important to provide a definition of each approach.

#### **2.4.1. Qualitative Approach**

Qualitative research approach is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It means that qualitative methods focus on the informant's perspectives and thoughts. As what (Denzin & Lincoln, 2005, p.3) define qualitative research as:

*...a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the words into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to*

*the world. This means that qualitative researchers study things in natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.*

Moreover, the qualitative research is based on the analysis and the interpretation of others' experiences.

The qualitative approach is used in this study to make the analysis and the interpretation of the data gained from the participants easier. It helps to provide the validity and reliability of the information provided, mainly to deduce the differences existing between urban and rural areas. In addition to that, this approach would provide a detailed exploration of the topic interest, which is in this case, the main points that make the quality of education different from one area to another. In order to give this study more reliability and flexibility, the quantitative approach is also used in this study.

#### **2.4.2. Quantitative Approach**

Unlike the qualitative research, quantitative research is considered to have as its main purpose the quantification of data. In that, Creswell (1994, p.13) defines the quantitative research as the type of research that is: “ *explaining phenomena by collecting data that are analysed mathematically based methods (in particular statistics)* ”. It assumes a fixed and measurable reality and is concerned with discovering facts about social phenomena.

Trochim and Land (1982, p. 1) describe quantitative research as:

*The glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project, the samples or groups, measures, treatments or programs,*

*and methods of assignment work together to try to address the central research questions.*

The quantitative method helps in the interpretation and the analyses of the statistical data gathered in this study.

Quantitative and qualitative research methods are commonly considered to differ fundamentally. Yet, their objectives as well as their applications overlap in numerous ways. The table below shows the main differences between the qualitative and quantitative approaches.

Approach	Quantitative	Qualitative
General Framework	<ul style="list-style-type: none"> <li>-seeks to confirm hypotheses about phenomena</li> <li>-instruments use more rigid style of eliciting and categorizing responses to questions</li> <li>-use highly structured methods such as questionnaires, surveys and structured observation</li> </ul>	<ul style="list-style-type: none"> <li>-seeks to explore phenomena</li> <li>-instruments use more flexible, interactive style of eliciting and categorizing responses to questions</li> <li>- use semi-structured methods such as in-depth interviews, focus groups and participants' observation</li> </ul>
	-to quantify variation	-to describe variation

Objective Analytical	-to predict casual relationships - to describe characteristics of a population	-to describe and explain relationships- to describe individual experiences -to describe group norms
Question Format	Close- ended	Open-ended
Data Format	Numerical ( obtained by assigning numerical values to response)	-textual (obtained from audiotapes, videotapes and fieldnotes)
Flexibility in Study Design	-studies design is stable from beginning to end -participant responses do not influence or determine how and which questions researchers ask next -studies design is subject to statistical assumptions and conditions	- some aspects of the study are flexible (for example, the addition, exclusion or or wording of particular interviews' questions) -participant responses how and which questions researchers ask next -studies design is interactive, that is, data collection and research questions are adjusted according to what is learned

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**Table2.1. Comparison between Qualitative and Quantitative Methods**

(Source: Mack, et.al.2005, p.3)

Although each method is important and can be used alone, some studies use both qualitative and quantitative researches letting the two complement each other. Researchers who combine the two approaches try to bridge their differences in a way that serves to gain more valuable data. According to (Johnson and Onwuwegbuzie, 2004):

*Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices (i.e., it rejects dogmatism). It is an expansive and creative form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. (pp. 17-18)*

This definition shows the importance of combining the different elements of qualitative and quantitative methods.

In the case of comparing the quality education in English classes in secondary schools in both rural and urban areas, both quantitative and qualitative data collection approaches are being used to strengthen the validity of the findings. Some questions raised in this study need the qualitative methods in order to be better understood, others need the quantitative method, while others may be better understood using the combination of the two approaches.

### 2.5. Participants' Profile

The informants engaged in the research were students from two secondary schools. Poly phase secondary school which is described as a rural school which is far away from Tlemcen roughly 77 km and it has borders with Morocco. Whereas the second lycee is Dr. Benzerdjeb secondary school which is regarded as an urban school. It is situated in down town of Tlemcen .55 students from both schools have been selected randomly, their ages are between (17-21), they are mix of gender, they are supposed to answer some questions about their attitude towards the English language, the use of text book the use of ICT's, what are the reasons that motivate them to learn and speak English and what are their difficulties in learning the English language.

6 teachers have been requested to make an interview with them concerning the underlying research. They are required to answer some questions.

Teachers are from different secondary schools in Tlemcen and villages surrounding it; which are Ghazaouet, Maghnia ,Tlemcen,Fellousene, Sidi Djilaili and Elbouihi. The teachers have different degrees (License –Master and Magister).

These questions are about the teaching experience, the use of ICT's in English sessions, levels of students and the methods that are used in ELT.

These answers and opinions give a clear idea about the criteria that make education quality in remote areas differ from education in urban areas.

### 2.6. Research Instruments

There are various methods that the researcher can use to collect data and it is important to use more than one research tool in order to have as much as possible valid data. In this study, the researchers relied on 2 research instruments.

### 2.6.1. The Questionnaire

The questionnaire is one of the research instruments that can obtain a broad prescriptive from the research subject (Dencsombe, 2007). The questionnaire is defined as any written instrument that presents respondents with series of questions or statements by writing out their answer or selecting from among existing answers (Brown, 2001.p.6). Moreover, the questionnaire is one of the research techniques that tackle the researcher to valid data.

The questionnaire arranges and provides identical answers since all respondents are showing to answer the same questions. It has 2 types: open-ended questions which let respondents decide to wording in answers, and respondents were given space to express themselves (Denscombe: 2007).The second type is close-ended question in which respondents were restricted in multiple choice. For example, how do you prepare learning English? -Mass media -grammar. Either choose grammar or mass media.

### 2.6.2. The Interview

The interview is a different instrument in collecting data. It is most often used strategies acquire people insight on social phenomenon (Dornyei: 2007). The interview is good at producing data which deals with the topic in deepness and in further details.

According to Nunan, the interview can be classified from unstructured, semi-structured and structured (1992, p.149) in accordance with the degree of formality of relationships between the interviewer and the interviewee. The researchers used structured interview, it is when all questions are prepared in advance. There are many ways in which you can conduct structured interviews. For example, you can conduct them over the phone, face-to-face, over the Internet, using computer programmes, such as Skype, or using videophone. Structured interview questions can be open-ended or closed-ended. Closed-ended questions ask respondents for

specific pieces of information and Open-ended questions are those that can be answered in many ways and allow the respondent to give elaborate, thoughtful answers, The researchers made their interview face-to-face with their interviewees and they based only on open ended questions.

The Structured Interview has some characteristics; the interviewer asks each respondent the same series of questions. The questions are created previous to the interview, and often have a limited set of response categories. There are open-ended questions included in the interview guide. The interviewer plays a neutral role and acts casual and friendly, but does not include his or her opinion in the interview.

## **2.7. Data Analysis**

Data analysis is an important step in reporting the research findings. It supports the researcher to reach a conclusion.

Data analysis has curtailed benefits in any research that are cited in the following points:

- Data analysis helps in structuring the findings from different sources of data collection.
- It helps to breakdown the problem into small parts which help to acquire meaningful and useful insights from the data.

Data analysis can be done in different methods, in this research a combination of quantitative and qualitative research is used in the analysis of data.

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

Relying on statistics and statistical techniques that are employed for the description and analysis of information and transforms them into numerical data. It is a deductive process used to test pre-specified concepts, constructs and hypotheses

that make up a theory. Quantitative Research provides the researcher a clearer picture of what to expect in his research. It seeks precise measurements and analysis of target concepts to answer his inquiry.

### **2.7.2. Qualitative Data Analysis**

Qualitative data analysis formulates textual information provided in the form of texts. It relies on the use of the technique of summarizing the content of each response and classifying answers together according to their content. It seeks to provide a complete, detailed description of the research topic. It is usually more exploratory in nature.

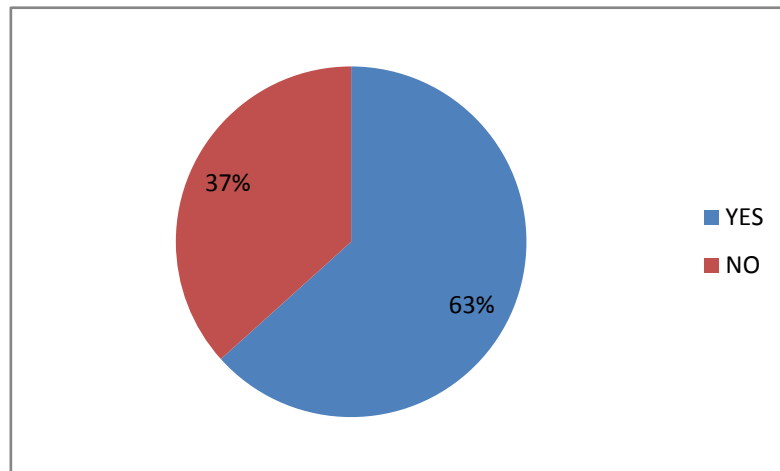
Qualitative data analysis is an inductive process used to formulate theory or hypotheses. It is more subjective since it describes a problem or condition from the point of view of those experiencing it.

### **2.7.3. Students' Questionnaire Analysis**

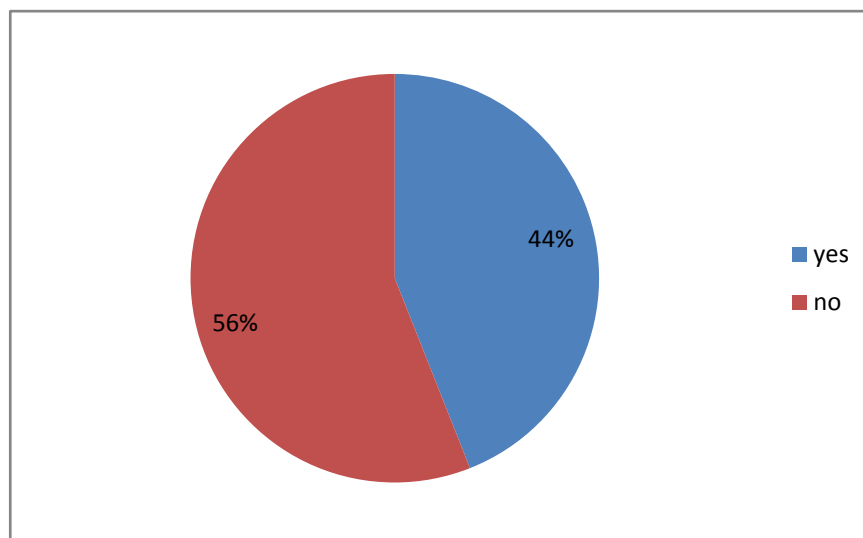
#### **1- Do you like English ?**

The main concern of this question is to recognize that the quality or level of students is influenced by the students' attitudes towards the language.

63% students of Dr. Benzerdjeb secondary school like the English language while 37% do not. On the other hand, in Poly phase secondary school only 44% of the students like English and 56% do not. This means that students from small villages are not interested in learning the English language whereas students living in urban areas show interest in learning languages. Figures below represent the results:

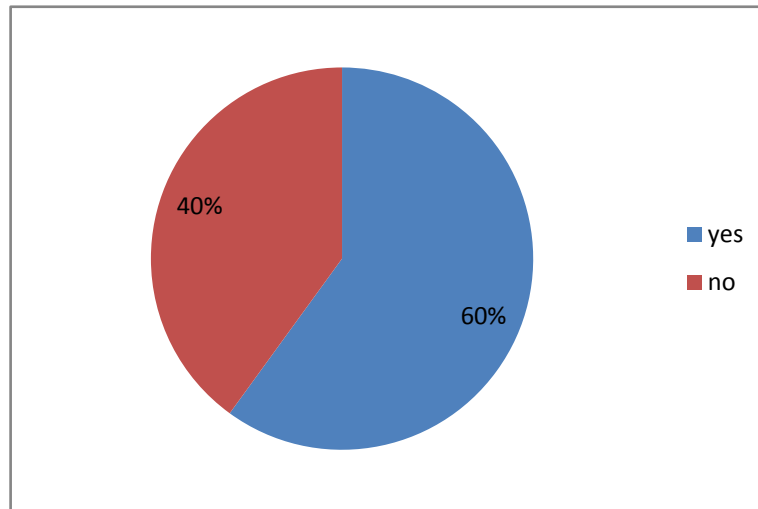


**Figure2.1. Students who like and dislike English in Dr. Benzerdjeb Secondary School.**

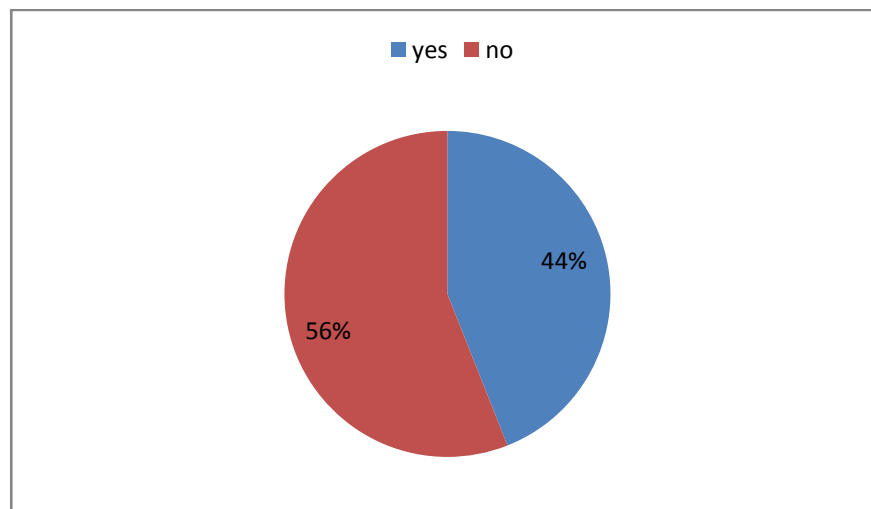


**Figure2.2. Students who like and dislike English in Poly Phase Secondary School.**

**2- Do you use the textbook inside the classroom?**



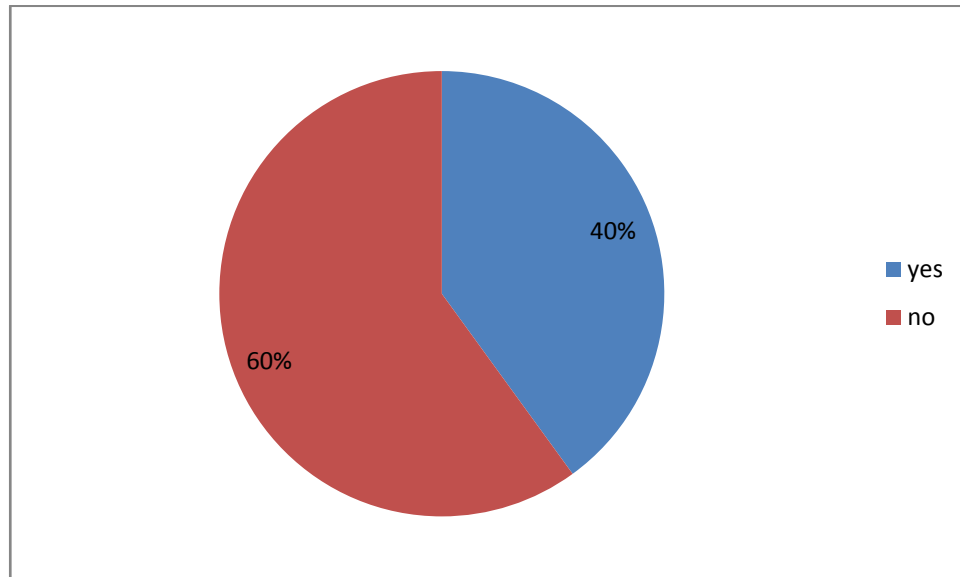
**Figure2.3. Use of the textbook in Dr. Benzerdjeb Secondary School.**



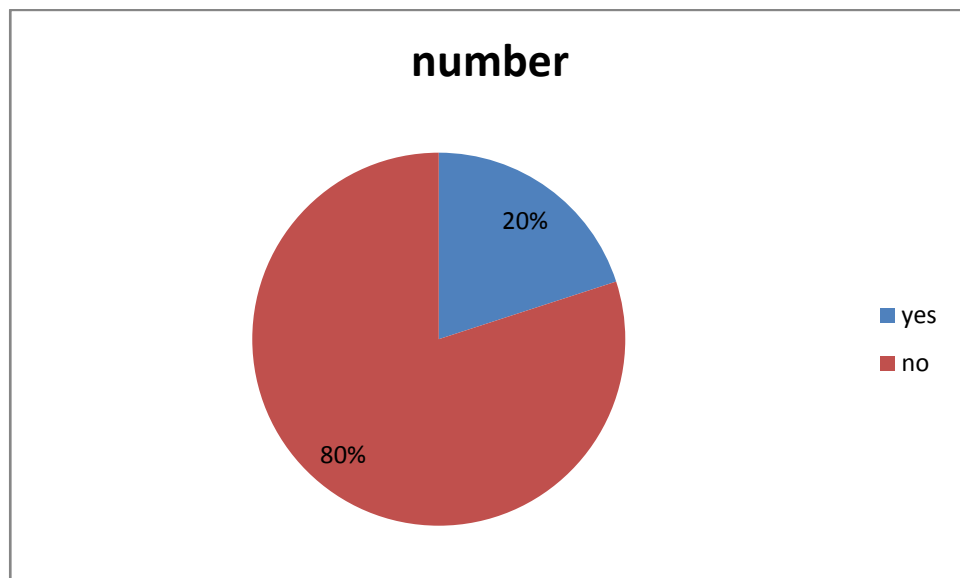
**Figure.2.4. Use of the textbook in Poly Phase Secondary School.**

This question is asked to know to what extent the textbook is important for students. The result was that 60% use the textbook and 40% do not use it at the Ben Zerdjeb secondary school. At Elbouihi only 44% use the textbook. From the results the researcher can deduce that textbook is more available in urban school; however in remote schools is not.

## 3- Do you practice English outside classroom?



**Figure2.5. Students who practice English outside the classroom in Dr. Benzerdjeb Secondary School.**



**Figure2.6. Students who practice English outside the classroom in Poly Phase Secondary School.**

The question is asked to see whether students are interested in English as a subject matter for the sake of gaining good marks or in the language itself. The

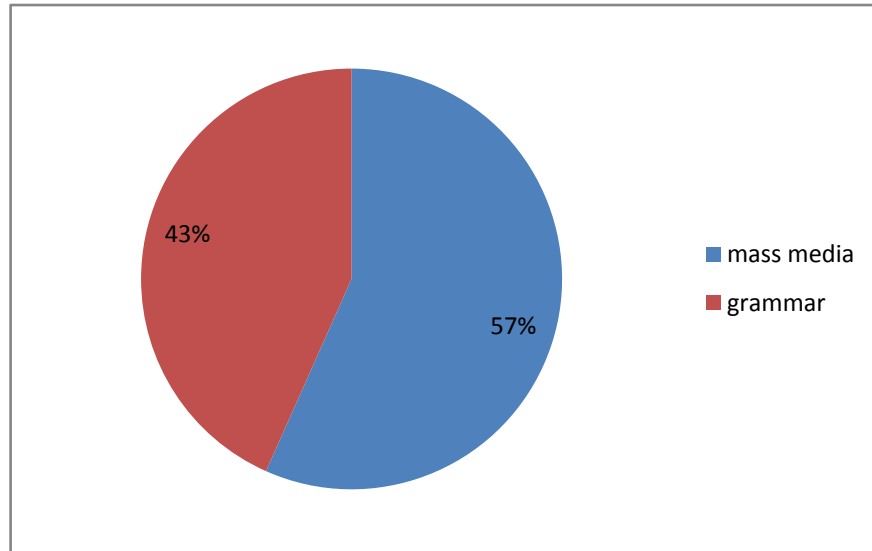
majority of students in both secondary schools do not practice the language outside the classroom. The following figures represent the results. Although students of the city practice English outside the classroom more than students from rural areas, both of them their main concern is gaining the average.

#### **4- What motivates you to use English outside the classroom?**

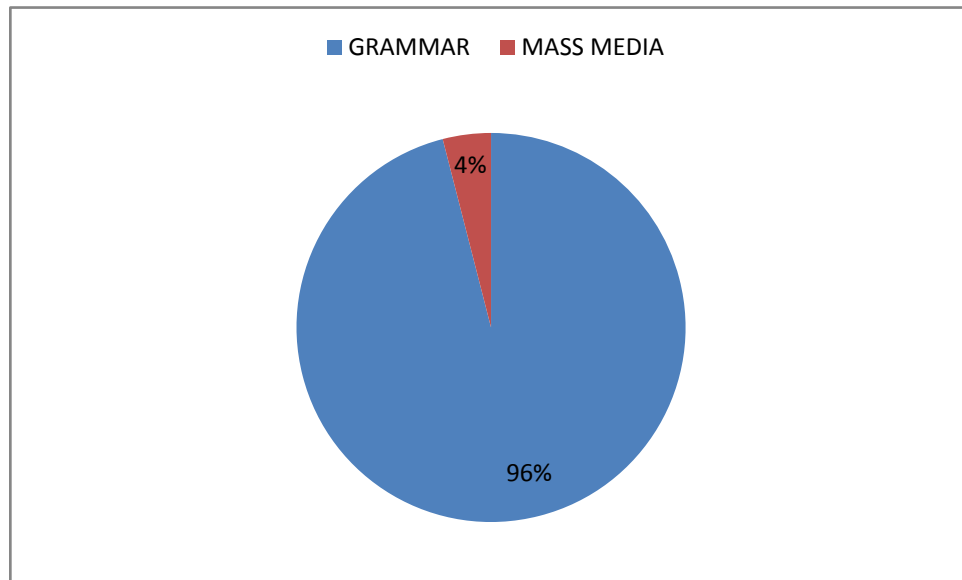
Since English is the language of the world this question was asked to how learners see the English language, and also to know their attitudes towards it. Students' answers in the two lycees were nearly closed to each other. The majority of students say that because it is the language of the world. Another group say because they need it when travelling and to understand others. Others use it because they like its intonation. Other students said they nothing motivates them to use it.

#### **5- How do you prepare learning English?**

The seek in front of this question is to spot if students are still depending on old methods as grammar translation method or they are tackling new methods such as the Competency Based Approach, and if they prefer fluency or accuracy. The results were different in the two lycees. 53% of students at Benzerdjeb secondary school prepare their learning through mass media and 47% prefer grammar. Whereas only 4% use the mass media in preparing their learning and 96% choosed grammar. This explains that students from Elbouihi are still relying on learning language through rules as grammar whereas students from Benzerdjeb are more opened on the world and familiar with technology. Figures below represent the results:



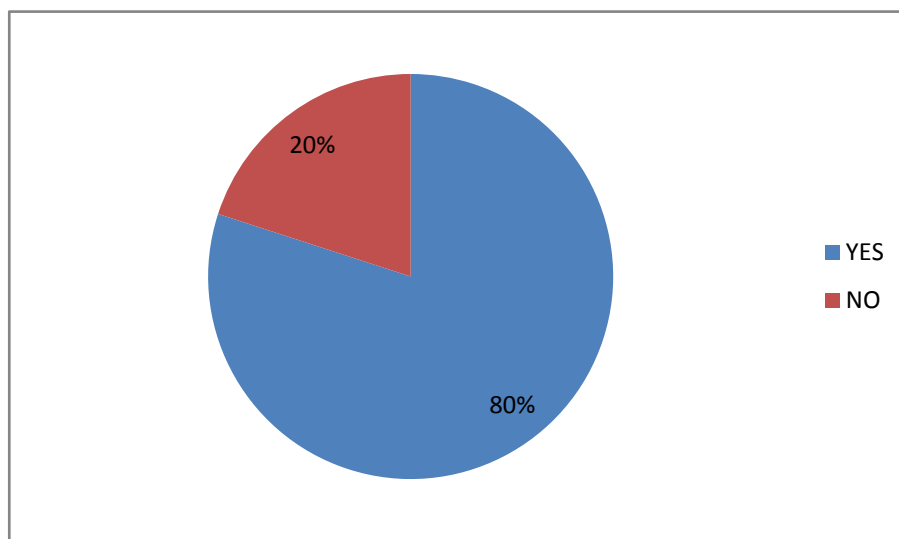
**Figure2.7. How students of Benzerdjeb Secondary School prepare learning English.**



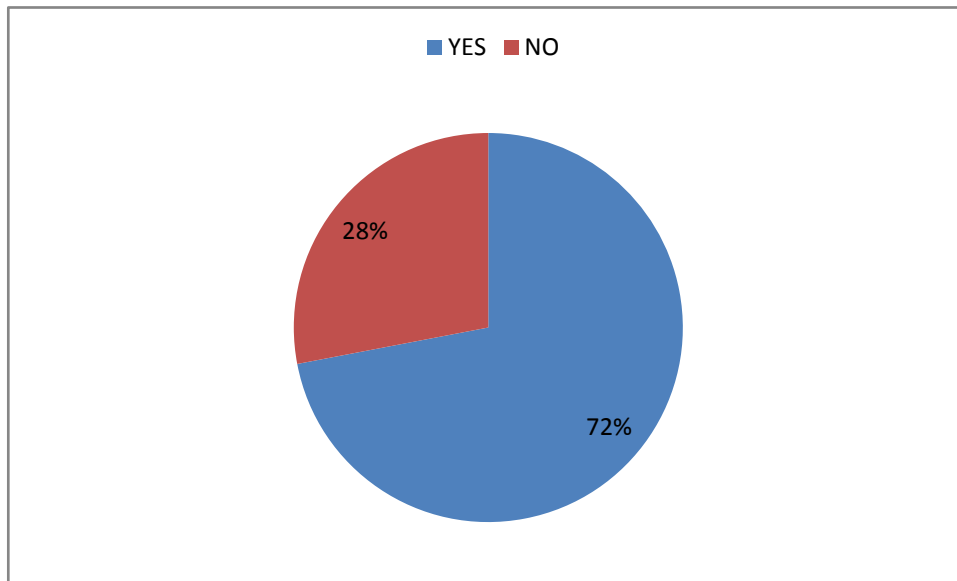
**Figure2.8. How students of Poly Phase Secondary School prepare learning English.**

### 6- Do you believe that learning English can help you in your future career?

The question aims at figuring out if students are aware of the importance of the English language which is regarded as the key to world in the era of globalization. In the two lycees, the results were closed and are represented in the following charts: this means that all students are aware about the importance of the English language in their lives.



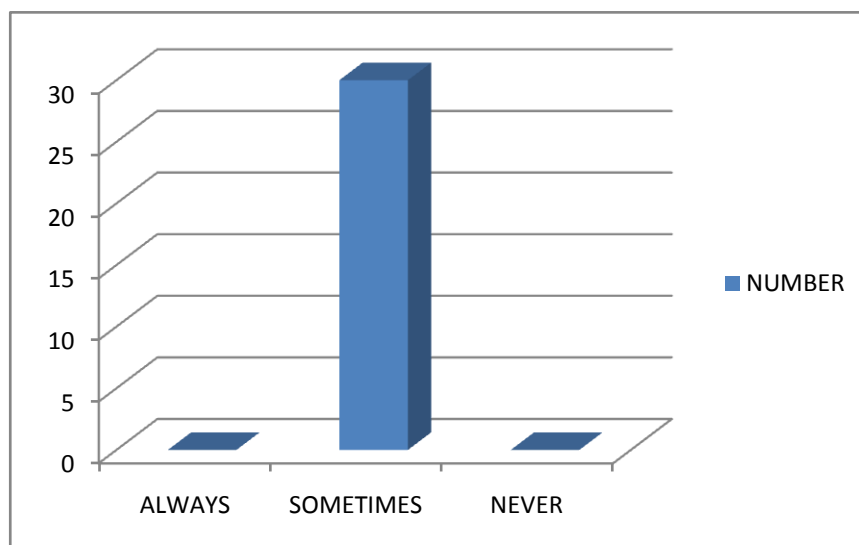
**Figure2.9. Students who believe that English help them in their future and who do not in Benzerdjeb Secondary School.**



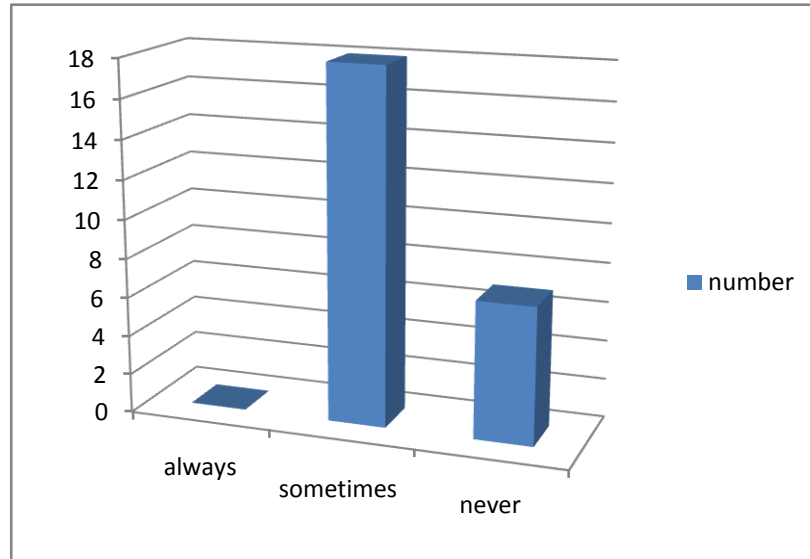
**Figure2.10. Students who believe the English helps them in their future at Poly Phase Secondary School.**

**7- To what extent do you use ICT when learning English inside the classroom?**

The question is asked to know if students are familiar with technology and to what extent the Algerian secondary schools are progressing in teaching the English language. The following diagrams describe the results :



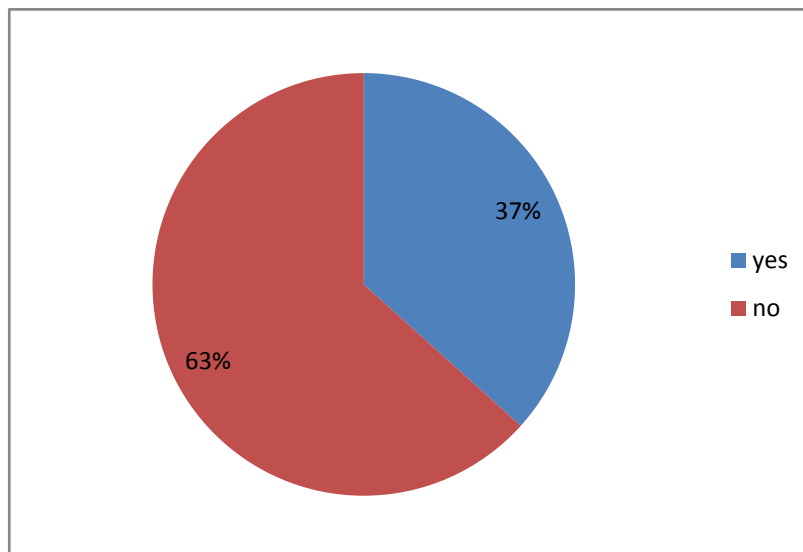
**Figure2.11. Use of ICT’s inside the classroom at Benzerdjeb Secondary School.**



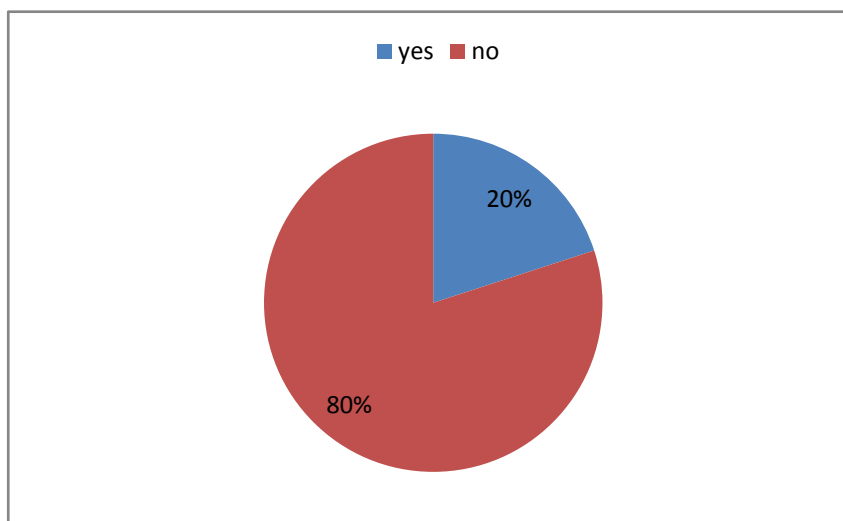
**Figure2.12. Use of ICT’s inside the classroom at Poly Phase Secondary School.**

This implies that students from urban areas have more access to technology in their schools more than students from countryside.

**8- Do you check your progress from one sequence to another?**



**Figure2.13. Students who check their progress at Benzerdjeb Secondary School.**

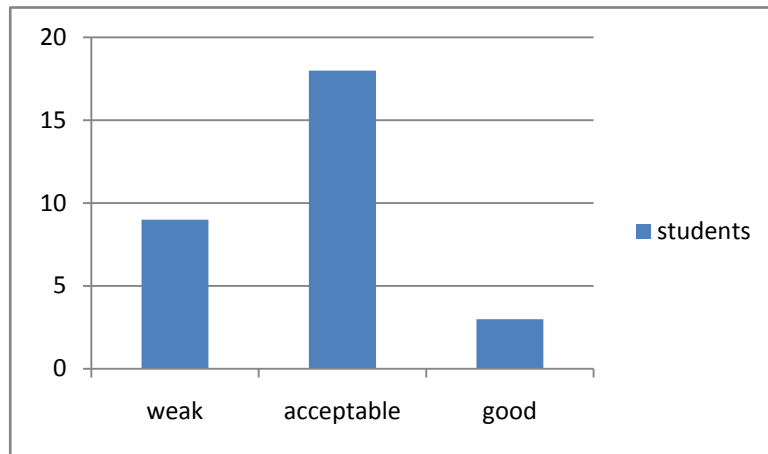


**Figure2.14. Students who check their progress at Poly Phase Secondary School.**

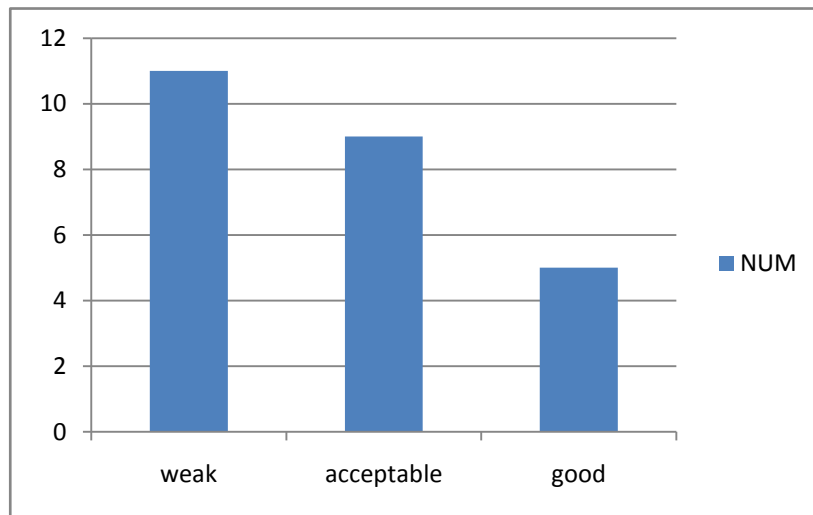
The main concern of this question is to know if students do care in developing their level in English or not. 80% of students of Poly Phase Secondary School do not check their progress and only 20% do. While at the lycee of Benzerdjeb 37% check their progress and 63% do not. Though the majority of the students do not check their progress in both lycees, students in urban areas make more efforts in developing their level.

### **9- What is your competence level in English?**

This question aims at identifying the level of students and the results are as follows:

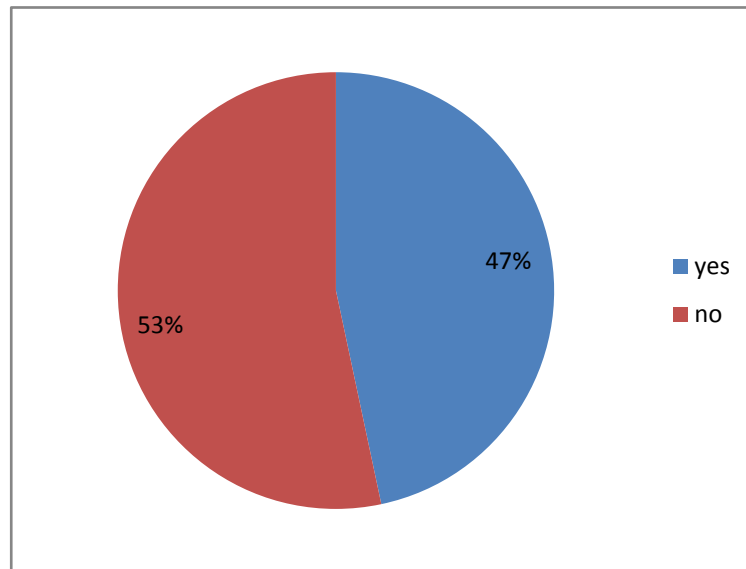


**Figure2.15. How students consider their competence level in English at Benzerdjeb Secondary School.**

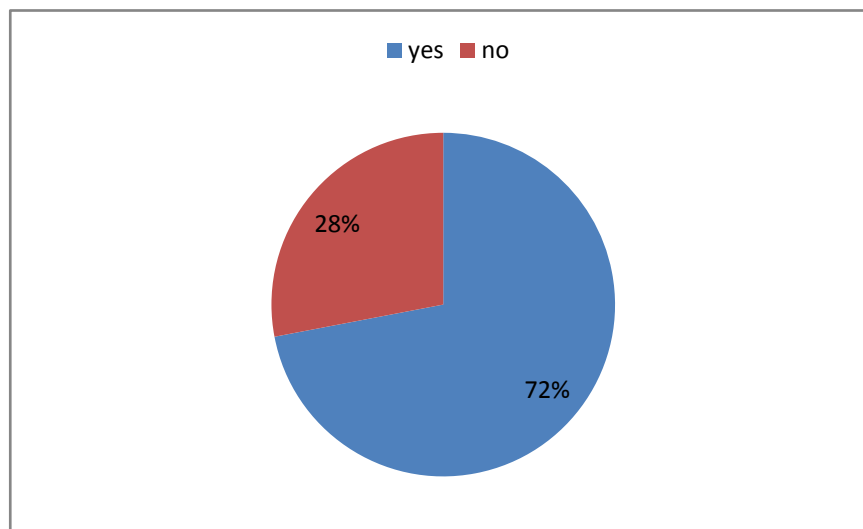


**Figure2.16. How students consider their competence level at Poly Phase Secondary School.**

**10- Do you find the number of English sessions sufficient?**



**Figure2.17. Whether students of Benzerdjeb Secondary School find the sessions' number sufficient or not.**



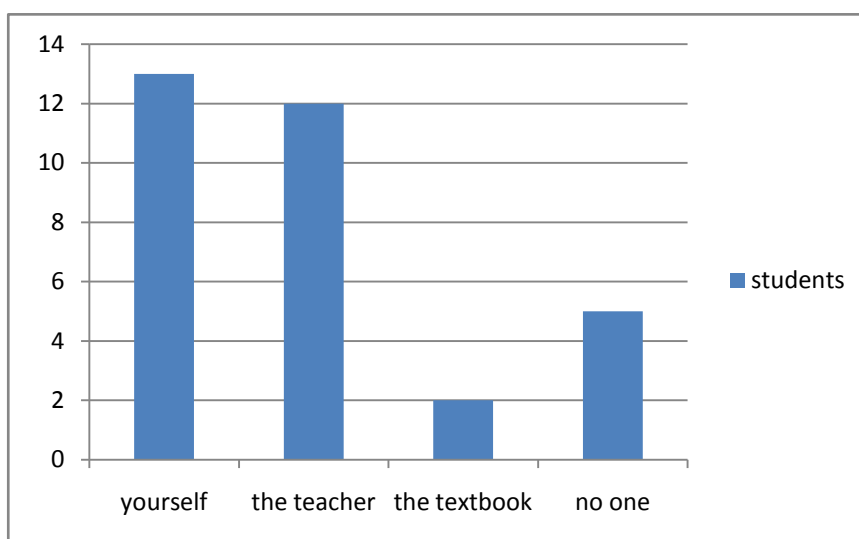
**Figure2.18. Whether students of Poly Phase Secondary School find the sessions' number sufficient or not.**

The question seeks to know if the number of English session is important for students or not. At the lycee of Benzerdjeb, 53% find the number of session sufficient and 47% say that it is not sufficient. On the other hand, 71% of students of Poly Phase lycee find that the number of English sessions is not sufficient and 29% find it sufficient. This may be due to the way of learning to the students of both

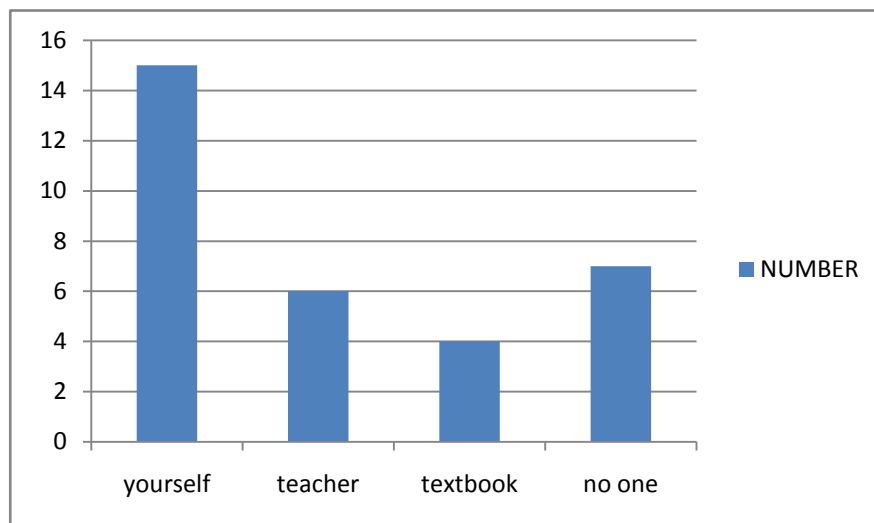
lycées( students in urban areas focus on mass media which is available everywhere while students in rural areas focus on grammar which cannot be learnt without a teacher).

### 11- Who do you blame when you score bad in learning the English language ?

The objective behind the question is to know if students consider themselves responsible of their learning. The following figures represent the results of the responses.



**Figure2.19. Who students blame when badscoring at Benzerdjeb Secondary School.**

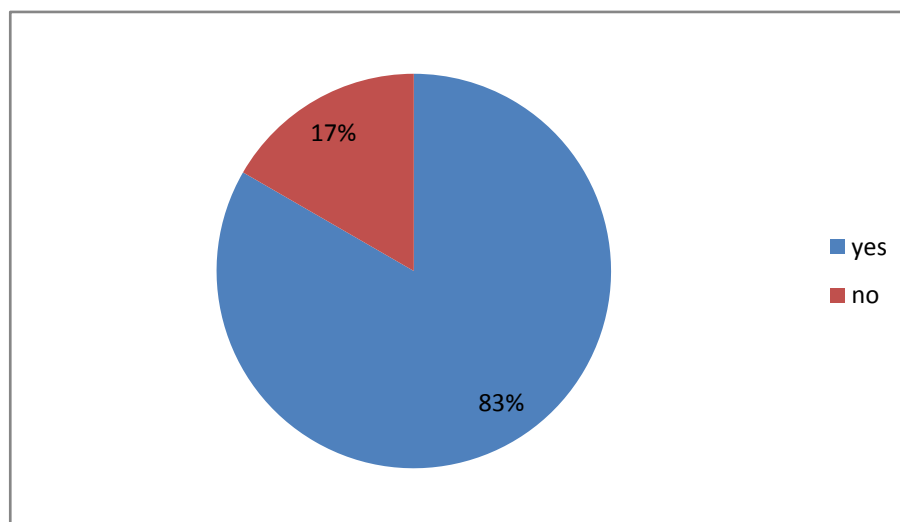


**Figure2.20. Who students blame when bad scoring at Poly Phase Secondary School.**

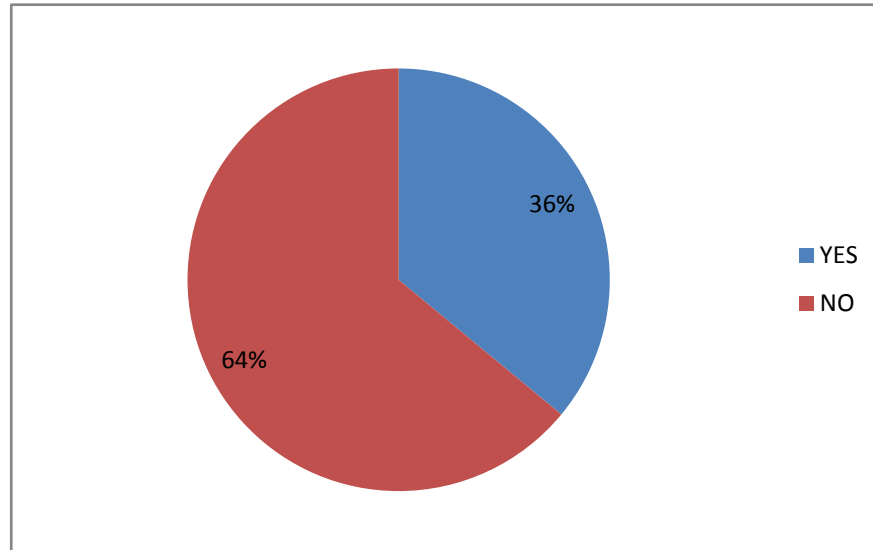
This result implies that most of students in both areas are conscious about their responsibility in their learning and they prefer to blame themselves rather than finding excuses.

**12- Do you think that the teacher should be responsible for the learning of the student?**

This question aims at knowing if students are aware about the role of the teacher in their learning process. The results are as follows:



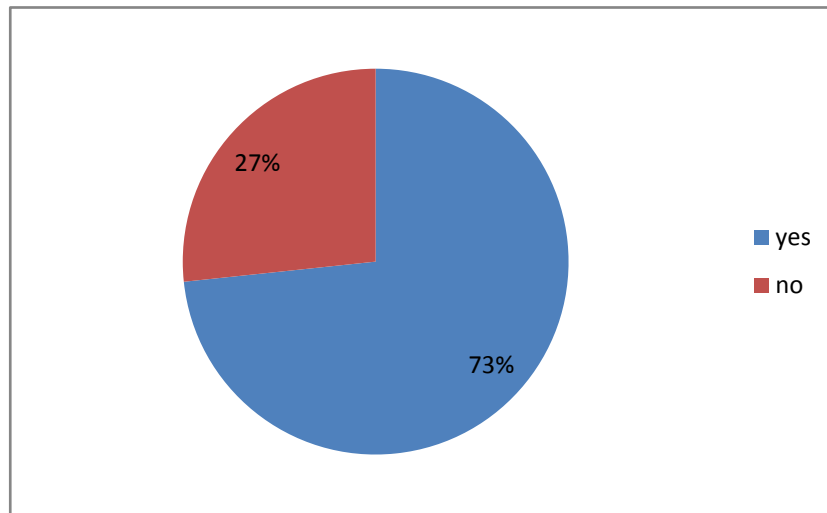
**Figure2.21. Whether students of Benzerdjeb Secondary School consider the teacher responsible for their learning.**



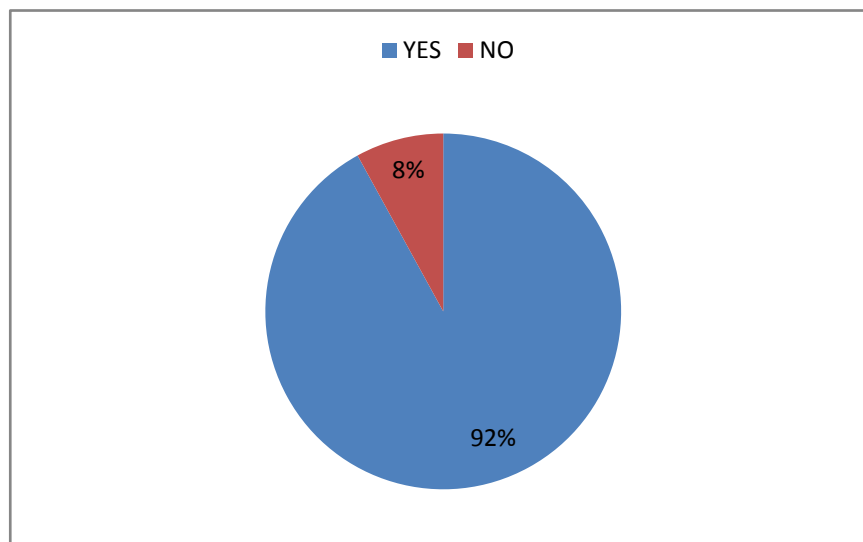
**Figure2.22. whether students of Poly Phase Secondary School consider the teacher responsible for their learning.**

Inspite that students of urban areas depend on themselves in learning the language, they are aware that teacher has role in improving their learning. On the other hand, students from remote areas because they do not care about learning foreign languages, they do not even think that the teacher takes part of their learning.

### **13- Do your parents know some English?**



**Figure2.23. Students at Benzerdjeb Secondary School whose their parents know English.**

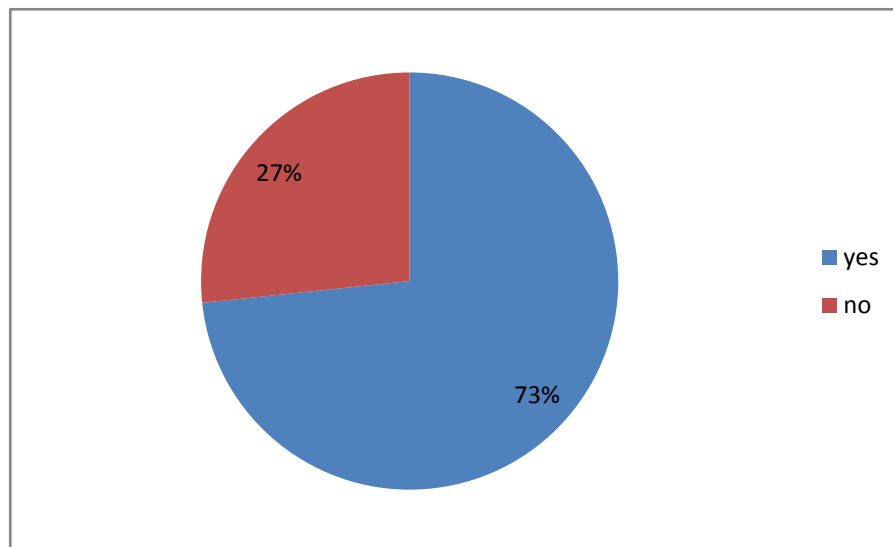


**Figure2.24. Students at Poly Phase Secondary School whose their parents know English.**

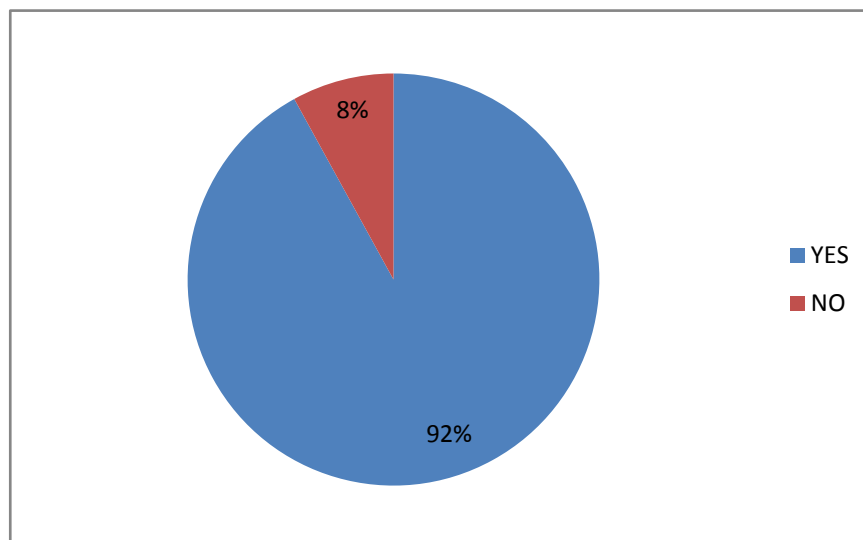
The aim of this question is to know if the Algerian parents are aware of the relevance of the English language. The results were not surprising; the majority of the parents of students of Benzerdjeb Secondary School (73%) have some knowledge about English. While in Poly Phase lycee only 8% of students who say that their parents know some English and 92% say no. This may explain the

previous results which show that students of urban areas are interested in learning and enhancing their level in English due to their environment. While students from rural areas are not interested because they do not find who encourage them.

**14- Do you ask your parents to help you to do your tasks when necessary?**



**Figure2.25. Students who ask the help of their parents at Benzerdjeb Secondary School.**

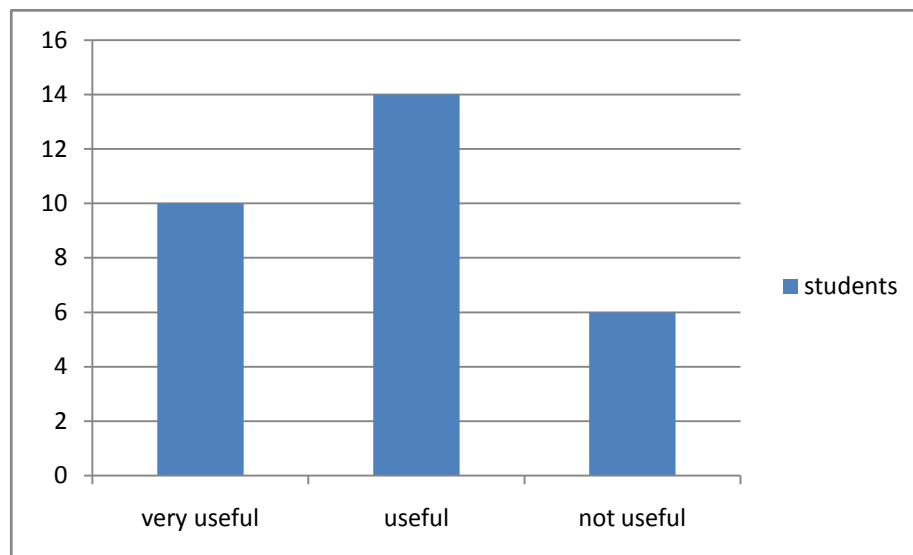


**Figure2.27. Students who ask the help of their parents at Poly Phase Secondary School.**

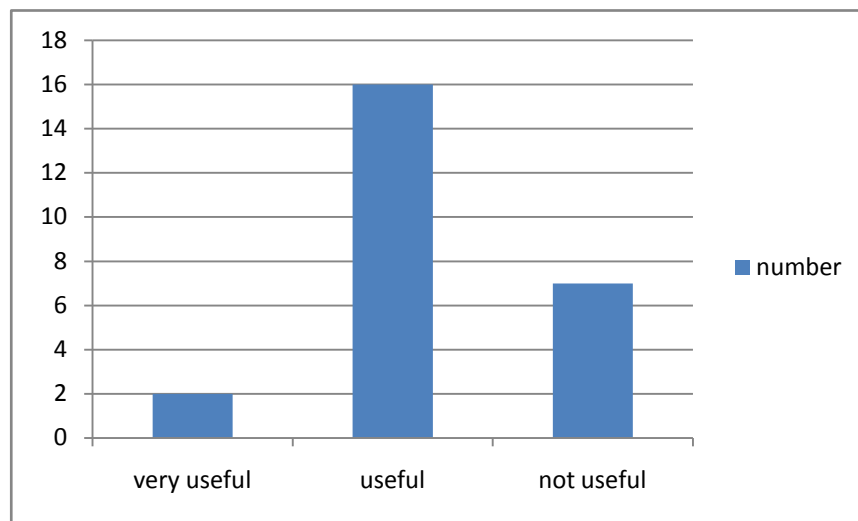
The aim of this question is to recognize if the Algerian parents participate in the learning of their children. 92% of students of Poly Phase Secondary School in El Bouihi do not ask the help of their parents and only 8% ask for help. 73% of students of Benzerdjeb Secondary School ask the help of their parents when needed. It means that parents participate in the learning and progress of their children.

### 15- How do you find the textbook?

This question seeks to know if the content of the textbook is relevant to the students' interests. The following figures describe the results :



**Figure2.28. How students of Benzerdjeb Secondary School find the textbook.**

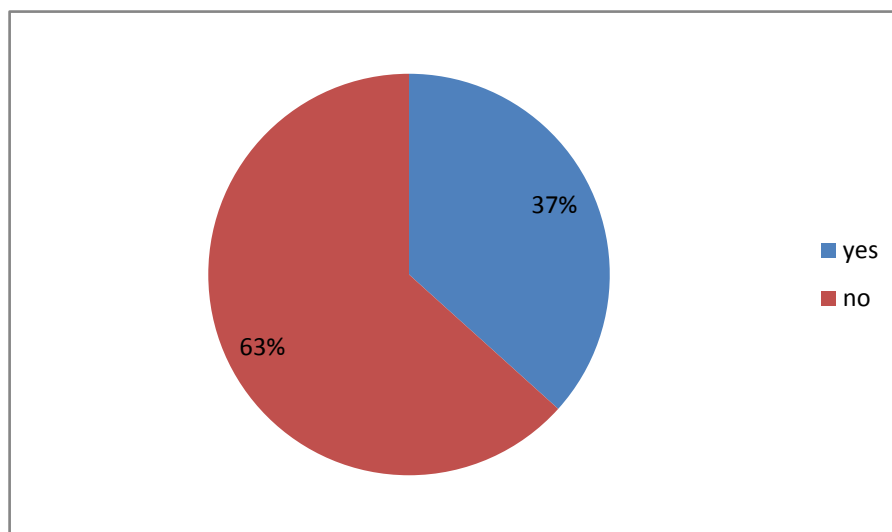


**Figure2.30. How students of Poly Phase Secondary School find the textbook.**

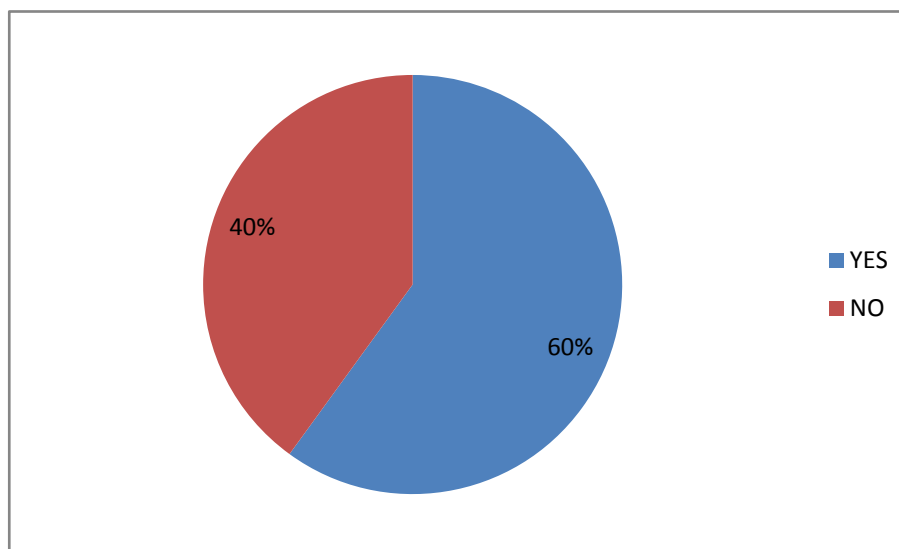
This explains that every student needs the textbook to learn the language and the weak level of students is owing to the absence of the textbook.

**16- Do you feel that you are making progress in learning the English language?**

This questions aims at proving that the Algerian programme plays a role in enhancing the students' level in the English language. The results are represented in the following charts:



**Figure2.31. Sutdents who see that they are making progress in learning English at Benzerdjeb Secondary School.**



**Figure2.32. Sutdents who see that they are making progress in learning English at Poly Phase Secondary School.**

Even though students from urban areas master the English language, they feel that they still need to learn more. However students from remote areas do not.

#### **2.7.4. Teachers' Interview Analysis**

This interview was conducted with 6 teachers from different secondary schools. The researchers met with teachers in seminar .Teachers have different degrees (License, Master and Magister) they have been requested to answer some questions:

First question is about their teaching experience. It ranges between one and fifteen years.

Second question is concerning the use of ICT's in English sessions. Teachers replied in different ways some of them say that they use data show from time to time in order to make students familiar with technologies, others give the

impression that using of ICT's is waste of time and is optional and not obligatory. Whereas some teachers say that ICT's are not available in their schools. So, they depend only on textbook pictures.

Question number three is about the method that is implemented in teaching the English language, almost all teachers expect that CBA approach in Algeria is merely ink on paper, it is not doing well in compared with students level, so best part of them said that sometimes were obliged to use other methods as Translation methods so as to fulfill and carry out their students requirements and needs.

Question four is with reference to the use of the textbook and its tasks. Teachers see books as first references and it is impossible to make a session without going back to the textbook. However, it is not compulsory to do all tasks they can pass over some tasks or provide extra ones. Some teachers thought that they can modify some tasks when it is hard with others easier.

Next question is related to the level of students .Teachers from Ghazaouet, Maghnia and Tlemcen describe their students level in an encouraging way and it is acceptable while teachers from sidi Djilali Secondary School, Elbouihi Poly Phase Secondary School and Fellaoussene in Nedroma look as if their students competence is very weak and few students who get the average even in Baccalaureate exams

Last question is about the use of dictionaries in pronunciation and spelling session, almost all teachers responded positively that all students have the opportunity to use dictionaries in the classroom except in Poly Phase Secondary School in Elbouihi, teachers say that there is no enough dictionaries. In addition to this, most of students have not English dictionary because this secondary school opened recently and is not well equiped yet.

### 2.7.5. Interpretation of Results

In fact, students' questionnaire gave the examiners the opportunity to interpret the insights leading to this dissertation. According to the results, there is a clear difference between students living in the city and those who live in remote areas.

The questionnaire succeeded to a certain extent to measure the level of students in both areas and discovers their attitudes towards the English language, and to know their motives to learn it.

Results' interpretation shows that students from urban areas are more motivated to learn the English language (63%). They are aware of the role of the teacher in helping them learning the language. While learners from remote areas are less motivated and only few of them like the English language (44%) and they do not recognize the role of the teacher. This, in reality, is due to a variety of reasons. Students who live in urban areas have more facilities to learn than those who live in remote villages. It was noticed that the majority of parents in the cities are educated and have some knowledge of the English language (77%); whereas only 8% of parents of students of rural areas who know the English language. In addition to that, textbooks are available in cities more than in remote areas and students are more familiar with technology and have more access to ICT's both inside and outside the classroom. All these factors affect the learners' levels and the quality of education in both areas.

Thus, in the light of what has been said so far, students' attitudes towards the language is influenced by many reasons, while in turn may affect the quality and the level of education and create a gap between remote and urban areas, and this is the case of the Algerian schools.

In fact, the teachers' interview play a paramount role in guiding the researchers to collect valuable facts and data about the teaching experience, the methods that are used in teaching English, also the student's competence in both

rural and urban schools as well as the use of ICT's in English sessions, in addition to the dictionaries usage. It gives the examiners the opportunity to interpret the result of the present work.

Results of the interview's interpretation show that most of teachers do not really recognize the seek behind the Competency Based Approach. This method in Algeria does not obtain victorious yet, owing to the misunderstanding and misuse of its goals. On the other hand teachers are aware and motivate only successful students whereas they contempt and scorn the weak students whose most of them are from remote places. Consequently, high education quality in urban places in compared with remote one .In the same vein of thought; teachers do not give value to technology because of the lack of ICT's. Besides the fact of asking teachers about the use of dictionaries confirmed that some schools have not even enough dictionaries in the library. It revealed that quality education still needs improvement in Algeria.

## **2.8. Limitations and Recommendations.**

### **2.8.1. Limitations of the Study**

Despite the fact that, the present findings have validated the hypotheses presented in this study to know the quality of education in urban areas in comparison with remote areas and finding the differences existing between the two. Some limitations of this research work might be noticed before the result could be generalized.

The first limitation was time. With extended time, future researchers might use other additional research instruments and techniques which may be more beneficial to gear the needs of any research work and to give its results multiple dimensions.

Moreover, the samples of the participants were limited to only two secondary schools from two different areas. The small sample size of the sampling population may influence the representativeness of this study. That's why, future research on

larger population of both students and teachers is needed for the sake of gaining more reliable information.

Also, some questions of the students' questionnaire and teachers' interview are based on students' and teachers' attitudes and preferences which may influence the objectivity of the results.

### **2.8.2. Recommendations**

Some recommendations are suggested to students, teachers, administrators and even decision makers to bridge the gap of quality education between rural and urban areas.

#### **2.8.2.1. Recommendations to Teachers**

Since the teacher is regarded as the source of knowledge inside the classroom, some suggestions have been given in order to improve the quality of education:

- Teachers need to assess the strengths of their students, and build on their weaknesses (Wade, 1990).
- Teachers need to focus on all students, not just the bright ones.
- The teacher has to be aware of his/her students' needs and weaknesses.
- Teacher needs to raise his/ her students self-confidence, and he/ she has always to try to find ways to inspire them.
- Teachers, mainly English teachers, should not rely only on the textbook, but he/ she should be acquainted with technology and use some ICT's in his/ her courses.

**2.8.2.2. Recommendations to Students**

Students also take part of the quality education, for that the following recommendations have been provided:

- Students should not rely only on the teacher. They have to make more efforts.
- They have to collaborate and motivate each other in order to be more self- confident, and they have to show their interest to their teachers.
- Students should not take the information given by the teacher as guaranteed, they need to be critical and always look for further sources of knowledge.
- Students especially those who live in remote areas need to be aware of the importance of the English language, and to make more efforts to learn it.

**2.8.2.3. Recommendations to Administrators**

The administration also has a role in enhancing the quality of education. That's why some suggestions have been provided as follows:

- The administration need to supply more textbooks, mainly in remote areas.
- The administration need to make access to ICT's easier for both students and teachers.

**2.8.2.4. Recommendations to Decision Makers**

Decision makers are those who are responsible for making the educational programmes. They play an important role in improving learning. In this context, the following recommendations have been provided:

➤ It is high time to supply all schools with more means of transport so as to facilitate education for all without excuses.

➤ Teachers who work in rural schools wish government would equip houses near to school. Especially for those who live farther from their houses.

➤ Government should connect the remote schools with the internet.

➤ Inspectors should show interest to remote schools and make visits from time to time in order to evaluate the quality of teachers and of administrations. On the other hand inspectors of foreign languages should make seminars so as to guide teachers.

➤ Teachers in rural places deserve special merit owing to their efforts and suffering.

➤ Teachers of foreign languages mainly English need to be given the opportunity to meet native teachers of the language, and this can be done achieved by the organization of seminars and meetings.

Other recommendations are suggested for future researches on this topic would be as follows:

➤ Further studies may use other research instruments and methods for the sake of gaining more validity of results.

➤ Other future researchers may chose more samples and enlarge the scope of study to other areas.

## **2.9. Conclusion**

In this chapter, the researchers provide a brief description of the ELT situation in Algeria. A brief definition of the comparative method and the reasons of using this method. The choice of the qualitative and quantitative methods and its advantages. The chapter also includes the research instruments used in the data collection, analysis and the samples were described. This was followed by the

analyses of answers of the participants, limitations of the work and also recommendations for practical improvement and for future studies.

# **General Conclusion**

## General Conclusion

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Quality education is a cover term with many layers. It ranges from quality of the content to the learners, teachers as well as the surrounding environment.

For that, in this study the researchers try to provide a detailed definition of quality education with all its constituents. It aims to investigate the following two questions: 1- Is the quality of teaching and learning in remote areas the same in urban secondary schools?

2- What are the implemented methods in TEFL in the Algerian schools?

And suggested two hypotheses: 1- There is a difference in the quality of education between remote and urban secondary schools.

2- The CBA is the method which is adopted in TEFL in Algeria.

The general structure of this work is divided into two chapters. The first chapter is a literary review divided into two sections: the first one defines the term education in general and then quality education from different points of views of a number of researchers, besides showing its importance in improving people's lives. Then, a definition of pedagogy is given. The second section sheds the light on the English language and shows its status in the world.

Chapter two reviews the undertaken procedures of the data collection to answer the research questions and test the hypotheses. This includes the research design, the research methodology, instruments of the data collection, sampling, and data analysis techniques. Besides, in this chapter data analyses and interpretation are included. Moreover, the limitations of the current study are mentioned. At the end of the chapter, some practical suggestions to students, teachers, administrators and decision makers are proposed.

The main results that are obtained from data collection showed that there is a clear difference in the quality of education between rural and urban schools. It is also found that students in downtown pay more attention to the learning of English

## **General Conclusion**

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than those who live in villages. In addition to that, students in remote areas suffer from the lack of means of learning such as textbooks and ICT's. Furthermore, though the CBA is the applied method in our secondary schools, not all the teachers use it in their classes because do not recognize and master its objectives and goals.








To conclude, education is one of the most important elements that is needed in any person's life. Algeria like all the countries of the world is trying to ensure education for all and efforts are done to improve the quality of education in its schools. However, the meaning of the quality education is no yet well understood. It should be recognized that what matters in quality is not only to have as much as possible schools and students but also to have an educational programme that fits the students' needs and requirements in an era of modernism and globalization. Students especially those who live in remote areas still need attention and care and their schools need to be equipped. Also, teachers should be well trained before starting teaching in order to understand the CBA approach and the seek behind its application and its implications in TEFL. Although this study tried to extract some issues of the quality education and TEFL in Algeria, a lot of aspects remain subjects of research for future studies. The researchers proposed the following questions to let the door opened for more investigations in the future: 1. How can the gap that exists in the quality of education between rural and urban areas be bridged? 2. What should be done to develop the teaching of English in the Algerian schools?

A top-down view of a desk setup. In the center is an open spiral-bound notebook with a blank right page. To the left of the notebook is a fountain pen with a light-colored wooden barrel and a silver nib. Above the pen is a small glass ink bottle with a dark cap and a label that includes the letters 'fa'. Two silver and black ballpoint pens are positioned above the notebook. The entire scene is set against a light-colored, textured background.

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# Appendices

## Students' Questionnaire

Dear students,

This questionnaire is part of a research work aiming at describing the quality of education and ELT in the algerian secondary schools. You are kindly requested to answer as objectively as possible. Please. Tick the appropriate column or give a full answer where necessary. No one will know about you or your answers.

Thank you in advance.

### Part one

- 1- Gender            Male                 Female       
2- Age       
3- Stream            Science                 Lit

### Part two

- 1- Do you like English?  
Yes             No
- 2- Do you use the text book?  
Yes                            No
- 3- Do you practice English outside the classroom?  
Yes             No
- 4- What motivates you to use the English outside the classroom?  
.....  
.....
- 5- How do you prepare learning English?  
Grammar             Mass media
- 6- Do you believe that English can help you in your future career?  
Yes                            No
- 7- To what extent do you use ICT when learning English inside the classroom?  
Always             Sometimes             Never
- 8- Do you check your progress from one sequence to another?  
Yes             No
- 9- What is your competence level in English?  
Weak             Acceptable             Good
- 10- Do you find the number of English sessions sufficient?  
Yes             No
- 11- Who do you blame when you score bad in learning the English language?  
Yourself  Teacher  Textbook  None

12- Do you think that the teacher should be responsible for the learning of the student?

Yes  No

13- Do you parents have some knowledge of English?

Yes  No

14- Do you ask you parents when necessary?

Yes  No

15- How do you find the textbook?

Very useful  Useful  Not useful

16- Do you feel that you are making progress in learning the English language?

Yes  No

## Teachers' Interview

This interview was conducted with 6 teachers from different secondary schools. The researchers met with teachers in a seminar. The teachers have different degrees (License, Master and Magister). They have been requested to answer some questions.

- 1/ For how many years do you teach English?
- 2/ Do you use ICT's during the English session, if no why?
- 3/ Do you use only on the CBA in your class or there are other methods that you use?
- 4/Do you do all the tasks that are mentioned in the textbook?
- 5/ How do you evaluate your students' competence?
- 6/ Do you use dictionaries in pronunciation and spelling sessions?

## DEDICATIONS

- ♥ *I dedicate this work to whom her heart saw me before her eyes, to my mother.*
- ♥ *To my guide and support, to my dear father.*
- ♥ *To my twin Abdelkader, to my sister Wafaa, to my brothers Badreddine and Imad and his wife Cherifa.*
- ♥ *To my partner Maazouza.*
- ♥ *To me.*

AMINA

# DEDICATIONS

*This work is dedicated to:*

- + My sweetheart “Mum”.*
- + To “my grandmother” who constantly prays for us.*
- + To my “honor father” who lend a hand me in wherever and any instance.*
- + To all my members family, my sisters “Merieme” , “Nacira”, and “Asmaa” and my brothers “Mohamed” and “Yahia”*
- .*
- + I devoted above all to my serious teachers “Seghir Yahia” and “Felah Hadjira” who always egg me on.*
- + To my partner “**Ouhib Amina**”*

*MAAZOUZA.*

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- ❖ Foremost thanks to **ALLAH** the most high for blessing and helping us in realizing this achievement.
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- ❖ We thank the jury members for their valuable criticisms.
- ❖ Finally, we wish we could thank individually all the other people who contributed in helping us to fulfil research.

## **Abstract**

The present research aims at describing the quality of education in the Algerian secondary schools and the way English is taught and learnt. It also seeks to find the differences that exist between remote and urban secondary schools. At first, it provides some definitions about quality education and its main components. In addition to that, it gives a general idea about the status of the English language in the world. Then, the researchers describe the ELT situation in Algeria, since Algeria has a rich linguistic background. They also strive to compare the quality of education and how English is regarded in urban and rural secondary schools. Two secondary schools were chosen as models, the first was the lycee of Benzerdjeb in Tlemcen and the second was Poly Phase secondary school in El Bouihi, Sebdou. The research findings and conclusions show that there is a gap in the quality of education between remote and urban high schools. It is found that the teaching of English still needs care especially in the remote places. Finally, the researchers speak about the obstacles met in accomplishing the work and then provided some solutions and suggestions for further research.

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## **List of Acronyms**

CBA : Competency Based Approach.

ELT : English Language Teaching.

ICT : Information Communication Technology.

TEFL : Teaching English as a Foreign Language.

UNESCO :United Nations for Education, Science and Culture Organization.

UNICEF :United Nations Children’s Emergency Fund.

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# **General Introduction**

## General Introduction

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Quality education in schools is not a new debate. During the past decade much has been done globally to provide basic quality education for all.

This research aims at investigating the quality of education in Algeria at the level of secondary school and showing the relevance of quality education in ELT it also attempts to explore the students' requirements, the teachers' knowledge and the role of the administration in improving high quality education. The main concerns of this research are:

- ❖ To examine the situation of quality education in the Algerian schools in two different areas, urban and rural schools.
- ❖ To show which methods are suitable for the Algerian students to learn English.

The study addresses the following questions:

- ❖ Is the quality of learning and teaching the same in rural and urban areas?
- ❖ What are the methods used in TEFL in the Algerian secondary schools?

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

1. The researchers assume that the quality of learning and teaching in remote and urban schools is different due to a variety of reasons like the validity of textbooks, some difficulties and obstacles found in the remote areas such as the lack of means of communication.

2. The Competency Based Approach is the applied approach.

The researchers rely on two different samples as to meet an objective study, students from an urban school which is Dr. Benzeredjeb secondary school and students from a rural school which is Poly Phase secondary school in addition to

## **General Introduction**

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teachers in order to gain more validity in this investigation, a questionnaire is addressed to 55 students to test their attitudes towards the English language and an interview is conducted with 6 teachers to see if teachers are aware of their students' needs.

The present work is divided into two chapters:

The first chapter or the literature review starts with defining all the concepts that have a relation with quality education, then the researchers move to define pedagogy which handles education, and as a last step they describe the situation of English in world.

The second chapter which is the longest one since it contains all the details.

The researchers will launch this chapter with a summary about TEFL in Algeria it is also going to deal with the data analysis of the two research instruments (the interview and the questionnaire) by using qualitative and quantitative methods. Then, a discussion of the research findings will be provided. Next, they will talk about the difficulties that were found during their work. Finally, some recommendations are suggested in order to improve the quality education in Algeria in general and remote schools in particular.

This work tries to depict some of the weaknesses of the Algerian secondary schools for the sake of finding solutions in the future.

# Chapter One

# Chapter Two

## **Chapter One: Literature Review**

### 1.1. Introduction

### 1.2. Definition of Education

### 1.3. Definition of Quality Education

#### 1.3.1. Quality Learners

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### 1.5. English in the World

### 1.6. Conclusion

## 1.1. Introduction

*Everyone has a right to education. Education shall be free, at least in the elementary stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.*

—UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948),  
ADOPTED BY THE UNITED NATIONS, ARTICLE 26

The declaration denotes that everyone has the right to learn regardless his gender, race or religion. It implies that education is a crucial need for every person's life. This incited governments all over the world to give much importance to the field of education paved the way for a new concept called "Quality Education" which is nowadays one of the criteria for measuring any country's development. When defining quality education there should be a link between what is objectively measurable and practically controllable. Quality education does not only mean those economic measures and formulae, but also represents all the educational indices that reflect or at least approach the real quality of classroom education that most of people can encounter. It is seen as a complex system which has been given various definitions coming from different perspectives and views. The aim of this chapter is to review literature about what does quality mean in the context of education, without neglecting to provide a definition of education and pedagogy as well.

## 1.2. Definition of Education

A simple definition of education can be *"the art of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of repairing oneself or others intellectually for mature life"*.  
*Dictionary.com.*

According to Wikipedia, education is: “the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits”. (Wikipedia, 2016).

Moreover, education is something valuable. It is concerned with the identity of the person, his values and capacities to live as well as he can. Education is deeply a practical activity in which everyone is involved, mainly educators and learners. It seeks to develop the person’s understandings about his environment in order to improve his life. Education is not only concerned with knowing things but also, how to set them out in order to have respectful environments where people can learn.

To end up with a quite clear description of education, it is a process in which educators are at the heart. They must believe that all learners should know what they need to flourish their lives. They have to act respectfully; respecting themselves, the others and the world; knowledgeably. i.e, the educator must have some understanding of the subjects he is exploring and how to help people learn; and wisely by having the ability to evaluate and judge situations not persons. They should also interact with others and build relationships and environments for learning. Finally, educators must have a kind of commitment toward their learners to give them all what they need for a better life.

### **1.3. Definition of Quality Education**

Scheerens (2001:4) explains that:

*The quality of education is likely to be defined differently from the point of view of national policy makers, school governors and managers, teachers, students and the parents of students, although there is likely to be a common core of interest in educational outcomes. (Scheerens, 2001:4).*

While 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 educators.

As Scheerens (2001:5) points out:

***“Education quality can be clarified on the basis of a conceptual framework that describes education. The most frequently used way to do this is to depict education as a productive system, in which inputs are transferred into outcomes. The central “black box” can be defined at various levels; as far as education is concerned this could be the national education system, the school or the classroom” (Scheerens, 2001:5)***

As already declared education is considered as one of the human rights not any way of education but also it should base on high quality, therefore the UNESCO promotes high quality of education as a human right and supports rights based approach to the implementation of all educational activities. There are three aspects of education as a human right. First, the participation of high quality of education as something vital in itself. Second, the practice of that right as a result to facilitate the fulfillment of other rights when the two aspects are implemented. Quality education has to be more rational and rationale in the present and has a view for the future. High quality education reflects the development of countries, it is considered as an important measurement in any classification.

Quality education is also defined from a sociological point of view according to Peschar and Wesselingh (1985) as:

***An approach that stems from the sociology of education is defining the quality of education in terms of the degree to which the societal functions are met. Core functions that education should fulfill are qualification, selection and allocation (Peschar and Wesselingh 1985. Cited in Perspectives on Educational Quality 2001:4).***

It is about the degree of effectiveness and efficiency of the teaching methods, school arrangement and strategies, as well as the participation of parents and the environment in enhancing students' achievement and attainment for the sake of meeting the social needs.

It is also:

*About students having attained those skills and competencies that are necessary in further educational careers or for successfully entering the labour market. This implies two things: first the education addresses the relevant skills and competencies and second that these skills and competencies are mastered when a track of schooling has been determined. In our terminology this issue of reaching the desired outcomes of education was indicated as productivity but it is also referred to as effectiveness (Borghans et al. 2007. Cited in Scheerens, 2011: 8).*

It means that the educational systems should prepare students to be successful citizens in their societies.

### **1.3.1. Quality Learners**

As stated by Alexander: *“A quality education is that one satisfies basic learning needs, and enriches the lives of learners and their overall experience of living” (Alexander, 2007:6)*. For that quality education must determine how much and how children learn and the extent to which their education translates into a range of skills. Several dimensions go together for making a quality learner some of them are as follows:

### **1.3.2. Good Health and Nutrition**

It is argued that children who had grown in a healthy environment and were physically and psychologically well treated learn better than those who live in a non-healthy environment. Nutrition is also critical element in strengthening the child's brain capacities in the early years. For that an inquiry for any diseases, infections or injuries among pupils is prior to school enrolment.

### **1.3.3. Regular Attendance for Learning**

Research demonstrates that children who attend their schools consistently, and who are exposed to the school curriculum regularly, have greater learning gains than those who do not attend regularly.

### **1.3.4. Family Support for Learning**

Parents do not only support their children's cognitive and psychological development throughout their pre-school years, but also have the impact of increasing their learning abilities when entering schools. Parents' level of education also has an influence on their children education. One study shows that children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000). Families with a modest level of education may also ignore or at least do not master the languages taught in the school, and in a way they limit their children abilities because they are unable to help them accomplishing their school related activities. This problem can be solved by creating family literacy programs and hence preparing quality learners for school.

### **1.3.5. Quality Learning Environment**

The learning outcomes cannot be gained in a positive way unless three learning environment elements are together; physical, psychological, and services delivery elements.

#### **1.3.5.1. Physical Elements**

It also includes three components which are quality of school facilities, interaction between school infrastructure and other quality dimensions, and the class size.

**i. Quality of School Facilities**

The quality of school facilities reflects the well- equipped buildings in which formal education occurs. It has an effect on learning quality. Fuller argues that : "*[e]xtant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background* " (fuller, 1999 cited in *Defining Quality in Education, 2000:5*).

**ii. Interaction Between School Infrastructure and other Quality Dimensions**

The school infrastructures may be related to other school quality issues, like the availability of textbooks, good working conditions for teachers and students; including property and moderate atmosphere; and even the location of schools is taken into consideration because parents always consider the location and may be reluctant to allow their children -especially girls- to attend if it is too far away from their houses. This can influence school participation.

**iii. Class Size**

The debate still exists between researchers and educators belonging to different ideologies to make a relationship between class size and the quality of education. But what is commonly argued that large size-classes do not serve the student- centered learning practices and therefore the academic achievements cannot be attained at a hundred percent.

**1.3.5.2. Psychological Elements**

It insists on providing peaceful and safe environments. Schools and classrooms must be welcoming to all children from different levels, ethnic groups or religions without any discrimination in order to create a quality learning environment. In some undeveloped countries girl's persistence and achievement remain lower than the level of boys because they are experiencing physical threats and assaults (Pigozzi, 2000). Teachers' behaviours towards their pupils must provide them safety and self- confidence and they should avoid any kind of corporal punishment. In addition to that, when students, teachers and administrators agree upon school and classroom rules and policies, and everyone considers himself as part of one entity, it can contribute for creating a quality education. It is also worth noting that reducing other forms of discrimination is also critical for improving quality.

Moreover, the struggle of effective inclusion of students with special needs and disabilities is still continuing in many countries around the world which create a gap between normal students and those with special needs. Children with disabilities are facing the most severe discrimination and therefore their performance is low, this may affect the process of learning inside the classroom.

A final point is that of non- violence; undoubtedly wars and any kind of conflicts have a negative impact on students' mental abilities and affects their learning advancement.

#### **1.3.5.3. Service Delivery**

It denotes the provision of the different services that can be beneficial for learning in one way or another. One of these services is health service which contributes to learning by reducing absenteeism because sick children cannot attend schools. Now most of governments are making health programs including medical consultations, vaccination and the provision of healthy meals which can increase the cognitive functioning of students.

### 1.3.6. Quality Content

Quality content is an important ingredient in improving the quality of education. It includes the curriculum taught in schools. Quality content should not compromise other components such as literacy, numeracy, life skills and peace education.

#### 1.3.6.1. Curriculum

*"Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum". (UNICEF, 2000).*

Curriculum is almost always defined with relation to schooling and plays an important role in improving the quality of education. It is usually offered by the authorities charged with overseeing education (e.g. the National Curriculum for England in English schools). It includes the content of courses (which is known as the syllabus) and the methods employed or strategies including the learning/teaching materials. It outlines the skills, performances and attitudes students are expected to learn from schooling. A curriculum defines the course objectives and the learning outcomes. Furthermore, the curriculum describes "why, when, what, where, how and with whom to learn". For that, it should be seen as an agreement, on what learners need to take when learning, between communities, educational professionals and the state.

Hence, curriculum should emphasize on learners' needs and go hand in hand with the abilities of students, and its content helps them exploit optimally their potentials. As Glatthorn and Jaillall (2000) mentioned: *"Curriculum should provide for individual differences, closely coordinate and selectively integrate subject matters, and focus on results or standards and targets for student learning". (Glatthorn and Jaillall, 2000. Cited in UNICEF, 2000:11).* The school

curriculum should also correspond to the specificities of the nation and its values as Alexander points out: "*Curriculum embodies purposes and values, and reflects assumptions about what knowledge and understanding are of most worth to individual and to society*" (Alexander, 2007:29). It has also to take into consideration the historical background of this nation.

Schools can discuss their own curricula, for example, an elementary school might discuss how its curriculum, or its entire sum of lessons and teachings, is designed to improve national testing scores or help students learn the basics. An individual teacher might also refer to his or her curriculum, meaning all the subjects that will be taught during a school year.

Quality content should too compromise other components such as literacy, numeracy, life skills and peace education.

#### **1.3.6.2. Literacy**

The traditional definition of literacy is the ability to read and write and it is one of the indispensable goals of any educational system. Nowadays, literacy extend to the teaching of the four skills together (listening, reading, writing and speaking) as a tool of social development and scientific progress. The UNESCO defines literacy as:

*“the ability to identify, understand, interpret, create, communicate, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. (The Plurality of Literacy and its Implications for Policies and Programs.13, 2004).*

#### **1.3.6.3. Numeracy**

The basic numeracy skills consist of comprehending fundamental arithmetics such addition, subtraction, multiplication, multiplication, and division. Today, it

encompasses those skills to advanced mathematics and interpretative communication skills (Steen, 1999). The mastery of those skills helps students to be effective participants in their communities, in addition to the ability to control their lives easily.

#### **1.3.6.4. Life Skills**

Life skills are the skills needed for adaptive and positive behavior that make the person able to live and get along with the daily challenges. It consists of a set of human skills which are defined by the UNESCO as: *”psycho-social and interpersonal skills used in everyday interaction...not specific to getting a job or earning an income”*. (UNESCO, 2000). Life skills curriculum focuses on the teaching of a variety of subjects depending on social norms, community expectations and values to makes people more involved in their communities.

#### **1.3.6.5. Peace Education**

Is to cultivate and inculcate the sense of responsibility in students. It seeks to awaken their sense of awareness about the conflicts and to help them find peaceful solutions. Peace education addresses cognitive, affective and behavioral learning and can occur both within schools, through curriculum development and teacher education, and outside of schools, through camps, sports and recreation programmes, youth groups and clubs, and training for community leaders, parents, librarians and the media. (Fountain, 1999. Cited in UNICEF, 2000:12).

#### **1.3.7. Quality Process**

Quality process is seen as a crucial ingredient in improving the quality of education. It deals with the way to transform the educational inputs into successful outputs. Teachers as well as administrators are mainly responsible for making learning meaningful and play a key role in ensuring quality school processes.

### 1.3.7.1. Teachers

Guider, controller, tutor, trainer, all these concepts are related to the term teacher. He is like an orchestral conductor, since he is the one responsible for the organization of the classroom and guides his students to learn and succeed. The teacher plays a pivotal role and is at the heart of education. As pointed out in the UNESCO report: "***Teacher has the strongest influence on learning and wide variety of other quality within school***". (UNESCO, 2004:18). The teacher is regarded as an expert in his field and the source of knowledge for his students, and should use his expertise to help them learn. For this reason it is important to focus on teacher quality.

The highest quality teachers are those most capable of helping their students to learn and have deep mastery of both their subject matter and pedagogy (Darling- Hammond, 1997).

A highly effective teacher is the one who first sets big goals that are ambitious, measurable and meaningful. Students make considerable academic progress when their teachers draw from the beginning of the year an ambitious vision of students' success. Like all strong leaders, teachers define measure, expect the best of their students and are keenly aware of their students' needs and desires. They always find ways to inspire their students. As Hodes believes:

***"... teaches most successfully when he is not consciously trying to teach at all, but when he acts spontaneously out of his own life. Then he can gain the pupil's confidence; he can convince the adolescent that there is human truth, that existence has a meaning. And when the pupil's confidence has been won, 'his resistance against being educated gives way to a singular happening: he accepts the educator as a person. He feels he may trust this man, that this man is taking part in his life, accepting him before desiring to influence him. And so he learns to ask..."*** (Hodes, 1972: 136).

Then, the high quality teacher invests students and their families through a variety of strategies and hard work to reach his ambitious goals. He takes the responsibility of convincing his students that they can and make them want to learn and collaborate with their families and influencers. In addition to that, successful teachers define the ultimate results they want. They map the path to success with all the gritty detail possible by designing their courses on the basis of where students are headed and what path to students' growth is most efficient. Effective teachers also execute effectively by monitoring progress and adjusting course to ensure that every action contribute to student learning. Strong teachers continuously increase effectiveness by reflecting critically on their progress by seeking to root causes of students' success and failure, and search for solutions. Last but not least, high quality teacher works relentlessly in light of his conviction that he has the power to past obstacles for student learning. He believes that the teacher can change his student's trajectory and he can control enough factors that influence his achievement. Some other requirements for a quality teacher:

#### **i. Eclecticism**

The teacher need to depict from each approach what is relevant to his students. His instructional methods should fit with the current understandings of how students learn; it should serve the student-centered learning view that helps students build on prior knowledge to develop attitudes, beliefs and cognitive skills and expanding their knowledge base. Therefore, the teacher has to collaborate with his students in order to develop his teaching skills and help his students. Consequently, Teacher quality encompasses a range of skills, competencies and motivation, it is also not related with number of years being in the field or with the amount of knowledge that he has, but with how well this knowledge and these competencies and skills are used. Some teachers with little knowledge are so successful that they achieve beneficial results and profitable learners whereas others with large information but they fail because they are doing their jobs routinely and inertia they have just come to work, pretend to be teaching and then leave without enjoy, the

teacher only apply the daily plans which are proposed by ministry of education. (Diane brook).A quality teacher takes a commitment to wed the student with learning; he makes it a pleasure and joy.

## **ii. Working Conditions**

Having a quality teacher cannot be achieved unless the teachers' working conditions are good. As the condition of infrastructure, availability of textbooks, and learning materials and class size influence the students' learning it also have an impact on the teacher's efficiency. Salaries as well have an influence on the teacher's productivity; because when he is well paid, he does not have to think about his bills and financial problems when being at the classroom or does not have to look for a second job, which hurts student learning. Effective teachers are highly committed and care about their students (Craig, Kraft and du Pleissis, 1998); they need encouraging working conditions to keep alive these attitudes. As cited in the UNESCO:

*“The Dakar Framework recognized the preeminent role of teachers in providing basic education of good quality. It stressed that, to achieve EFA, governments need to enhance the status, morale and professionalism of teachers and enable them to participate in actions affecting their professional lives and teaching environments. To attract and retain good teachers, policy-makers need to improve teacher education, deploy teachers more fairly, provide incentives in the form of appropriate salaries, and create attractive career paths”. (UNESCO, 2014c).*

This can be realized with the help of the administration.

### **1.3.7.2. Quality of Administration**

The administration is the facilitator of learning and teaching as well. It has to provide for both teachers and students all their needs for education in order to make learning progress. The administration is responsible for making rules and insuring its application inside the school. Its role is also to afford the financial resources needed in learning such as:

- ICT instruments: the world of today is knowledge-based. It depends on the rapid exchange of information. With the advent of technologies and the internet, education has changed too. The relevance of technology has become obvious and its use can enhance learning and is supporting the teaching of languages;

- Textbooks: many students and teachers suffer from the insufficiency of books, which affects negatively the students' achievements and the teachers' effectiveness. It is the job of the administration to solve the problem; etc.

A quality administration must be supportive of education and must not neglect any detail.

All in all, the availability of quality teachers and administrators leads to the success of the quality process.

In order to quality takes place in education, the process of teaching and learning must be systemic and well-organized. In other words, it must be pedagogic, so what is pedagogy?

#### **1.4. Definition of Pedagogy**

pedagogy is one of the most important ingredients in process of learning and teaching. It organizes the teacher's work and makes it easier.

According to Robin( 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).*

He also says that:

*Pedagogy is the observable act of teaching together with its attendant discourse of educational theories, values evidence and justifications. It is what one needs to know and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted". (Alexander. 2007:28).*

Pedagogy is the stuff of teachers' daily lives, it encompasses just delivering education. It is a question of giving the techniques for what to teach (the content); how to teach (the method); what purpose or intention something is taught (goals), and as Smith (2012) posits: "*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).*

### **1.9. Conclusion**

Ensuring a quality education for all is a challenge raised by nearly all the world's nations. This chapter provided a definition of education, a detailed definition of quality education, including its components in addition to the definition of pedagogy since it is considered as an important part of in the process of learning and teaching.

# Chapter Two

## **Chapter Two: Data Analysis, Limitations and Recommendations.**

- 2.1. Introduction
- 2.2. ELT Situation in Algeria
- 2.3. Research Design
- 2.4. Research Approaches
  - 2.4.1. Qualitative Approach
  - 2.4.2. Quantitative Approach
- 2.5. Participants' Profile
- 2.6. Research Instruments
  - 2.6.1. The Questionnaire
  - 2.6.2. The Interview
- 2.7. Data Analysis
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  - 2.7.3. Students' Questionnaire Analysis
  - 2.7.4. Teachers' Interview Analysis
- 2.8. Limitations and Recommendations.
  - 2.8.1. Limitations of the Study
  - 2.8.2. Recommendations
- 2.9. Conclusion

### **2.1. Introduction**

This chapter describes the ELT situation in Algeria. It represents the design, approaches and procedures of the research. Also, it proposes a representation of the qualitative and quantitative approaches is given, as well as an explanation of the relationship between the two approaches. A questionnaire for students and an interview for teachers will be used as research instruments. Finally, it will be followed by the analyses of the data gathered, the results and interpretations of the analyses in addition to the limitations of the study concluded by suggestions and recommendations for further studies.

### **2.2. ELT Situation in Algeria**

Learning foreign languages is important for everyone and each language has its characteristics that determine its importance. The English language is now taking the status of a global language because of its use all over the world. For that the Algerian educational decision makers are trying to find the most appropriate way to make learners master this language.

In Algeria English is the second foreign language after French which is considered the first foreign language. French is instructed for ten years, from third year of primary school till the third year of secondary school. While English is instructed for seven years from first year of middle school till the third year of secondary school.

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, came the direct method and the audio lingual method. Later, 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 the learner's knowledge. The teacher's role is to facilitate learning.

### **2.3. Research Design**

This research is based on the comparative method. The aim of choosing this type of research is that it helps to make a comparison of a situation in two different areas, the first is Tlemcen which is the urban place and the other is El Bouihi which is the rural one. It also helps to find out the reasons that lag behind this variation.

### **2.4. Research Approaches**

In this study the researchers try to combine between the qualitative and the quantitative methods for the sake of having valid data. Hence, it is important to provide a definition of each approach.

#### **2.4.1. Qualitative Approach**

Qualitative research approach is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It means that qualitative methods focus on the informant's perspectives and thoughts. As what (Denzin & Lincoln, 2005, p.3) define qualitative research as:

*...a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the words into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to*

*the world. This means that qualitative researchers study things in natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.*

Moreover, the qualitative research is based on the analysis and the interpretation of others' experiences.

The qualitative approach is used in this study to make the analysis and the interpretation of the data gained from the participants easier. It helps to provide the validity and reliability of the information provided, mainly to deduce the differences existing between urban and rural areas. In addition to that, this approach would provide a detailed exploration of the topic interest, which is in this case, the main points that make the quality of education different from one area to another. In order to give this study more reliability and flexibility, the quantitative approach is also used in this study.

#### **2.4.2. Quantitative Approach**

Unlike the qualitative research, quantitative research is considered to have as its main purpose the quantification of data. In that, Creswell (1994, p.13) defines the quantitative research as the type of research that is: “ *explaining phenomena by collecting data that are analysed mathematically based methods (in particular statistics)* ”. It assumes a fixed and measurable reality and is concerned with discovering facts about social phenomena.

Trochim and Land (1982, p. 1) describe quantitative research as:

*The glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project, the samples or groups, measures, treatments or programs,*

*and methods of assignment work together to try to address the central research questions.*

The quantitative method helps in the interpretation and the analyses of the statistical data gathered in this study.

Quantitative and qualitative research methods are commonly considered to differ fundamentally. Yet, their objectives as well as their applications overlap in numerous ways. The table below shows the main differences between the qualitative and quantitative approaches.

Approach	Quantitative	Qualitative
General Framework	<ul style="list-style-type: none"> <li>-seeks to confirm hypotheses about phenomena</li> <li>-instruments use more rigid style of eliciting and categorizing responses to questions</li> <li>-use highly structured methods such as questionnaires, surveys and structured observation</li> </ul>	<ul style="list-style-type: none"> <li>-seeks to explore phenomena</li> <li>-instruments use more flexible, interactive style of eliciting and categorizing responses to questions</li> <li>- use semi-structured methods such as in-depth interviews, focus groups and participants' observation</li> </ul>
	-to quantify variation	-to describe variation

Objective Analytical	-to predict casual relationships - to describe characteristics of a population	-to describe and explain relationships- to describe individual experiences -to describe group norms
Question Format	Close- ended	Open-ended
Data Format	Numerical ( obtained by assigning numerical values to response)	-textual (obtained from audiotapes, videotapes and fieldnotes)
Flexibility in Study Design	-studies design is stable from beginning to end -participant responses do not influence or determine how and which questions researchers ask next -studies design is subject to statistical assumptions and conditions	- some aspects of the study are flexible (for example, the addition, exclusion or or wording of particular interviews' questions) -participant responses how and which questions researchers ask next -studies design is interactive, that is, data collection and research questions are adjusted according to what is learned

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**Table2.1. Comparison between Qualitative and Quantitative Methods**

(Source: Mack, et.al.2005, p.3)

Although each method is important and can be used alone, some studies use both qualitative and quantitative researches letting the two complement each other. Researchers who combine the two approaches try to bridge their differences in a way that serves to gain more valuable data. According to (Johnson and Onwuwegbuzie, 2004):

*Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices (i.e., it rejects dogmatism). It is an expansive and creative form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. (pp. 17-18)*

This definition shows the importance of combining the different elements of qualitative and quantitative methods.

In the case of comparing the quality education in English classes in secondary schools in both rural and urban areas, both quantitative and qualitative data collection approaches are being used to strengthen the validity of the findings. Some questions raised in this study need the qualitative methods in order to be better understood, others need the quantitative method, while others may be better understood using the combination of the two approaches.

### 2.5. Participants' Profile

The informants engaged in the research were students from two secondary schools. Poly phase secondary school which is described as a rural school which is far away from Tlemcen roughly 77 km and it has borders with Morocco. Whereas the second lycee is Dr. Benzerdjeb secondary school which is regarded as an urban school. It is situated in down town of Tlemcen .55 students from both schools have been selected randomly, their ages are between (17-21), they are mix of gender, they are supposed to answer some questions about their attitude towards the English language, the use of text book the use of ICT's, what are the reasons that motivate them to learn and speak English and what are their difficulties in learning the English language.

6 teachers have been requested to make an interview with them concerning the underlying research. They are required to answer some questions.

Teachers are from different secondary schools in Tlemcen and villages surrounding it; which are Ghazaouet, Maghnia ,Tlemcen,Fellousene, Sidi Djilaili and Elbouihi. The teachers have different degrees (License –Master and Magister).

These questions are about the teaching experience, the use of ICT's in English sessions, levels of students and the methods that are used in ELT.

These answers and opinions give a clear idea about the criteria that make education quality in remote areas differ from education in urban areas.

### 2.6. Research Instruments

There are various methods that the researcher can use to collect data and it is important to use more than one research tool in order to have as much as possible valid data. In this study, the researchers relied on 2 research instruments.

### 2.6.1. The Questionnaire

The questionnaire is one of the research instruments that can obtain a broad prescriptive from the research subject (Dencsombe, 2007). The questionnaire is defined as any written instrument that presents respondents with series of questions or statements by writing out their answer or selecting from among existing answers (Brown, 2001.p.6). Moreover, the questionnaire is one of the research techniques that tackle the researcher to valid data.

The questionnaire arranges and provides identical answers since all respondents are showing to answer the same questions. It has 2 types: open-ended questions which let respondents decide to wording in answers, and respondents were given space to express themselves (Denscombe: 2007).The second type is close-ended question in which respondents were restricted in multiple choice. For example, how do you prepare learning English? -Mass media -grammar. Either choose grammar or mass media.

### 2.6.2. The Interview

The interview is a different instrument in collecting data. It is most often used strategies acquire people insight on social phenomenon (Dornyei: 2007). The interview is good at producing data which deals with the topic in deepness and in further details.

According to Nunan, the interview can be classified from unstructured, semi-structured and structured (1992, p.149) in accordance with the degree of formality of relationships between the interviewer and the interviewee. The researchers used structured interview, it is when all questions are prepared in advance. There are many ways in which you can conduct structured interviews. For example, you can conduct them over the phone, face-to-face, over the Internet, using computer programmes, such as Skype, or using videophone. Structured interview questions can be open-ended or closed-ended. Closed-ended questions ask respondents for

specific pieces of information and Open-ended questions are those that can be answered in many ways and allow the respondent to give elaborate, thoughtful answers, The researchers made their interview face-to-face with their interviewees and they based only on open ended questions.

The Structured Interview has some characteristics; the interviewer asks each respondent the same series of questions. The questions are created previous to the interview, and often have a limited set of response categories. There are open-ended questions included in the interview guide. The interviewer plays a neutral role and acts casual and friendly, but does not include his or her opinion in the interview.

## **2.7. Data Analysis**

Data analysis is an important step in reporting the research findings. It supports the researcher to reach a conclusion.

Data analysis has curtailed benefits in any research that are cited in the following points:

- Data analysis helps in structuring the findings from different sources of data collection.
- It helps to breakdown the problem into small parts which help to acquire meaningful and useful insights from the data.

Data analysis can be done in different methods, in this research a combination of quantitative and qualitative research is used in the analysis of data.

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

Relying on statistics and statistical techniques that are employed for the description and analysis of information and transforms them into numerical data. It is a deductive process used to test pre-specified concepts, constructs and hypotheses

that make up a theory. Quantitative Research provides the researcher a clearer picture of what to expect in his research. It seeks precise measurements and analysis of target concepts to answer his inquiry.

### **2.7.2. Qualitative Data Analysis**

Qualitative data analysis formulates textual information provided in the form of texts. It relies on the use of the technique of summarizing the content of each response and classifying answers together according to their content. It seeks to provide a complete, detailed description of the research topic. It is usually more exploratory in nature.

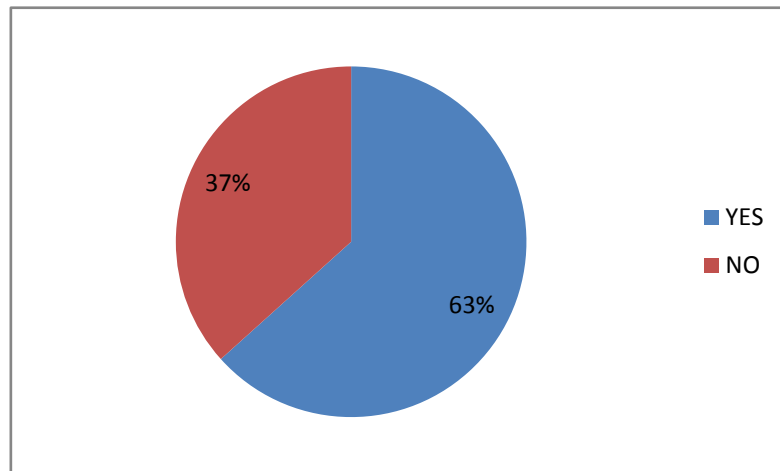
Qualitative data analysis is an inductive process used to formulate theory or hypotheses. It is more subjective since it describes a problem or condition from the point of view of those experiencing it.

### **2.7.3. Students' Questionnaire Analysis**

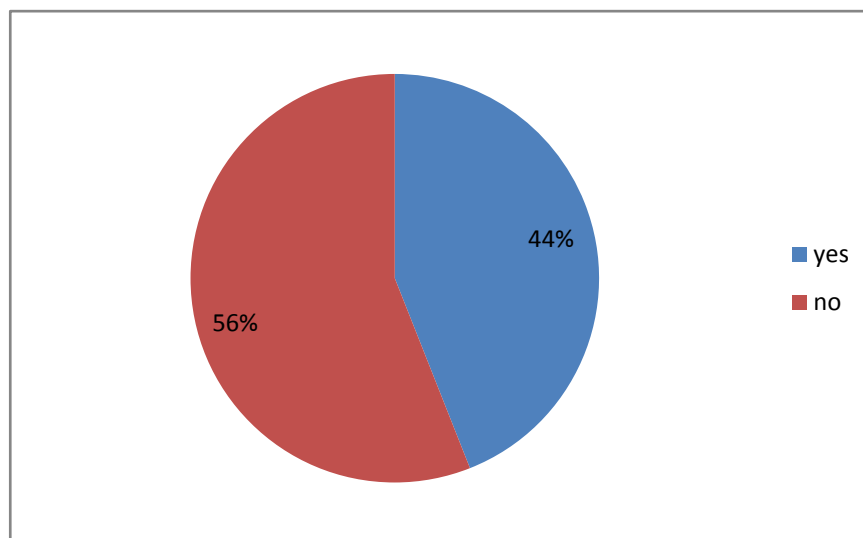
#### **1- Do you like English ?**

The main concern of this question is to recognize that the quality or level of students is influenced by the students' attitudes towards the language.

63% students of Dr. Benzerdjeb secondary school like the English language while 37% do not. On the other hand, in Poly phase secondary school only 44% of the students like English and 56% do not. This means that students from small villages are not interested in learning the English language whereas students living in urban areas show interest in learning languages. Figures below represent the results:

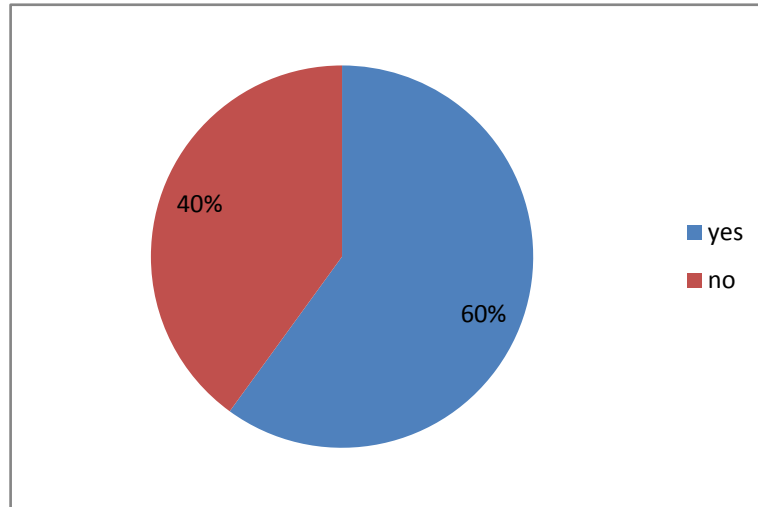


**Figure2.1. Students who like and dislike English in Dr. Benzerdjeb Secondary School.**

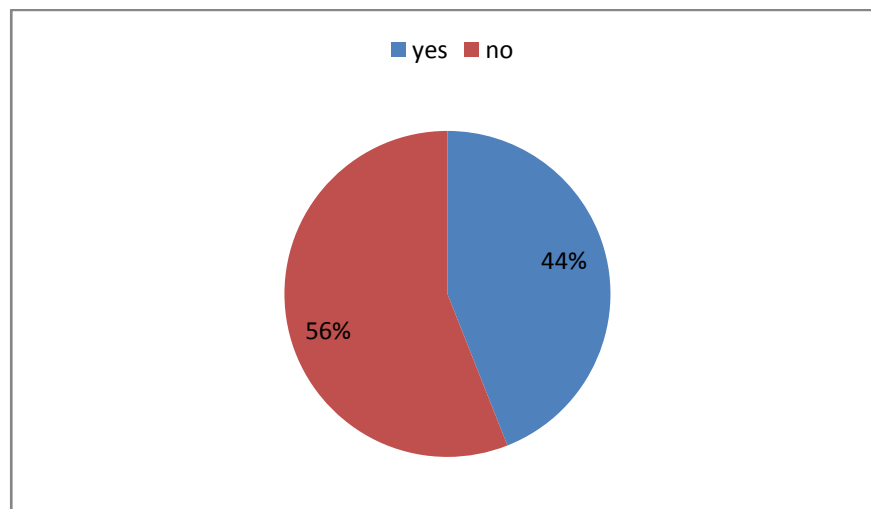


**Figure2.2. Students who like and dislike English in Poly Phase Secondary School.**

**2- Do you use the textbook inside the classroom?**



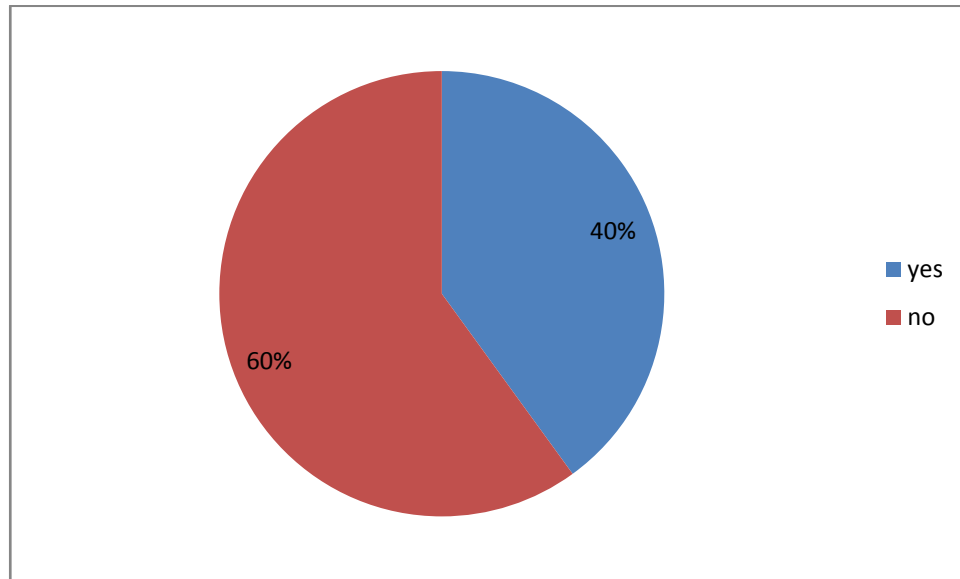
**Figure2.3. Use of the textbook in Dr. Benzerdjeb Secondary School.**



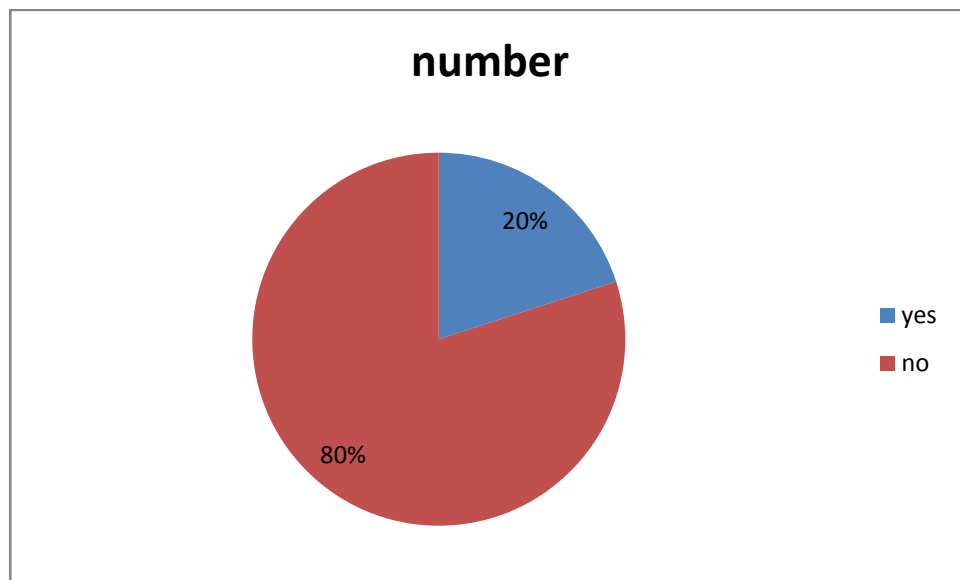
**Figure.2.4. Use of the textbook in Poly Phase Secondary School.**

This question is asked to know to what extent the textbook is important for students. The result was that 60% use the textbook and 40% do not use it at the Ben Zerdjeb secondary school. At Elbouihi only 44% use the textbook. From the results the researcher can deduce that textbook is more available in urban school; however in remote schools is not.

## 3- Do you practice English outside classroom?



**Figure2.5. Students who practice English outside the classroom in Dr. Benzerdjeb Secondary School.**



**Figure2.6. Students who practice English outside the classroom in Poly Phase Secondary School.**

The question is asked to see whether students are interested in English as a subject matter for the sake of gaining good marks or in the language itself. The

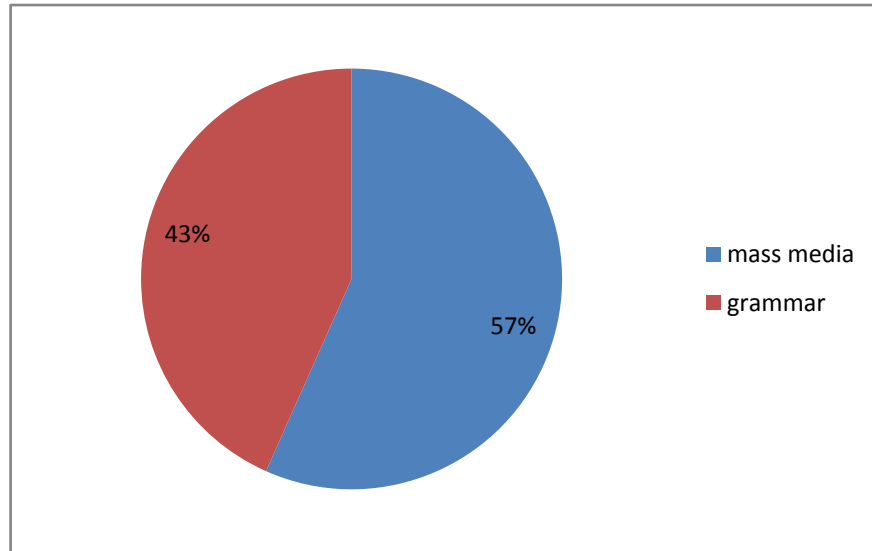
majority of students in both secondary schools do not practice the language outside the classroom. The following figures represent the results. Although students of the city practice English outside the classroom more than students from rural areas, both of them their main concern is gaining the average.

#### **4- What motivates you to use English outside the classroom?**

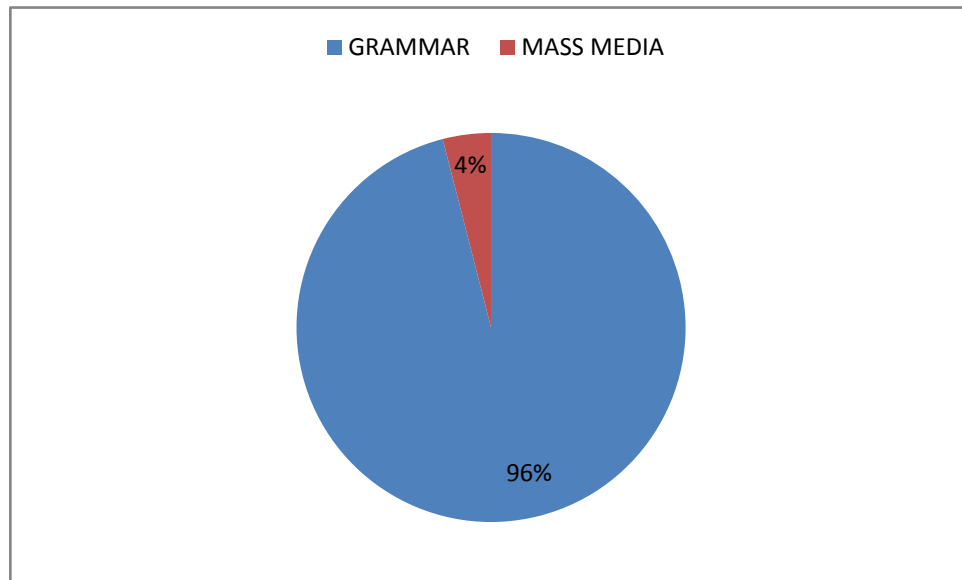
Since English is the language of the world this question was asked to how learners see the English language, and also to know their attitudes towards it. Students' answers in the two lycees were nearly closed to each other. The majority of students say that because it is the language of the world. Another group say because they need it when travelling and to understand others. Others use it because they like its intonation. Other students said they nothing motivates them to use it.

#### **5- How do you prepare learning English?**

The seek in front of this question is to spot if students are still depending on old methods as grammar translation method or they are tackling new methods such as the Competency Based Approach, and if they prefer fluency or accuracy. The results were different in the two lycees. 53% of students at Benzerdjeb secondary school prepare their learning through mass media and 47% prefer grammar. Whereas only 4% use the mass media in preparing their learning and 96% choosed grammar. This explains that students from Elbouihi are still relying on learning language through rules as grammar whereas students from Benzerdjeb are more opened on the world and familiar with technology. Figures below represent the results:



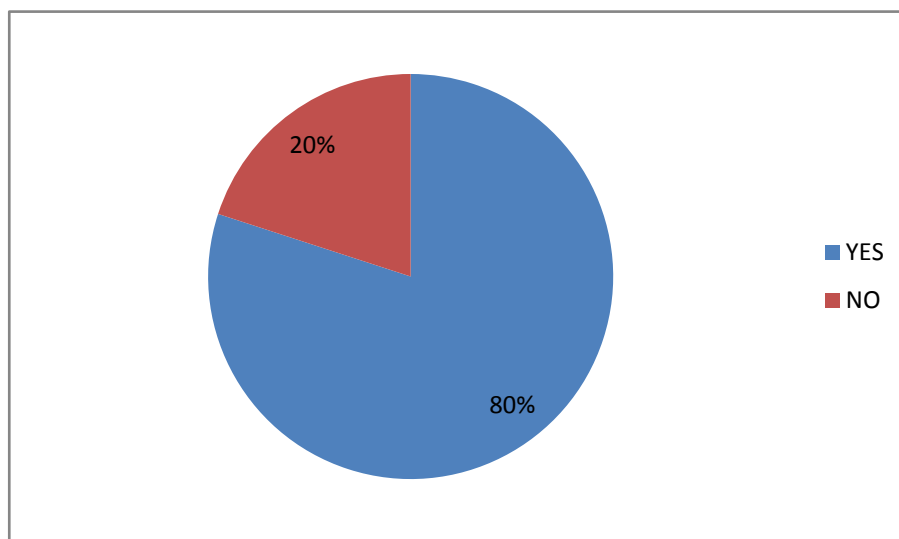
**Figure2.7. How students of Benzerdjeb Secondary School prepare learning English.**



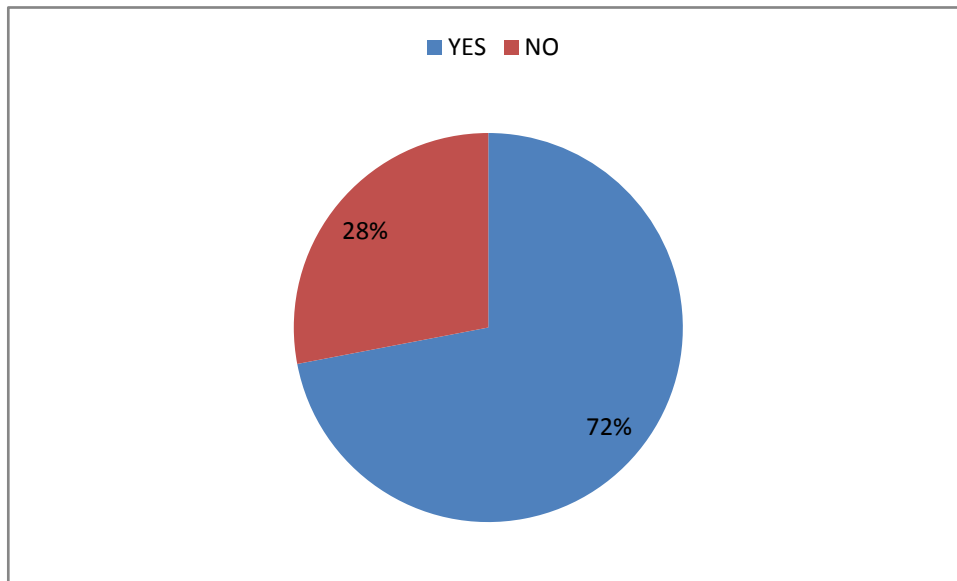
**Figure2.8. How students of Poly Phase Secondary School prepare learning English.**

### 6- Do you believe that learning English can help you in your future career?

The question aims at figuring out if students are aware of the importance of the English language which is regarded as the key to world in the era of globalization. In the two lycees, the results were closed and are represented in the following charts: this means that all students are aware about the importance of the English language in their lives.



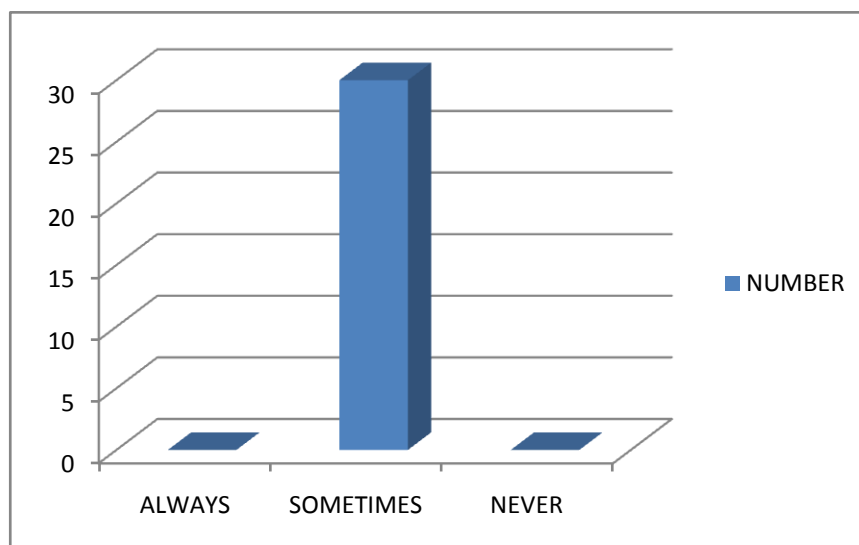
**Figure2.9. Students who believe that English help them in their future and who do not in Benzerdjeb Secondary School.**



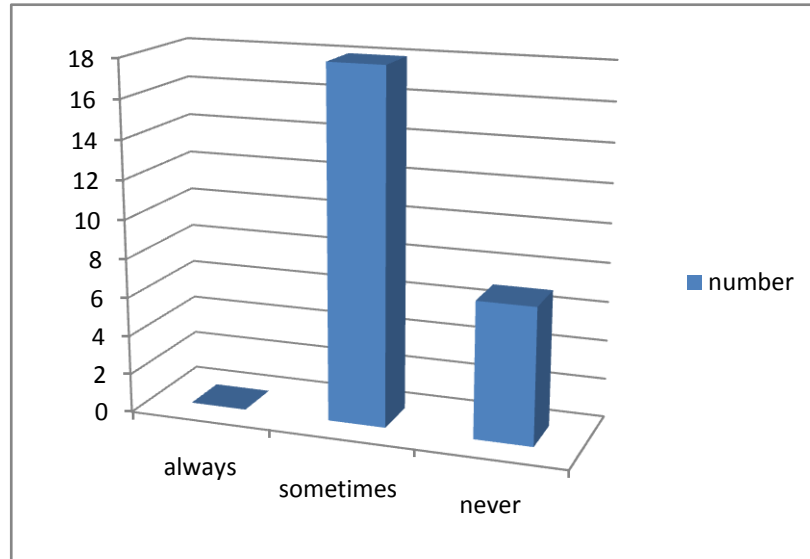
**Figure2.10. Students who believe the English helps them in their future at Poly Phase Secondary School.**

**7- To what extent do you use ICT when learning English inside the classroom?**

The question is asked to know if students are familiar with technology and to what extent the Algerian secondary schools are progressing in teaching the English language. The following diagrams describe the results :



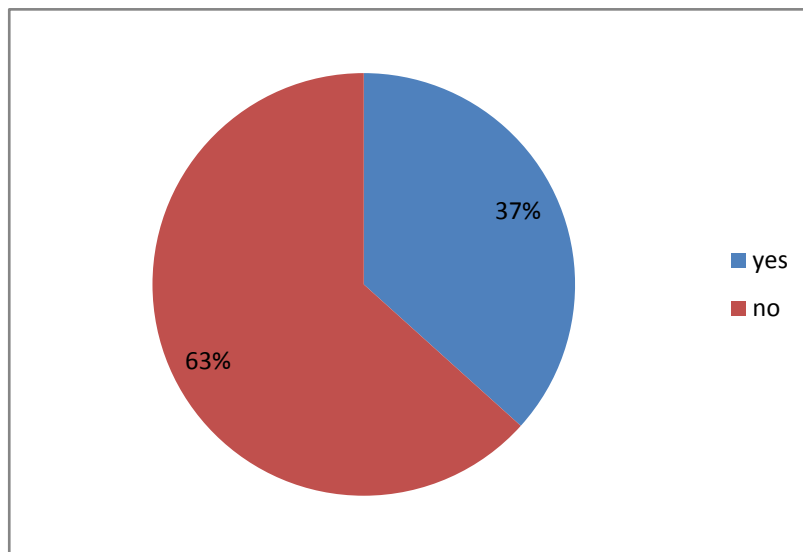
**Figure2.11. Use of ICT’s inside the classroom at Benzerdjeb Secondary School.**



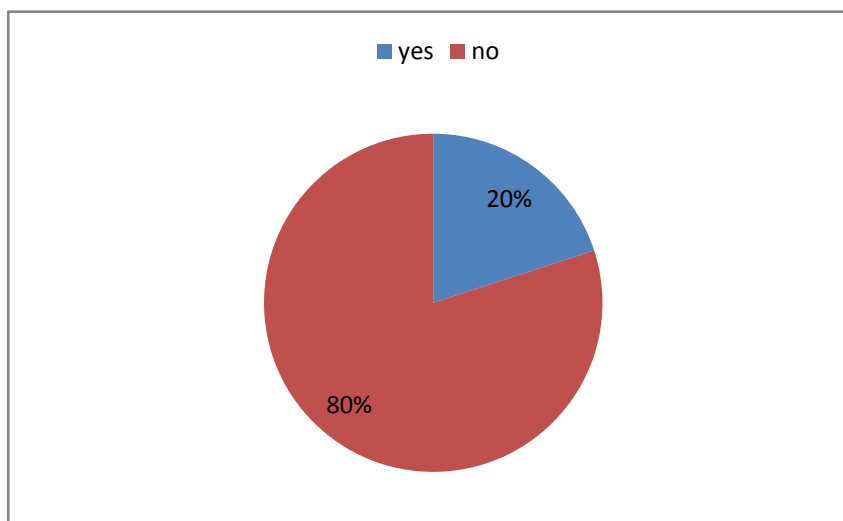
**Figure2.12. Use of ICT’s inside the classroom at Poly Phase Secondary School.**

This implies that students from urban areas have more access to technology in their schools more than students from countryside.

**8- Do you check your progress from one sequence to another?**



**Figure2.13. Students who check their progress at Benzerdjeb Secondary School.**

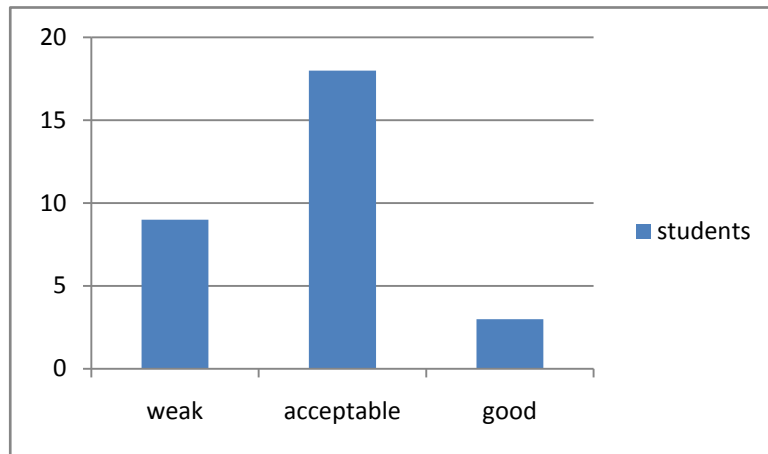


**Figure2.14. Students who check their progress at Poly Phase Secondary School.**

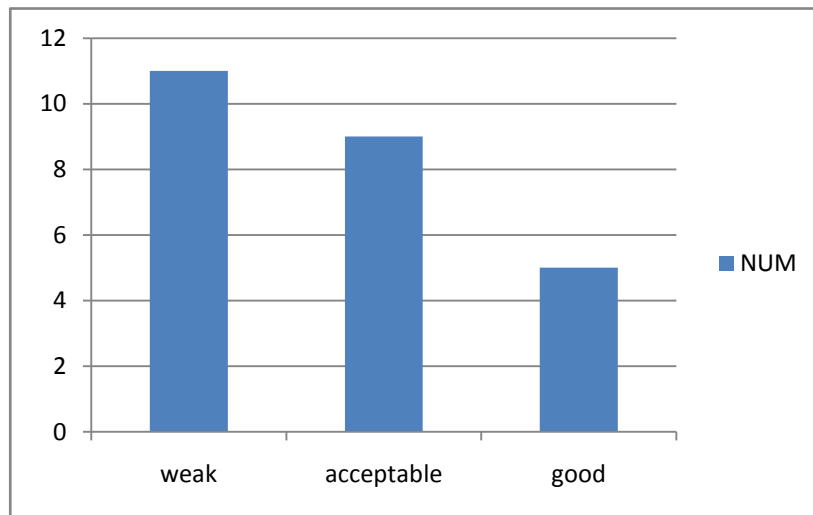
The main concern of this question is to know if students do care in developing their level in English or not. 80% of students of Poly Phase Secondary School do not check their progress and only 20% do. While at the lycee of Benzerdjeb 37% check their progress and 63% do not. Though the majority of the students do not check their progress in both lycees, students in urban areas make more efforts in developing their level.

### **9- What is your competence level in English?**

This question aims at identifying the level of students and the results are as follows:

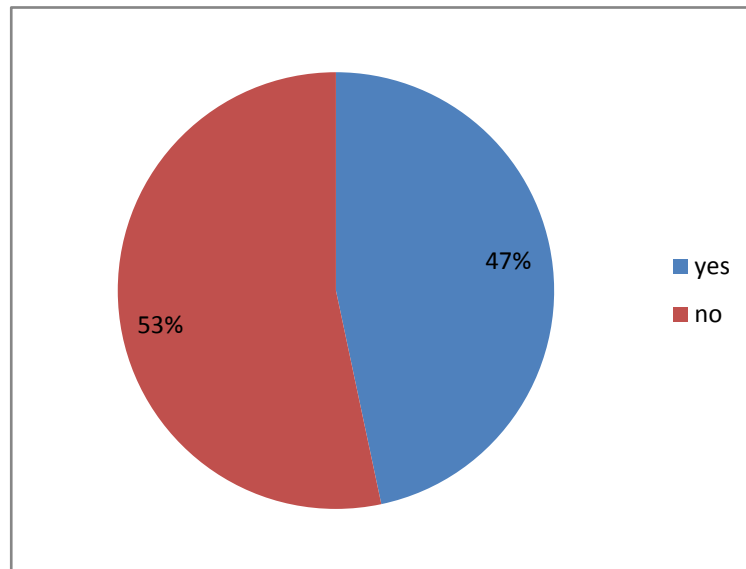


**Figure2.15. How students consider their competence level in English at Benzerdjeb Secondary School.**

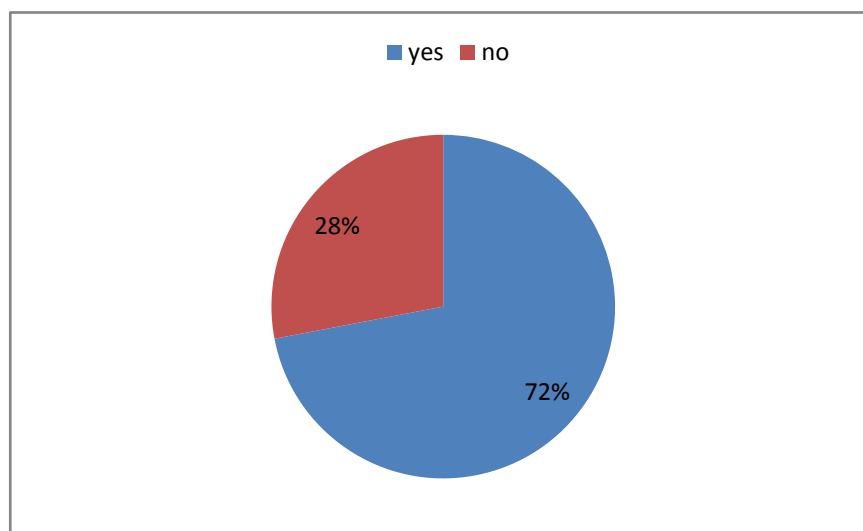


**Figure2.16. How students consider their competence level at Poly Phase Secondary School.**

**10- Do you find the number of English sessions sufficient?**



**Figure2.17. Whether students of Benzerdjeb Secondary School find the sessions' number sufficient or not.**



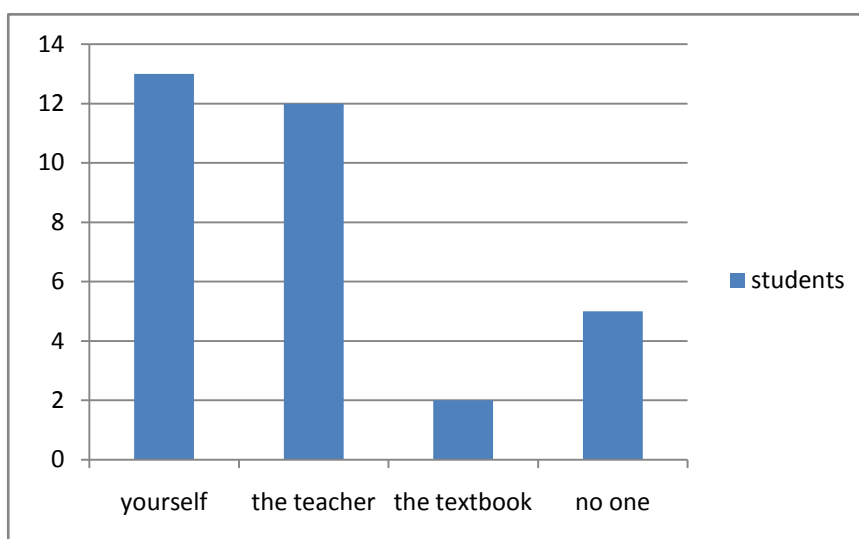
**Figure2.18. Whether students of Poly Phase Secondary School find the sessions' number sufficient or not.**

The question seeks to know if the number of English session is important for students or not. At the lycee of Benzerdjeb, 53% find the number of session sufficient and 47% say that it is not sufficient. On the other hand, 71% of students of Poly Phase lycee find that the number of English sessions is not sufficient and 29% find it sufficient. This may be due to the way of learning to the students of both

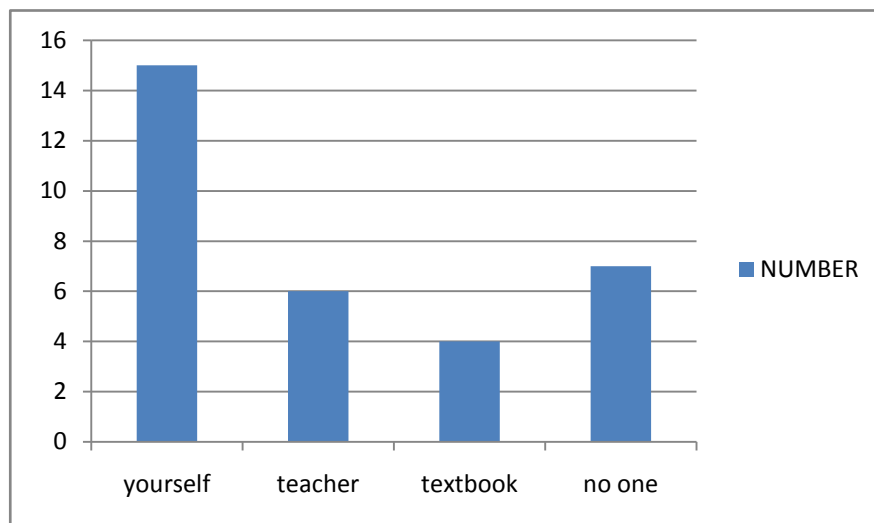
lycées( students in urban areas focus on mass media which is available everywhere while students in rural areas focus on grammar which cannot be learnt without a teacher).

### 11- Who do you blame when you score bad in learning the English language ?

The objective behind the question is to know if students consider themselves responsible of their learning. The following figures represent the results of the responses.



**Figure2.19. Who students blame when badscoring at Benzerdjeb Secondary School.**

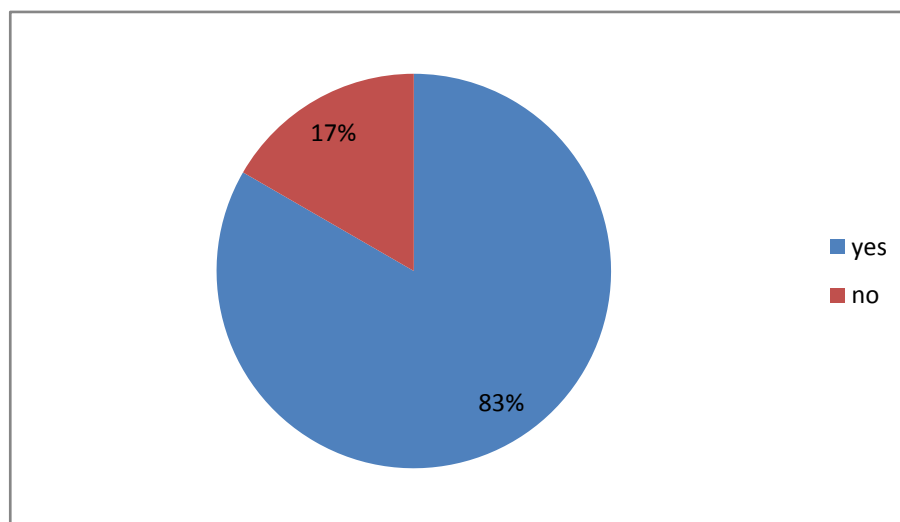


**Figure2.20. Who students blame when bad scoring at Poly Phase Secondary School.**

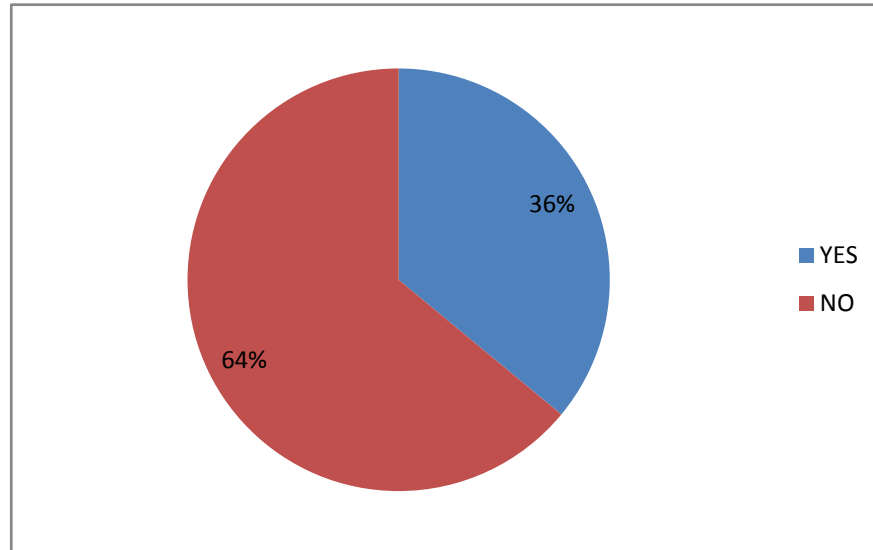
This result implies that most of students in both areas are conscious about their responsibility in their learning and they prefer to blame themselves rather than finding excuses.

**12- Do you think that the teacher should be responsible for the learning of the student?**

This question aims at knowing if students are aware about the role of the teacher in their learning process. The results are as follows:



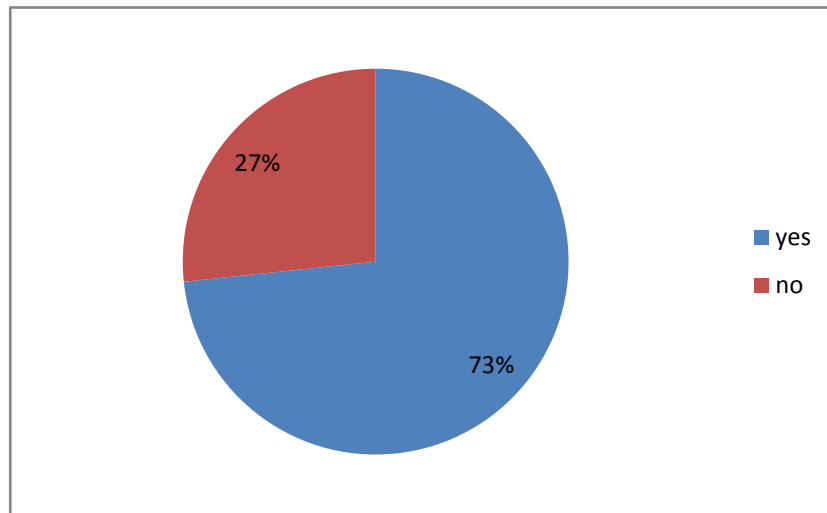
**Figure2.21. Whether students of Benzerdjeb Secondary School consider the teacher responsible for their learning.**



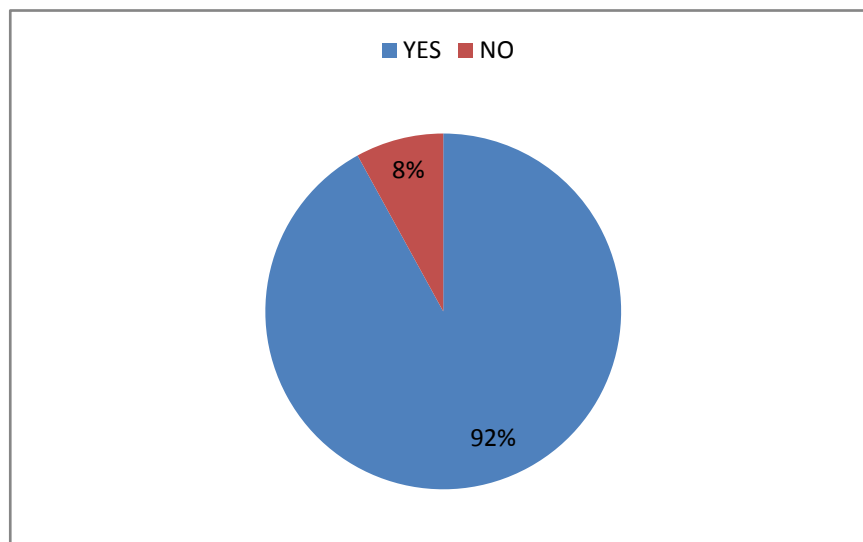
**Figure2.22. whether students of Poly Phase Secondary School consider the teacher responsible for their learning.**

Inspite that students of urban areas depend on themselves in learning the language, they are aware that teacher has role in improving their learning. On the other hand, students from remote areas because they do not care about learning foreign languages, they do not even think that the teacher takes part of their learning.

### **13- Do your parents know some English?**



**Figure2.23. Students at Benzerdjeb Secondary School whose their parents know English.**

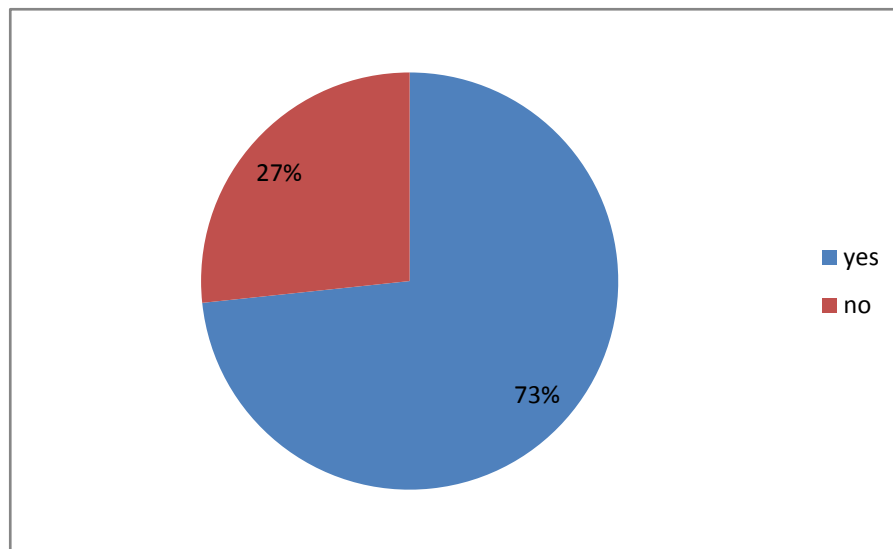


**Figure2.24. Students at Poly Phase Secondary School whose their parents know English.**

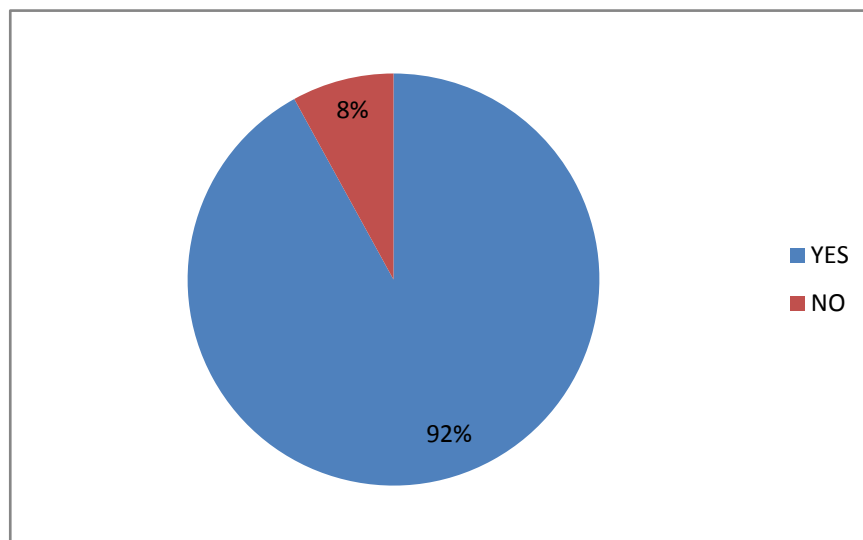
The aim of this question is to know if the Algerian parents are aware of the relevance of the English language. The results were not surprising; the majority of the parents of students of Benzerdjeb Secondary School (73%) have some knowledge about English. While in Poly Phase lycee only 8% of students who say that their parents know some English and 92% say no. This may explain the

previous results which show that students of urban areas are interested in learning and enhancing their level in English due to their environment. While students from rural areas are not interested because they do not find who encourage them.

**14- Do you ask your parents to help you to do your tasks when necessary?**



**Figure2.25. Students who ask the help of their parents at Benzerdjeb Secondary School.**

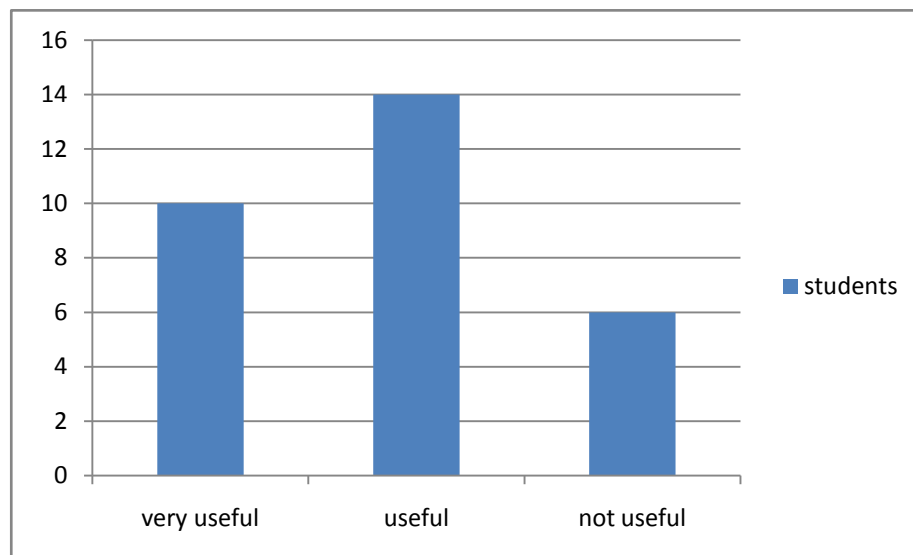


**Figure2.27. Students who ask the help of their parents at Poly Phase Secondary School.**

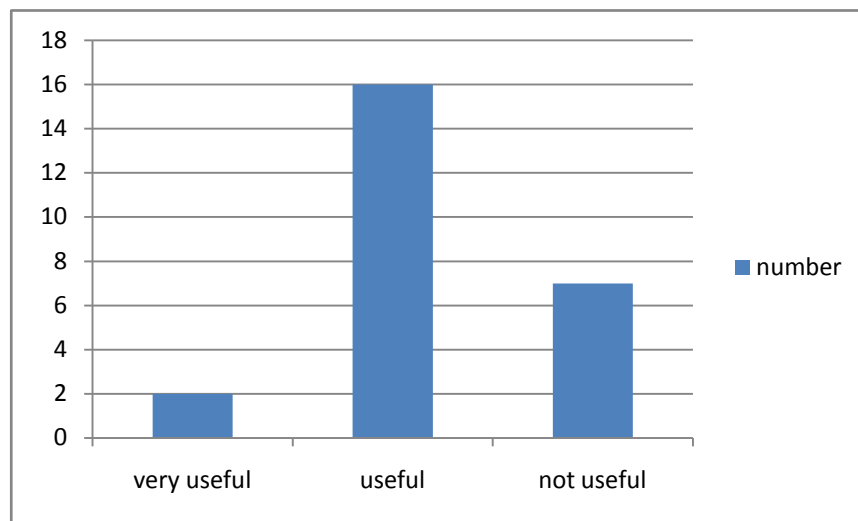
The aim of this question is to recognize if the Algerian parents participate in the learning of their children. 92% of students of Poly Phase Secondary School in El Bouihi do not ask the help of their parents and only 8% ask for help. 73% of students of Benzerdjeb Secondary School ask the help of their parents when needed. It means that parents participate in the learning and progress of their children.

### 15- How do you find the textbook?

This question seeks to know if the content of the textbook is relevant to the students' interests. The following figures describe the results :



**Figure2.28. How students of Benzerdjeb Secondary School find the textbook.**

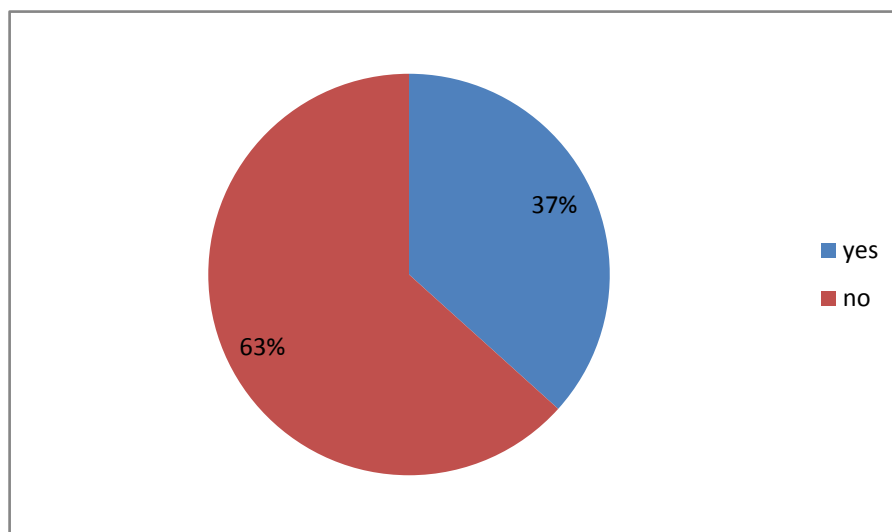


**Figure2.30. How students of Poly Phase Secondary School find the textbook.**

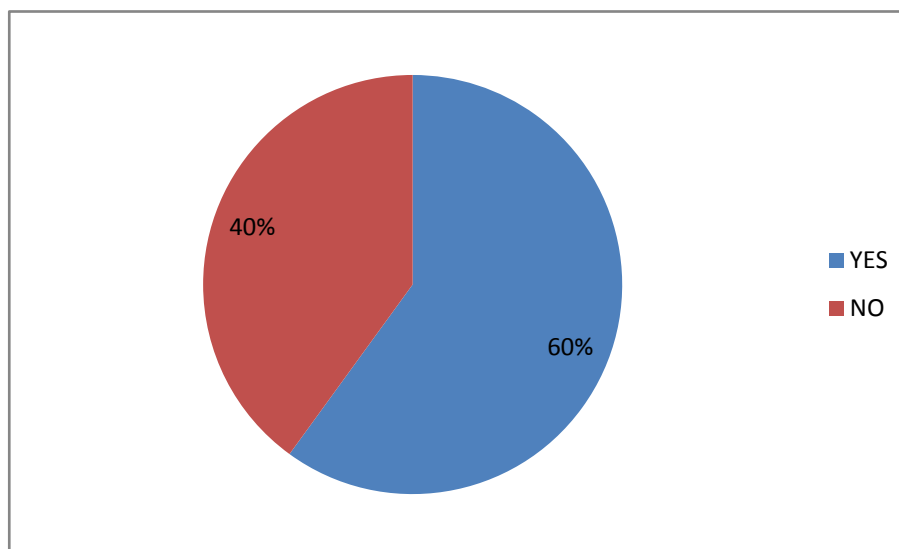
This explains that every student needs the textbook to learn the language and the weak level of students is owing to the absence of the textbook.

#### **16- Do you feel that you are making progress in learning the English language?**

This questions aims at proving that the Algerian programme plays a role in enhancing the students' level in the English language. The results are represented in the following charts:



**Figure2.31. Sutdents who see that they are making progress in learning English at Benzerdjeb Secondary School.**



**Figure2.32. Sutdents who see that they are making progress in learning English at Poly Phase Secondary School.**

Even though students from urban areas master the English language, they feel that they still need to learn more. However students from remote areas do not.

#### **2.7.4. Teachers' Interview Analysis**

This interview was conducted with 6 teachers from different secondary schools. The researchers met with teachers in seminar .Teachers have different degrees (License, Master and Magister) they have been requested to answer some questions:

First question is about their teaching experience. It ranges between one and fifteen years.

Second question is concerning the use of ICT's in English sessions. Teachers replied in different ways some of them say that they use data show from time to time in order to make students familiar with technologies, others give the

impression that using of ICT's is waste of time and is optional and not obligatory. Whereas some teachers say that ICT's are not available in their schools. So, they depend only on textbook pictures.

Question number three is about the method that is implemented in teaching the English language, almost all teachers expect that CBA approach in Algeria is merely ink on paper, it is not doing well in compared with students level, so best part of them said that sometimes were obliged to use other methods as Translation methods so as to fulfill and carry out their students requirements and needs.

Question four is with reference to the use of the textbook and its tasks. Teachers see books as first references and it is impossible to make a session without going back to the textbook. However, it is not compulsory to do all tasks they can pass over some tasks or provide extra ones. Some teachers thought that they can modify some tasks when it is hard with others easier.

Next question is related to the level of students .Teachers from Ghazaouet, Maghnia and Tlemcen describe their students level in an encouraging way and it is acceptable while teachers from sidi Djilali Secondary School, Elbouihi Poly Phase Secondary School and Fellaoussene in Nedroma look as if their students competence is very weak and few students who get the average even in Baccalaureate exams

Last question is about the use of dictionaries in pronunciation and spelling session, almost all teachers responded positively that all students have the opportunity to use dictionaries in the classroom except in Poly Phase Secondary School in Elbouihi, teachers say that there is no enough dictionaries. In addition to this, most of students have not English dictionary because this secondary school opened recently and is not well equiped yet.

### 2.7.5. Interpretation of Results

In fact, students' questionnaire gave the examiners the opportunity to interpret the insights leading to this dissertation. According to the results, there is a clear difference between students living in the city and those who live in remote areas.

The questionnaire succeeded to a certain extent to measure the level of students in both areas and discovers their attitudes towards the English language, and to know their motives to learn it.

Results' interpretation shows that students from urban areas are more motivated to learn the English language (63%). They are aware of the role of the teacher in helping them learning the language. While learners from remote areas are less motivated and only few of them like the English language (44%) and they do not recognize the role of the teacher. This, in reality, is due to a variety of reasons. Students who live in urban areas have more facilities to learn than those who live in remote villages. It was noticed that the majority of parents in the cities are educated and have some knowledge of the English language (77%); whereas only 8% of parents of students of rural areas who know the English language. In addition to that, textbooks are available in cities more than in remote areas and students are more familiar with technology and have more access to ICT's both inside and outside the classroom. All these factors affect the learners' levels and the quality of education in both areas.

Thus, in the light of what has been said so far, students' attitudes towards the language is influenced by many reasons, while in turn may affect the quality and the level of education and create a gap between remote and urban areas, and this is the case of the Algerian schools.

In fact, the teachers' interview play a paramount role in guiding the researchers to collect valuable facts and data about the teaching experience, the methods that are used in teaching English, also the student's competence in both

rural and urban schools as well as the use of ICT's in English sessions, in addition to the dictionaries usage. It gives the examiners the opportunity to interpret the result of the present work.

Results of the interview's interpretation show that most of teachers do not really recognize the seek behind the Competency Based Approach. This method in Algeria does not obtain victorious yet, owing to the misunderstanding and misuse of its goals. On the other hand teachers are aware and motivate only successful students whereas they contempt and scorn the weak students whose most of them are from remote places. Consequently, high education quality in urban places in compared with remote one .In the same vein of thought; teachers do not give value to technology because of the lack of ICT's. Besides the fact of asking teachers about the use of dictionaries confirmed that some schools have not even enough dictionaries in the library. It revealed that quality education still needs improvement in Algeria.

## **2.8. Limitations and Recommendations.**

### **2.8.1. Limitations of the Study**

Despite the fact that, the present findings have validated the hypotheses presented in this study to know the quality of education in urban areas in comparison with remote areas and finding the differences existing between the two. Some limitations of this research work might be noticed before the result could be generalized.

The first limitation was time. With extended time, future researchers might use other additional research instruments and techniques which may be more beneficial to gear the needs of any research work and to give its results multiple dimensions.

Moreover, the samples of the participants were limited to only two secondary schools from two different areas. The small sample size of the sampling population may influence the representativeness of this study. That's why, future research on

larger population of both students and teachers is needed for the sake of gaining more reliable information.

Also, some questions of the students' questionnaire and teachers' interview are based on students' and teachers' attitudes and preferences which may influence the objectivity of the results.

### **2.8.2. Recommendations**

Some recommendations are suggested to students, teachers, administrators and even decision makers to bridge the gap of quality education between rural and urban areas.

#### **2.8.2.1. Recommendations to Teachers**

Since the teacher is regarded as the source of knowledge inside the classroom, some suggestions have been given in order to improve the quality of education:

- Teachers need to assess the strengths of their students, and build on their weaknesses (Wade, 1990).
- Teachers need to focus on all students, not just the bright ones.
- The teacher has to be aware of his/her students' needs and weaknesses.
- Teacher needs to raise his/ her students self-confidence, and he/ she has always to try to find ways to inspire them.
- Teachers, mainly English teachers, should not rely only on the textbook, but he/ she should be acquainted with technology and use some ICT's in his/ her courses.

**2.8.2.2. Recommendations to Students**

Students also take part of the quality education, for that the following recommendations have been provided:

- Students should not rely only on the teacher. They have to make more efforts.
- They have to collaborate and motivate each other in order to be more self- confident, and they have to show their interest to their teachers.
- Students should not take the information given by the teacher as guaranteed, they need to be critical and always look for further sources of knowledge.
- Students especially those who live in remote areas need to be aware of the importance of the English language, and to make more efforts to learn it.

**2.8.2.3. Recommendations to Administrators**

The administration also has a role in enhancing the quality of education. That's why some suggestions have been provided as follows:

- The administration need to supply more textbooks, mainly in remote areas.
- The administration need to make access to ICT's easier for both students and teachers.

**2.8.2.4. Recommendations to Decision Makers**

Decision makers are those who are responsible for making the educational programmes. They play an important role in improving learning. In this context, the following recommendations have been provided:

➤ It is high time to supply all schools with more means of transport so as to facilitate education for all without excuses.

➤ Teachers who work in rural schools wish government would equip houses near to school. Especially for those who live farther from their houses.

➤ Government should connect the remote schools with the internet.

➤ Inspectors should show interest to remote schools and make visits from time to time in order to evaluate the quality of teachers and of administrations. On the other hand inspectors of foreign languages should make seminars so as to guide teachers.

➤ Teachers in rural places deserve special merit owing to their efforts and suffering.

➤ Teachers of foreign languages mainly English need to be given the opportunity to meet native teachers of the language, and this can be done achieved by the organization of seminars and meetings.

Other recommendations are suggested for future researches on this topic would be as follows:

➤ Further studies may use other research instruments and methods for the sake of gaining more validity of results.

➤ Other future researchers may chose more samples and enlarge the scope of study to other areas.

## **2.9. Conclusion**

In this chapter, the researchers provide a brief description of the ELT situation in Algeria. A brief definition of the comparative method and the reasons of using this method. The choice of the qualitative and quantitative methods and its advantages. The chapter also includes the research instruments used in the data collection, analysis and the samples were described. This was followed by the

analyses of answers of the participants, limitations of the work and also recommendations for practical improvement and for future studies.

# **General Conclusion**

## General Conclusion

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Quality education is a cover term with many layers. It ranges from quality of the content to the learners, teachers as well as the surrounding environment.

For that, in this study the researchers try to provide a detailed definition of quality education with all its constituents. It aims to investigate the following two questions: 1- Is the quality of teaching and learning in remote areas the same in urban secondary schools?

2- What are the implemented methods in TEFL in the Algerian schools?

And suggested two hypotheses: 1- There is a difference in the quality of education between remote and urban secondary schools.

2- The CBA is the method which is adopted in TEFL in Algeria.

The general structure of this work is divided into two chapters. The first chapter is a literary review divided into two sections: the first one defines the term education in general and then quality education from different points of views of a number of researchers, besides showing its importance in improving people's lives. Then, a definition of pedagogy is given. The second section sheds the light on the English language and shows its status in the world.

Chapter two reviews the undertaken procedures of the data collection to answer the research questions and test the hypotheses. This includes the research design, the research methodology, instruments of the data collection, sampling, and data analysis techniques. Besides, in this chapter data analyses and interpretation are included. Moreover, the limitations of the current study are mentioned. At the end of the chapter, some practical suggestions to students, teachers, administrators and decision makers are proposed.

The main results that are obtained from data collection showed that there is a clear difference in the quality of education between rural and urban schools. It is also found that students in downtown pay more attention to the learning of English

## **General Conclusion**

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than those who live in villages. In addition to that, students in remote areas suffer from the lack of means of learning such as textbooks and ICT's. Furthermore, though the CBA is the applied method in our secondary schools, not all the teachers use it in their classes because do not recognize and master its objectives and goals.








To conclude, education is one of the most important elements that is needed in any person's life. Algeria like all the countries of the world is trying to ensure education for all and efforts are done to improve the quality of education in its schools. However, the meaning of the quality education is no yet well understood. It should be recognized that what matters in quality is not only to have as much as possible schools and students but also to have an educational programme that fits the students' needs and requirements in an era of modernism and globalization. Students especially those who live in remote areas still need attention and care and their schools need to be equipped. Also, teachers should be well trained before starting teaching in order to understand the CBA approach and the seek behind its application and its implications in TEFL. Although this study tried to extract some issues of the quality education and TEFL in Algeria, a lot of aspects remain subjects of research for future studies. The researchers proposed the following questions to let the door opened for more investigations in the future: 1. How can the gap that exists in the quality of education between rural and urban areas be bridged? 2. What should be done to develop the teaching of English in the Algerian schools?

A top-down view of a desk setup. In the center is an open spiral-bound notebook with a blank right page. To the left of the notebook is a fountain pen with a light-colored wooden barrel and a silver nib. Above the pen is a small glass ink bottle with a dark cap and a label that includes the letters 'fa'. To the right of the notebook are two silver and black ballpoint pens, one of which also has a label with 'fa'. The entire scene is set against a plain, light-colored background.

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# Appendices

## Students' Questionnaire

Dear students,

This questionnaire is part of a research work aiming at describing the quality of education and ELT in the algerian secondary schools. You are kindly requested to answer as objectively as possible. Please. Tick the appropriate column or give a full answer where necessary. No one will know about you or your answers.

Thank you in advance.

### Part one

- 1- Gender            Male                 Female       
2- Age       
3- Stream            Science                 Lit

### Part two

- 1- Do you like English?  
Yes             No
- 2- Do you use the text book?  
Yes                      No
- 3- Do you practice English outside the classroom?  
Yes             No
- 4- What motivates you to use the English outside the classroom?  
.....  
.....
- 5- How do you prepare learning English?  
Grammar     Mass media
- 6- Do you believe that English can help you in your future career?  
Yes                      No
- 7- To what extent do you use ICT when learning English inside the classroom?  
Always     Sometimes     Never
- 8- Do you check your progress from one sequence to another?  
Yes             No
- 9- What is your competence level in English?  
Weak     Acceptable     Good
- 10- Do you find the number of English sessions sufficient?  
Yes             No
- 11- Who do you blame when you score bad in learning the English language?  
Yourself     Teacher     Textbook     None

12- Do you think that the teacher should be responsible for the learning of the student?

Yes  No

13- Do you parents have some knowledge of English?

Yes  No

14- Do you ask you parents when necessary?

Yes  No

15- How do you find the textbook?

Very useful  Useful  Not useful

16- Do you feel that you are making progress in learning the English language?

Yes  No

## Teachers' Interview

This interview was conducted with 6 teachers from different secondary schools. The researchers met with teachers in a seminar. The teachers have different degrees (License, Master and Magister). They have been requested to answer some questions.

- 1/ For how many years do you teach English?
- 2/ Do you use ICT's during the English session, if no why?
- 3/ Do you use only on the CBA in your class or there are other methods that you use?
- 4/Do you do all the tasks that are mentioned in the textbook?
- 5/ How do you evaluate your students' competence?
- 6/ Do you use dictionaries in pronunciation and spelling sessions?