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**The Use of PowerPoint Presentations to Motivate First Year
Scientific Stream Secondary School Pupils to Learn English as a
Foreign Language.**

The Case of Oued High School, Batna.

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Presented by:

Mrs. Samia Maallem

Supervised by:

Prof. Hacène Saadi

Board of Examiners

President: Prof. Nacif Labeled Prof. (University of Constantine1)

Supervisor: Prof. Hacène Saadi Prof. (University of Constantine1)

Member: Prof. Riad Belouahem Prof. (University of Constantine1)

Member: Prof. Keskes Said Prof. (University of Setif 2)

Member: Dr. Nadhir kaouli Dr. (University of Batna 2)

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Dedications

I would like to dedicate this work to my parents who

Brought me up with their love,

I would like to give a heartfelt thank for you dad, for
Insisting and encouraging me to peruse higher degrees.

Thank you mum for your prayers.

To my beloved husband “Youcef” for his love, Encouragement and support.

To my sweetheart my lovely daughter “Hiba”

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To my dear sisters Mounia and Houda.

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Abstract

Visual technology in teaching has proved to be very useful in recent years. Hence, this study attempts to show how to motivate First year secondary school pupils to learn English through the use of one of the ICT's (Information and Communication Technologies), Power Point Presentations, in the process of teaching and learning English in secondary schools. It aims at enhancing students' motivation through attracting their attention by using audio visual aids. To realize this aim, the researcher opts for a quasi experimental design. The problem that this study tries to tackle is students' lack of motivation towards learning English as a foreign language. Thus, it can be hypothesized that if students are taught using a new way of teaching through PowerPoint presentations, then they would be motivated and interested in studying English. A pre-test and a post-test are used with a group of thirty five students selected randomly from the whole population of first year scientific stream students (210 students) at Oued Taga secondary school (Batna). They are taught using power point presentations of some selected items in their units using projectors for a period of 20 weeks. A number of research instruments are used to collect data. Two questionnaires are addressed to EFL teachers and students in the same secondary school. Moreover, the classroom observation was set in order to obtain more direct, real and accurate data on what is going on when teaching with audio visual aids. The data collected were analyzed qualitatively and quantitatively, using SPSS24 with a paired sample t-test. The findings revealed that teachers and learners support the use of PPPs. The teachers affirmed that they use it as a helpful tool to assist their teaching without neglecting the use of traditional methods. Besides, the learners believe that its use helps them a lot. Moreover, all of them recognized the importance of using educational technology and confirmed that it has a significant role in the EFL teaching and learning process. As a result, the results revealed the effectiveness of teaching via power point presentations, although some learners prefer the traditional way of learning.

List of Abbreviations

AVA: Audio Visual Aids.

BEM : Brevet D'Enseignement Moyen

Bac exam: Baccalaureate Examination (Entrance examination for the university).

C.A.L.L: Computer Assisted language learning.

CBA: Competency Based Approach.

CD-ROMs: Compact Disc Read-Only Memory.

DVD: Digital Versatile Disk.

DfES: Department for Education and Skills.

EFL: English as a Foreign Language

ELT: English Learning and Teaching

FLL:Foreign Language Learning.

ICTs: Information and Communication Technologies.

PC: Personal Computer.

PPPs: PowerPoint Presentations.

SLA : Second Language Acquisition.

SPSS: Statistical Package for Social Sciences.

1 A.S: Première année secondaire (First-year secondary school)

2 A.S: Deuxième année secondaire (Second-year secondary school)

3 A.S: Troisième année secondaire (Third-year secondary school)

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1. Introduction

Over the last century, the teaching profession has been regularly confronted with Change in the form of new methodologies, approaches, organisational structures and a wide range of technological innovations. From the technological promises of radio, television and audio-cassettes of the last century, the computer now offers educational systems to radically transform and enhance education programmes.

Nowadays technology plays an important role in pedagogy. When teachers use it in their classrooms, in fact, they want to attract the students' attention, so that they can enhance effective ways of learning. It is obvious that learning a new language in a traditional way is not so enjoyable for today technology-dependent students; to this end, the environment of the classroom has been changed. According to Ybarra & Green (2003), the process of learning a new language can be boring and painful for students, so they need much language support and the teachers who teach English know that any language support is helpful for language learning. One of the most important factors for learners, in foreign language learning, is the method that teachers use in their teaching process to facilitate learning. When students are active in a learning environment their interest increases; so teachers must try to motivate them to be excited learners. Technologies make learning more fun by placing control over learning in the hands of students.

On the other hand, motivation is a fundamental concern among teachers (Linnenbrink and Pintrich, 2003). Motivating students is a continual problem throughout education and although there are no clear cut solutions, there are several strategies to help teachers to confront such a problematic situation. Motivation is generally defined as an internal condition that initiates behavior. Motivation gets humans going, arouses interests and creates the want to achieve a goal. Teachers are always looking to see what motivates their students.

Motivation is the key to academic success as well as promoting lifelong learning (Sanacore, 2008).

Language teachers are daily confronted with issues arising from teaching /learning situations. They most of the time find themselves forced into situations, to which they may not find the answers. But they never cease to look for cues here and there. They make their classroom their own field of research. They make reference to their old TEFL lessons, whenever faced with similar issues.

The Algerian Ministry of Education launched educational reforms in the academic year 2002-2003 so as to change the teaching methodologies. And as a result the Competency-Based Approach (CBA) was implemented in Algerian schools. It is supposed that the CBA, according to the Algerian Ministry of Education has reshaped teacher and learner roles and their responsibility in the language classroom. This approach aims at producing responsible and autonomous learners who are expected to take charge of their learning. This does not mean that learner autonomy aims at marginalizing the teacher; on the contrary, the teacher's role is essential in setting a suitable atmosphere that encourages learners to feel relaxed and enjoy learning English.

As a result, the present study is, then, a classroom-oriented experiment, which is based on the assumption that there is a high relation between technology use and raising learners' motivation. It attempts to reach the conclusion about whether learners' capabilities are being set in stone or changeable through varying teaching techniques, classroom involvement and using educational technologies.

2. Statement of the Problem

This study attempts to motivate First year students to learn English through the use of one of the ICT's (Information and Communication Technologies), Power Point Presentations, in the process of teaching and learning English as a foreign language in secondary schools. For

centuries foreign language teaching approaches, methods and techniques have been changing because of different factors. Learning a foreign language is a challenging process and students always need motivation and encouragement during this process. Technology might be one of the factors which affects students' attitude positively in the teaching/ learning process.

As the number of English learners is increasing, different teaching methods have been implemented to test the effectiveness of the teaching process. The use of authentic materials in the form of films, radio, TV..etc, presentations has been there for a long time. It is true that these technologies have proved success in replacing the traditional teaching.

When I started preparing this study, I was surfing the net and reading, and this Quotation attracted my attention:

"Unfortunately, many students dislike learning English; and although they attend lessons, they are not interested in speaking properly. They only want to pass the compulsory exams"

(Corria 1999: 17)

This is the problem we are all, as English teachers, facing in our schools

As an English Secondary School teacher, I have noticed that the majority of First year secondary school pupils in Oued Tagga lycée lack motivation and interest to learn English. However, they learn English just to pass exams and get good marks.

From what we have seen above, the main problem that we need to tackle within this study is introducing a new way and method (power point presentation) that may help providing an appropriate setting to teach English effectively, and make learners enjoy and get them involved during English lessons.

3. Theoretical and Practical Approach

Considerable attention has grown within research in second and foreign language learning and teaching during this changing and challenging age of globalisation. This has led to an increasing professional activity and development which is highly reflected in the growing number of books, journals and conferences devoted to issues of research. Our thesis is based on a *classroom-oriented research* approach, which combines different approaches. For instance, a classroom experiment maybe accompanied by rich descriptions of the different instructional interventions or by analysis of classroom discourse related to qualitative and quantitative analysis of students' achievements.

Combination of these approaches may afford comprehensive results and effective conclusions. As believed by Allwright and Bailey (1991:68): "*increasingly it appears, second language classroom researchers are calling for judicious selection and combined approaches rather than rigid adherence to one approach over another*".

Therefore, within a classroom-oriented setting, a number of researchers point out the necessity of a particular methodology that needs to be adopted when conducting this kind of research. In this respect, Johnson (1993) addresses six different approaches, which she claims are not *mutually exclusive*, but interact with one another in experimentation. These six typologies are: *correlation approaches, case studies, survey research, ethnographic research, discourse analysis, and experimental research*. This study relies for the most part on an experimental methodology, while integrating statistical techniques as well.

4. Significance of the Study

The significance of our study can be summarized in the following points:

1. For Students:

Since students are the core of the learning/teaching process, the benefit of any research is firstly for them.

- Using power point presentations as an educational technology to teach students is expected to raise their interest and motivation. It makes them enjoy learning and participate more.
- Learning via technology activates students' memory to retain background knowledge that would be used in real situations.

2. For teachers:

- It provides secondary school teachers of English with evidence about the usefulness of this kind of technology in enhancing students' motivation and involvement. It would, as well, encourage them to use other audio visual aids in their classrooms after looking at its benefits and efficiency.
- This study would also provide a scientific background and a reference for future works and investigations on implementing other educational technologies in the teaching/learning process through the results obtained.

5. Aims of the Study

The present research aims at highlighting and presenting the use of a new technology, named power point presentations, in our schools as a motivational tool to encourage both pupils and teachers to integrate them in English sessions actively. It also aims at explaining how such a technology can be used to stimulate students' attention to learn English, and encouraging secondary school teachers to use it as a way of delivering information in their future sessions.

6. Research Questions and Hypothesis

This present investigation is constructed on the basis of a certain number of questions as ingredients for the hypotheses set for the study. The questions are as follows:

- What are the effects of teachers' using PowerPoint Presentations in the class on students' learning and scores at Oued Taga Secondary School?

- How are the students' attitudes towards the Use of PowerPoint Presentations in the English courses?
- Can PowerPoint Presentations enhance motivation in first year secondary school students?
- What are the problems of preparing and presenting power point presentations from the perspective of both teachers and students? What are the possible solutions to these problems?

To investigate these questions, the researcher puts forward the following hypotheses:

- If 1st year secondary school students are taught using power point presentations, then they would be motivated and interested to learn English.
- If English secondary school teachers make use of power point presentations in the classroom, then their courses would be more interesting and understandable for students.

7. Research Methodology

As seen in section five (5), the aim of our study is to explore the effects of using power point presentation, as a new technology in Algerian secondary schools, on first year secondary school student' scores and achievements. Thus, a quasi experimental design (c. f. chapter 4) seems to be the most suitable method for our present study. We have chosen this method because we are dealing with students' exposure to a new way of learning and conditioning them to it and observe their progression and evaluation through their whole academic year. Then, we are going to compare and analyse their scores before and after experiencing the new method (power point presentations). Also a quasi experimental design is used when a researcher cannot realize a true experiment in reality due to extraneous variables that may influence the main study, and which cannot be controlled as in a true experiment where there

is an effective manipulation of the dependent variable (c.f. chapter 4). In our case some external factors cannot be controlled all by the investigator and it can affect the results obtained as age and sex. Thus, this type of experimental research is appropriate for our present investigation.

We will mainly work with a sample of 35 first year scientific stream secondary school students at Oued Taga secondary school. They are selected randomly from a population of 210 first year students. This random selection is made by the administration before starting the academic year, by gathering all the students who got the BEM and classify them randomly into sub groups of 30-35 students in classes to ensure the mixed abilities classes. Random selection is necessary in any kind of research "*each individual in the population must have an equal chance of being selected*" (Brown, 2001), which reduce the effect of bias and improve objectivity. This randomization will allow us to generalize to the whole population.

The sample is one group of 35 students who will learn via power point presentations the lessons and the units of their textbook exposed in a new way. The researcher will observe the students' progression and compare the scores of the different official exams with the scores of the pre and the post test. The results will be compared and analysed to check the effectiveness and usefulness of this technology for learners' achievements.

8. Limitations of the Study

The major limitations in the present research might be summarized in the following points:

- The study involves a small sample which restricts the generalisability of the findings to larger populations.
- Besides, the results achieved are related to a limited time-span, and may have been different if the study has been conducted earlier or later.

To put it in a nutshell, this research work has advantages and disadvantages like any other quasi- experimental research, i.e., greater depth and understanding, then, is needed to further clarify the issue in question. Possible studies based on large samples and statistical testing may help reach the generalisation of the findings.

9. Structure of the Study

The present doctoral dissertation contains six (6) chapters. Actually, before starting with the original chapters, we have an introductory section entitled ‘general introduction’. It presents the groundwork for this research; it attempts to explain the objectives, the questions, the hypotheses of this study, broadly introducing the literature about using technology in education and outlining the limitations of the study.

Our research consists of two main parts: theoretical and practical, three chapters in each part. The former includes three main chapters: chapter one entitled *technology in education* which will review the main technologies utilized in education, especially the Algerian educational system and its integration of technology in its different schools. This first chapter will consist of two sections; section one will be about an overview of the computer technologies used the language teaching /learning. It will explain the importance of ICT in education and will give some insights into the use of ICT in the Algerian education. Section two will tackle the notion of power point presentations in education; it will clarify the uses, benefits and even the drawbacks of this method in the teaching/learning process.

Chapter two entitled *teaching English in Algeria* will describe the context of the English language teaching (ELT) in the Algerian secondary schools with reference to 1A.S. students and the Competency Based Approach (CBA). It will also examine the contextual variables shaping the teaching of English in the secondary school? namely the teachers, the learners, the

school, the textbook, the teaching conditions surrounding the school and the teaching constraints inhibiting learning.

Chapter three will also comprise two sub sections; the first entitled *motivation* and will explain this concept in details from its definition, theories and types to some motivational strategies that may help demotivated learners to learn English. The second section entitled *2nd language acquisition/learning and psychological factors affecting it*. As the title entails it will cover the distinction between acquisition/learning and tackle some factors that influence this process such as: age, personality, intelligence and motivation. It will also shed some light on cognitive processes as memory and retention and its relation to technology.

The field work will contain three other chapters; chapter four will review the data collection procedures undertaken to answer the research questions and test the hypotheses. First, it will provide descriptions and explanations about the target setting and population. Second, it will also portray the research design (the quasi-experiment) and the research methodology, including the instruments used for collecting data including questionnaires, the classroom observation, the experiment implementation and the pre and post tests.

Based on the description presented in chapter four, chapter five will strive to analyse both quantitatively and qualitatively the data obtained, attempting as much as possible to answer the questions set out at the onset of this investigation. The researcher also relies on statistical methods to increase the practicality and reliability of the results.

The concluding chapter will summarise the important findings and discuss the implications, in addition to proposing a number of recommendations and suggestions about the effective use of power point presentations in teaching English at secondary schools, and how to motivate students to learn English actively for further research.

10. Definition of Terms

Technology :The branch of knowledge that deals with the creation and use of technical means and their interrelations with life, society, and the environment, drawing upon subjects as industrial arts, engineering, applied science, and pure science (Oxford Dictionary, 2003).

Technology Tools: Tools such as, but not limited to, an interactive whiteboard, software, email, computers, and the Internet are considered technology tools.

Educational software: Educational programs used to direct the operations of a computer. Educational software can include any software program used for any subject in the school curriculum for educational purposes.

Power point presentations: PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound. PowerPoint is just one of many types of presentation software.

Motivation: Motivation is the desire to learn and the satisfaction experienced in the learning process and the learning outcomes.

Chapter One: Technology in Education

Section One:

Overview of computer technology in language Teaching/ Learning

Introduction

1. The Definition of ICT
 - 1.1. The Definition of Hardware
 - 1.2. The Definition of Software
2. Components of ICT
3. Teaching and Learning in the ICT Environment
 - 3.1. ICT as a Foreign Language Teaching Support
 - 3.2. Promoting the Efficiency of ICT in Language Teaching
 - 3.3. Describing the Algerian Educational System
 - 3.4. ICT Environment in the Algerian Educational system
 - 3.5. Training professionals on using and teaching ICT in Algeria: the necessary skills to use computer Technology
 - 3.6. The Changing Roles of Language Teachers
 - 3.7. The Roles of Learners
4. Improving the Quality of Learning
 - 4.1. Motivation to Learn
5. The Impact of ICT on Teaching and Learning English as a Foreign Language
 - 5.1. The Impact of ICT on Teachers and Teaching Strategies
 - 5.2. The Impact of ICT on Learners
6. Objectives of Using ICT

Conclusion

Introduction

With the spread and development of English around the world, English is used as a foreign language in a country like Algeria. As the number of English learners is increasing, different teaching methods have been implemented to test the effectiveness of the teaching process. The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. It is utilized to satisfy both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers.

This section will be devoted to talk about the importance of technology in pedagogy. It will also deal with the main technologies used in the Algerian education; their nature, types, uses, advantages, drawbacks and effectiveness in teaching English.

1. Definition of ICT

In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and equally the ways that they are being used in classrooms all over the world

ICT is often associated with high-tech devices such as computers and softwares, but in fact ICT also encompasses more conventional technologies such as radio, television and telephone. The term ICT refers to a form of technology that is used to transmit, store, create, share or exchange information. This broad definition of ICT comprises technologies such as radio, television, telephone (both fixed and mobile), satellite system, computer and network

hardware and software; as well as the equipment and services associated with these technologies, such as video conferencing and electronic mail (Tinio, 2002).

The involvement of the technology in the academic field gave birth to a new learning and teaching method known as C.A.L.L (Computer assisted language learning). It is widely used in the developed countries and adopted in the majority of schools to motivate students for a better knowledge acquisition, with a rich variety of technological devices that are recommended by hardware and software developers with some specific programmes, electronic dictionaries, desktop computers or laptops or some basic components as data show, scanners and recorders. We can summarize all what has been said above in a sentence; computer technology is a programmable machine which consists mainly of two principle characteristics, hardwares and softwares.

1.1. Definition of hardware

According to the Oxford Dictionary of English, “Hardware” stands for the electronic devices and equipments that comprise a computer such as: keyboard, mouse, memory card, motherboard and monitor. The memory card can be divided into primary and mass storage. The first stores the current immediately used data, whereas the second is responsible for storing permanent information and hard drive programmes even if the computer or PC is powered off.

1.2. Definition of software

The term “Software” is used for the set of programmes needed to operate a computer. In other words, softwares are the different applications installed in the computer to do certain activities in relation to hardwares, which send them instructions through special codes to tell them what to do and how to do it.

2. Components of ICT

Here are some of the major components of ICT used in the field of education.

2.1.Computers

They are universal information processors. They are machines which process information in the form of electronic signals to treat them in a short period of time.

2.2.Cameras

They store and transmit visual images. Cameras can be photographic or digital. They store images in the computer memory or the camera memory for future use. as projecting an interesting photo on a screen to illustrate something.

2.3.Scanners

They are like copying machines, but are smaller and work more slowly. In addition, they are characterized by colors. They can transmit images in digital forms into a computer or transform texts, drawings, a book page, or a photograph into a digital image.

2.4.Projectors

Using projection emerged and flourished in the cinema era, and then it traces its use in other fields. Projectors are used to project images, videos, films...etc on a screen.

Today, all slides or screens, information objects to be projected, can be made on computer or be input to a computer and presented on computer screen. Special software used for projection of screen images, constructing, and organizing them is called *presentation software* (Microsoft Power Point)

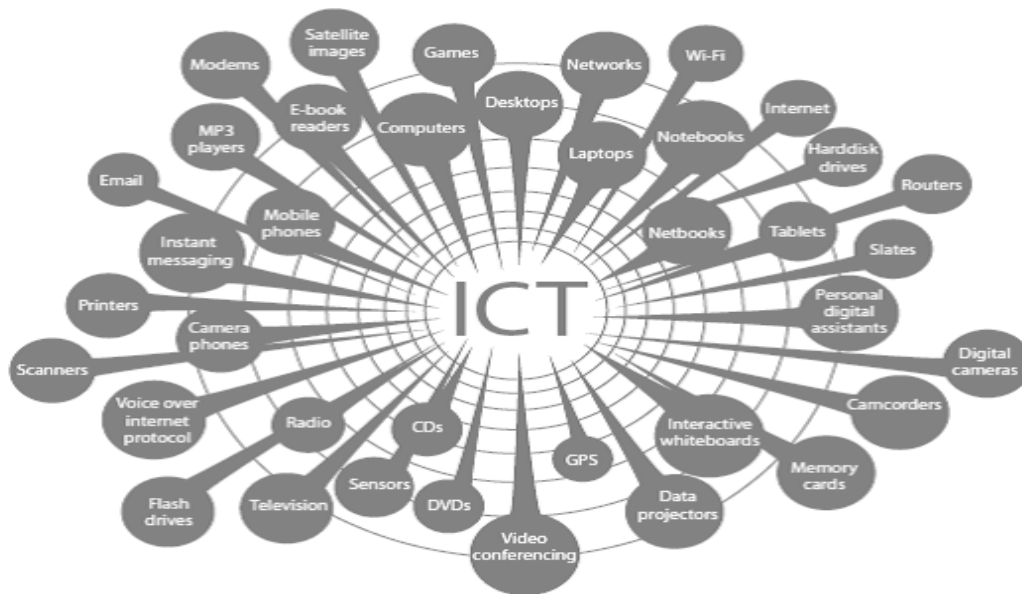


Figure 1: ICT comprise many technologies for capturing, interpreting, storing and transmitting information. (Anderson, 4)

3. Teaching and Learning in the ICT Environment

ICTs are now a central means to be socially, economically, culturally and politically involved in twenty-first century society (Selwyn and Facer, 2007). Nowadays, governments all over the world are encouraging both students and teachers to learn and use the ICTs and be technology literate. Also, evident is the view that ICT can enhance student learning within traditional curricula subjects through a positive impact on student motivation and engagement, and that ICT has the potential to change both how and what students learn.

3.1. ICT as a Foreign Language Teaching Support

ICT provides a set of multimedia sources: images, sounds, textsetc for both teachers and students as supports to help them in the teaching/ learning environment. It also provides them with authentic learning environment where we can combine both listening and watching, (as an example videos delivered by native speakers). In addition, it makes teachers skip the texts, images and animations according to their learners needs (drilling, practicing, filling the gaps...etc). In this way, ICT brings variety to the class through information sources

and enjoyment for students since it makes them learn in a pleasant way. To sum up the advantages of ICT in the class, Padurean & Amargan (2009:99) list the following roles computers may have in a language classroom:

- ***Computer as a teacher***: it teaches students the new language from different sources.
- ***Computer as a tool***: it sets students to do certain tasks. Videos, presentations, animations and audios are all means and tools that can be used in language teaching and learning.
- ***Computer as a tester***: it tests students on the previous knowledge learned and practiced.
- ***Computer as a communication facilitator***: it allows students to communicate and discuss together.
- ***Computer as a data source***: it provides students with the needed information to do the tasks in hands in a new way.

In brief, we can say that ICT is so useful in education, but it is worth mentioning here that the traditional method of textbooks and printed texts can never be replaced. We can improve it using ICTs

3.2. Promoting the Efficiency of ICT in Language Teaching

There is neither a best way to teach a foreign language, nor a single teaching method or material. Because it depends mainly on teachers; what to teach and how to teach. They will vary the materials and techniques according to their students' needs. ICT may be the key, a language teaching support for all ages especial in primary levels.

ICT can promote the language teaching because it increases motivation through providing students with raw materials such as: videos, animations, records and presentations. The traditional methods of teaching rely merely on textbooks or course books as the only source of

information. This made the process of teaching become a routine (teachers are slaves of the book). On the contrary, teaching using technology gives teachers access to a wide range of materials and a variety of topics to choose among them and adapt what fits their lessons and students' needs.

3.3. Describing the Algerian Educational System

The Algerian educational system was described by the The Arabian Campus Web site ⁽¹⁾ as follows:

Primary education is mandatory and lasts for nine (9) years (École fondamentale which ceased in 2003 with the new educational reforms). Whereas in today's Algerian' primary school, education lasts for five (5) years. Middle school lasted four (4) years with the new reforms. Secondary education which is obligatory and consists of three-year cycle of study provided in secondary schools and technicums.

In secondary schools, students can choose among many streams such: scientific, literary and technical. Secondary students in all the streams have to study three years to pass the Baccalaureate Examination. This examination gives them access to high education or the work life. So many jobs in Algeria require 3rd year secondary level. If they succeeded in the Baccalaureate exam, they would go to university or special institutions of higher education. They are under the responsibility of the ministry of higher education. Each field of study has

(1) ¹An academic service provider established in the United Arab Emirates for the purpose of promoting accredited higher education programs and institutions within the Arabian region. With its extensive range of services offers unique advantages for students searching for programs as well as the Institutions trying to promote its programs within the region and abroad.

special curriculum approved from the ministry. Then, every institution or university will award its learners with specific degrees or diplomas like: license, master, magister or doctorate.

3.4. ICT Environment in the Algerian Educational system

The government and the ministry of education are working to implement and facilitate an ICT environment in all the schools and all the levels. All the secondary schools are equipped with computer labs (15 computers: 10 for students and 5 for teachers) all connected to internet. 1st year Students (all the streams) have a computer science session per week, in which they study the computer parts and functions. On the other side, half of the middle schools adjust ICT as a significant part of the programme. For primary schools, the existence of computer is still depending on parents' and the community members' contribution and the ICT usage are available just for the administration and teachers. Finally, when it comes to higher education, all our universities are equipped with computer labs and internet available for students, teachers and the administration, in addition to digital libraries.

3.5. Training professionals on using and teaching ICT in Algeria: The Necessary skills to use computer Technology

In Algeria, the ICT training programme devoted to teachers is limited to the needed information, almost every teacher receives about 30-60 hours of training. All the secondary school teachers and 60 % of the middle school teachers have received the main or basic ICT training. The components of an ICT training to develop the necessary skills for Algerian teachers are:

- Basic training: basic operation and computer softwares.

- Intermediate training: classroom application and using the internet as a mean of communication.
- Advanced training: the design and development of educational software. Websites, telecommunication and multimedia presentations.

Moreover, the CALL (computer assisted language learning) is being installed in some schools especially universities. However, both students and teachers still need a specific training to master the basic skills to use such a tool in both teaching and learning. As Brown (2001) said:

Schools and teachers are asked to integrate information and communication technology (ICT) in their everyday practice. It is often argued that technology in education will make schools more productive and efficient, will improve teaching and learning, will provide authentic and encouraging learning experiences, and will better prepare students for the workforce.

To be more precise, to realize a successful teaching/learning environment, we need to know that good teaching to achieve better learning; so it is important to train the trainee. In the words of Bill Gates:

“Technology is just a tool. In terms of getting the learners working together and motivating them, the teacher is the most important.”

(Bill Gates 1999) American Businessman Quotes

In 2012, the ministry of education has sent an announcement to all the directors of secondary schools to send their teachers for an ICT training called INTEL. So, in our willaya(Batna), we used to study each Saturday from 9 a.m to 12 a.m for 6 weeks where we learned about the computer and how to use it in our classrooms effectively. I think it was a good step from the government to implement ICT in schools and encouraging teachers to use it.

3.6. The Changing Roles of Language Teachers

With the changes in the teaching/ learning process and with the integration of ICT in education, teachers need to adjust themselves to different roles. They shift from being just transmitter of knowledge- armed with textbooks in hand- to collaborators, facilitator, guider and evaluator.

✓ Teachers will play the role of *facilitator*: they should know what are the Various materials students need to improve their learning. Textbooks are no longer the only source of information. Now we have a wide range of multimedia sources: electronic dictionaries, videos and documents delivered by native speakers. So, as facilitators, teachers have to use materials effectively to facilitate language tasks for students. According to Normala and Maimunah (2004: 4):

The shift in the teacher's role from a dominant information feeder to a facilitator offer creates many unique opportunities for teachers to build relationships with students as teachers may fill the varied roles of coach, facilitator, and co-learner.

✓ Teachers will play the role of *collaborators*: they need to develop the sense of collaboration with other colleagues and exchanging experiences between qualified and less qualified teachers especially in using ICT.

✓ Teachers will play the role of *evaluators*: where they need to adapt the appropriate model or norms of evaluating students according to what they have learnt.

✓ Teachers will play the role of *Orchestrators*: they orchestrate three elements together; technology, learners and the curriculum. So they need sophisticated skills to manage the teaching process. Teachers must master and be confident in using technology to the learning abilities of individual learners even as covering the arranged syllabus or curriculum which is often set by outside authorities. (Albirini, 376)

Resta and Patru (2010) describe how teachers' roles are changing as a result of implementing ICT in their classrooms (see Table 1.1).

Changes in Teacher' Roles

A Shift From  **To**

knowledge transmitter; primary source of information teacher controlling and directing all aspects of learning	learning facilitator, collaborator, coach, knowledge navigator and co-learner teacher giving students more options and responsibilities for their own learning
----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 1.1: The use of ICT in instruction brings about changes in teacher roles

Source: Adapted from (Anderson, 6)

To sum up, the changing roles of language teachers should be encouraged and taken into consideration by authorities to put it into practice. It also needs more time for lesson preparation and presentation.

My last explanation in this part includes a descriptive picture about what makes a well rounded teacher in the 21st century. Through surfing on the web about our main study, I come across this wheel of the criteria that build a teacher who can work easily in the 21st century. As we can see, technology is there as an important quality for good teachers. By technology we mean here any new technique or device that can add a plus for the lesson and help both teachers and students, however, it cannot be there alone it needs the presence of the curriculum, pedagogy, practice and teacher's personality. All these criteria work together and constantly to make up a competent teacher of English.



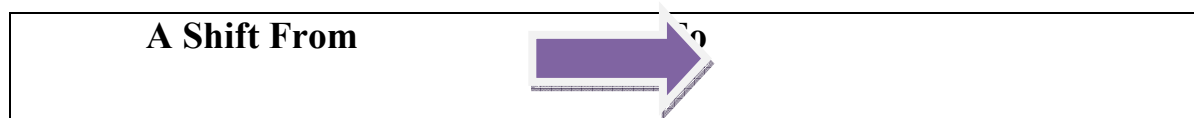
Figure2: what makes a well rounded Teacher.

3.7. The Roles of Learners

As teachers, learners also adapt new roles in the new environment of ICT. They must take responsibilities and actions in the class. Since it become a learner-centered class. They have to participate actively, produce, and become autonomous in their learning. Varying ICT tools encourage them to use their own cognitive abilities and skills to solve problems and do the given tasks.

Similarly, as teacher's roles are changing due to ICT environment, student's role is changing too. (See table 1.2.)

Changes in Student Roles



"Passive recipient of information reproducing knowledge learning as a solitary activity	Active participant in the learning process producing knowledge learning collaboratively with others
--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

Table 1.2: The use of ICT brings about changes in student roles

Source: Adapted from (Anderson, 6)

4. Improving the Quality of Learning

By quality learning we mean the good learning environment, where students are Motivated to learn (a key factor in a flourishing learning). They must understand and use the knowledge learned in different situations. Using ICTs in education may enhance the quality of learning through the diversity of the presentations that stimulate students throughout images, sounds, animations and videos.

1.1. Motivation to Learn

ICTs are effective didactic aids to encourage and foster students in the language learning process. Computer multimedia software, videos, TV and projectors provide information that can be authentic and challenging. In addition to motivating students' sensory system through colors, sounds, images and movements. This is the case of teaching using Power Point Presentations. I noticed, through my experience as a secondary school teacher, that whenever I use this technique in the classroom, students are motivated involved and interested in the course. Unlike the traditional way of teaching where students are careless and demotivated. The only reason that makes them follow lessons is to get marks or the fear of getting out. But the challenging task for teachers here is to know how to use ICTs and engaging their students in the process of learning. As Papert (1993:153) said:

An effective teaching/learning process must stimulate intellectual curiosity and offers a sense of enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge.

Yet, it is worth mentioning here that teachers play an important role in using ICTs in the classroom. They are the bridge between information and students and they should play the appropriate role in the appropriate situation with each tool. Here come the different roles of language teachers.

2. The Impact of ICT on Learning and Teaching English as a Foreign Language

Integrating ICT in the teaching/ learning of English as a foreign language entail positive effects on both teachers and learners. Thus, affects the process of teaching/learning positively.

5.1. The Impact of ICT on Teachers and Teaching Methodologies

Anderson (2010), states that ICT creates new teaching/ learning environment and offers numerous opportunities to facilitate teaching. Teachers have access to various teaching materials according to their learner's needs.

Also, ICT use brings creativity unlike the textbook. Textbook topics are the same and fixed. Whereas, with ICT teaching, we can vary the topics and materials according to their student's interest. For instance, teachers can use power point presentations, speakers, videos or even handouts from the copying machine.

Furthermore, teaching with ICT saves time. Teachers can combine many lessons or charts, pictures and videos all together in one session to consume time. As Underwood (2006) claims *'We need to shift the focus on process management to put into place new ways of working to maximize the value of ICT'*.

5.2. The Impact of ICT on Learners

Studies conducted on using ICT in teaching show that it has positive impact on learners. One of these studies is that of Becker (2001). He summarized these effects as follow:

- Increased motivation and engagement to stay on-task, behave better and produce higher quality output;
- Produce higher quality work;
- Learn more independently and at their own pace;
- Do things they cannot do using traditional methods and resources; and
- Do more work and work more quickly. (Becker, 44)

Motivation is essential for learning. ICT is said to be one of the important sources of motivation for learners. *“ICT can play an important role in motivating pupils and encouraging them to engage in learning, within and beyond the classroom”*. (Qtd. in Becta, 26). ICTs attract learner’s attention and interests through using various materials and applications such as: images, sounds, colored texts, graphs ...etc.

Another advocate of ICT in teaching English is Bonnett (1999). He explained:

The opportunity to choose how they communicate will increase pupils’ motivation to do so; and second, by selecting modes of representation they may develop an understanding of how photographs, drawings, text and sound may contribute to the meaning-making process whilst taking part in that process themselves. (Bonnett et al, p348)

Most students enjoy working with computers or any other innovative material. Thus, it makes them more motivated especially, in offering them different choices of learning. However, even learner’s enjoyment is essential in education. Therefore, teachers should plan their lessons carefully when they use ICT in their teaching.

6. Objectives of Using ICT

It is important to discuss how ICT can be used effectively for teaching and learning. Many researches described the usefulness of ICT in schools. Moore (2005) argues that ICT may increase enjoyment and interest in learning and enhances commitment to learning tasks. In addition, Becker (2001) conducted a study of over 4000 teachers in the USA, from his results; he suggested the objectives of using ICT in lessons. He said that ICT helps in getting information and ideas. Also, it helps in expressing self in writing and mastering subject skills just taught. Furthermore, it is the best way for learning computer skills and analyzing information.”

DfES (2003, p.29) sets out the objectives for effective use of ICT in teaching and learning. Firstly, it is good for broadening horizons with more opportunities for creative expression. Secondly, it makes teachers feel flexible to study where, when and how to meet individual needs and preferences. Thirdly, it increases motivation through learning that stimulates and stretches wider access to learning, participation, and sensible choices about when, when not and how to use new technology to enhance, enrich and extend learning.” (qtd in Moore, p. 9). As a conclusion, ICT can make a significant contribution to teaching and learning across all subjects and ages. It can engage and motivate children and young people and meet individual learning needs.

Conclusion

The overall theme of this chapter, which is the effect of ICT on education, is a complex object to investigate: several factors influence it as it is related to other fields as society, politics and decision making. The rapid advances in ICT have profound impact on educational

policies to implement this technology in Algerian schools and benefit both teachers and learners. It facilitates the learning environments and helps understanding.

It was highlighted about the main changes in the ICT environment for both teachers and learners' roles and how it can raises motivation and interests. Also, we have seen the influence of the ICT use on education and on the elements of the process of teaching/learning, i.e. the teacher and the learner.

We concluded with the major aims of using ICT effectively and meaningfully in our schools. This section also helps understanding the forthcoming parts.

Section 2: Power Point Presentations in Education

Introduction

1. Motivation and Technology in Education
2. Technology in Education
3. The Use of Technology in Teaching English
4. Using Visuals Through Media in the Language Classroom
 - 4.1. Different approaches bring the real world to the language classroom through visuals.
 - 4.2. A Cognitive Approach: The Importance of the Input and Image Schema Theory
 - 4.3. The importance of visuals in Second Language Acquisition
5. Teaching English using Power Point Presentations
6. Power Point Presentations
 - 6.1. Meaning and Nature
 - 6.2. Advantages
7. Classroom Uses of Power Point Presentations
8. Problems with Power Point Presentation
9. The Pros and Cons of PPPs

Conclusion

Introduction

Today the new technologies have transformed the world into a 'global village'. It is increasingly becoming clear that the global village would need a global lingua franca and English has emerged as the preferred language for global communication. Whereas languages have traditionally been taught from the view point of their cultures, we will now have to think of new techniques and materials so that global language learners can meet the challenges of the emerging global civilization and use the global language for their diverse needs. In this situation, it is obvious that the teaching of such a language should cope with the current changes. The integration of technological tools such as computers, over head projectors and internet in the classroom as sources of information has become a necessity and has been found to be effective.

Microsoft PowerPoint is a type of presentation software developed by Microsoft. It is one example of a technology that migrated from business and industry to education. It allows one to show colored text and images with simple animation and sound. PowerPoint is an effective pedagogical tool in the classroom. This format is attractive to learners, and it appeals to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, and so on. Therefore, it is believed that PowerPoint presentations can improve the efficiency of English language classroom instruction. In addition, they can help teachers organize their thoughts and present their information in an orderly, attractive manner and learners to better understand the instructions of the teacher.

1. Motivation and Technology in Education

The literature review points out several factors which can effectively contribute to the use of innovative technological tools in education. The first contributing factor, essentially affective,

is motivation. According to Gross (1993), motivation involves the pushes and prods; be it biological, social or psychological, that defeat our laziness or move us, either eagerly or reluctantly to action. It also suggests that educational technology can help to motivate learners of English as a Second Language develop language skills, and as stated by Eggen and Kauchak (2004: 414), “research has identified positive effects of technology on motivation in at least four areas: self-esteem and self-efficacy, attendance, attitudes, and involvement”. However, not all lecturers in schools are putting this knowledge into practice as they are still not utilizing the technology tools provided for them to use in their teaching methods. Students are becoming more advanced in the use of technology and if teachers do not follow this trend, they will be out-of-date. In order to keep-up with the trends in education, teachers need to incorporate technology into their teaching. However, many teachers are still unaware of the benefits or purposely ignoring the fact that students enjoy using technology to learn.

2. Technology in Education

Rapid development of recent information technology has reached almost every aspect of human life. Its usage also reached the field of education. There are several resources and tools which can be used for educational purposes. In general, the use of technology gives a new dimension and atmosphere to the student, the teacher and to the class. It makes learners excited and curious for the subject. It can also promote their motivation toward learning.

When we talk about technology in education we should first define the word ICT (Information and Communication Technology). According to Kennewell (2004), ICT covers all aspects of computers, networks (including the Internet) and certain other devices with information storage and processing capacity such as calculators, mobile phones and automatic control devices and applications.

Fisher (2003) suggests using PowerPoint for ESL teaching. PowerPoint is a type of presentation software that allows users to show coloured text and images with simple animation and sound. He explains that “PowerPoint has been in existence for many years, it has just begun to spread to schools and ESL classrooms... [and]...the reason for this delay is that technology requires hardware, which is relatively expensive.” However, this is not a problem for presentation software like Microsoft PowerPoint. It is easily available and usually comes bundled with most of the office computers as part of the Microsoft Office package, though, many are still unaware of how useful it can be as an aid in teaching. This study involves the use of Microsoft PowerPoint to teach and learn the English language. Students’ motivation, attitude and anxiety in learning through the use of Microsoft PowerPoint are investigated. This provides an insight into the effectiveness of the technique with goals of improving instruction, teaching methods and other pedagogical practices employed by teachers.

Teaching English or any other foreign language in the secondary schools with large classes (35-50 students) can be said to be a nightmare for both teachers and students. As I started teaching, I found the use of power point presentations a useful audio-visual aid in my classes, especially at the beginning of each new unit where I need to introduce new notions, ideas and terminologies. At the beginning it seems to be difficult and a challenging task especially that I was not very good at using all the computer softwares. But through practice it becomes easier and enjoyable. I was astonished and amazed with the results; students were active and involved and more concentrated during the lesson. As a result, pupils need to be involved and integrated using new methods and techniques, and we believe that Power Point Presentations are effective.

3. The Use of Technology in Teaching English

As the use of English has increased in popularity, so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who are good and using technology, but the majority of them still teach in the traditional manner; the case of our secondary schools in Algeria. None of these conventional manners are bad or damaging the student. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves and their knowledge, especially for ESL students who need to stride into the world of multimedia technology.

There are several features of technology that can be used in learning and teaching English: video, audio, word processor programs, projectors...etc. those features provide attraction and involvement of students in the classroom. It can also used to teach the four skills; listening, speaking, reading and writing.

4. Using Visuals Through Media in the Language Classroom

Some authors differentiate between Media with “M”, and media with “m”, when relating the term to the language classroom. The first one, Media, refers to all of the technological advances such as new software, hard-wares and the use of computers and projectors. And media for the non-mechanical aids, such as charts or even props for the daily life adapted for teaching purposes (Brinton, 2001).

The both stated kinds of media have the same positive effects. Brinton, 2001 mentioned the reasons why it is useful to use media inside the classroom. The main reason is that the media appeal to student’s senses and help them process the information, in this way the teacher does not have to give extra explanations as the teaching point has already been reinforced. It is remarkable that media help teachers to motivate students because it brings the real life into the classroom and the language is represented in a more complete

communicative context. And instead of taking up additional class hours (a traditional worry of the teachers) they help to economize the teaching task. Using media also provide the teachers with various ways to address learners with different learning styles; visual, auditory and kinesthetic learners.

4.1. Different approaches bring the real world to the language classroom through visuals.

Visuals have been an important component of the language classes over the years. Their use in presenting and teaching languages has been since 1920s consisting mainly in films, slides and pictures. They were considered a useful tool in teaching second and foreign languages in almost all universities and schools. Here comes a brief overview about the use of visual aids throughout history in different methods and approaches.

Perhaps, the *Direct Approach* was the first one to give importance to the use of visuals in the language classroom. This teaching method, which became popular at the 20s -30s of the last century, enhanced the use of the target language. Teachers used direct reference to objects or concepts in order to avoid the mother tongue. The use of tape recordings and picture slides gained special importance in the 1950s -1960s with the rise of the *Audio-lingual method* in the USA. Based on Skinner's behaviorist theory, it claimed to provide students' with best models to imitate native speakers. The *Oral-Situational Approach*, dominating in Britain in the middle of the last century, insisted on learning language situationally. Concrete objects, pictures, realia, charts and flashcards were widely used in the classroom to promote real life contexts. Also in the 1960's, French Scholars developed the *Audio-visual method*. This method considered that audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, slides and classroom presentation.

Methods involved on the *Humanistic Approach* have made a great use of visuals too. For example, The *Silent Way Method* avoided the use of the mother tongue in the classroom. The teacher made use of several visual aids: colored charts containing useful vocabulary, color coded phonetic charts, tapes or discs, film drawings and pictures.

Another method, *the Total Physical Response*, involved a lot of physical manipulation and action in order to imitate the way 1L is acquired. Teacher's words followed by actions served as visual aid, as well as large pictures. *The Natural Approach* developed by Krashen was based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first. Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages.

Recently, some approaches have pointed the importance of bringing the real world into the classroom to make the learning more meaningful for students. As an example, *Communicative Language Teaching* puts much of the emphasis on the need for real life objects or texts to give authenticity to the communicative situation: '*Non native speakers (both inside the classroom and outside the classroom) make use of the here and now objects in the immediate environments*' (Brinton, 2001).

There are other methods that worth being mention regarding the use they make of visual aids. *Task-based Learning* arises from cognitive theories about processes such as memory, attention, and recall. In the initial stage of the lessons, input can be presented through visual aids or realia that will be followed by the performance of the tasks.

4.2. A Cognitive Approach: The Importance of the Input and Image Schema Theory

The importance of visual material in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars

have developed are related to the importance of the input and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world. Cognitivists assert that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles 2004). Learners should be placed in an environment that triggers their experiences and lets them use language for real purposes and practice it as many times as possible.

Visuals can support the input that the student receives. In the cognitive approach to second language learning, a lot of prominence is given to the access to the target language input. Gass (1997) asserts that 'second language acquisition is shaped by the input one receives' (as cited in Fotos, 2001). Fotos also states that the input the students receive in the classroom can be manipulated in order to make it easier to understand, fitting their needs and level. Thanks to the visuals provided in the classroom, the second/foreign language input will be easily understood.

Another point developed by cognitivists, as it has been mentioned before, is the image schema theory. It derives from the claim that knowledge is not static and propositional, but is grounded in and structured by various patterns of our perceptual interactions, bodily actions and manipulation of objects. Image schemas are defined as 'dynamic analogical representations of spatial relations and movements in space and each one of them reflects aspects of our visual, auditory and kinesthetic bodily experience' (Gibbs, 2006). So, if we want to set our students in a meaningful context, they should be placed in the reality they live in. In order to do it we must bring the reality "out there" inside the classroom.

4.3. The importance of visuals in Second Language Acquisition

Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning

more meaningful and more exciting. Visual materials or anything used to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point. Arif and Hashim (2006) own research proves that pictures gained better attention than words, and among young learners, pictures became the main clue in interpreting the meaning of the words. Moreover, visual aids help activating memory and facilitate remembering and retaining the needed information stored in long-term memory.

5. Teaching English using Power Point Presentations:

Educational technology provide benefits in EFL classroom for teaching the four skills: listening, speaking, reading, and writing. These technologies involve the use of the computer and its various applications to teach and learn language in different ways. Power point presentation is one of these applications that teachers may use in their classrooms. It can be highly used to stimulate and attract students' attention since it combines colored texts with sounds and animation.

The main purpose of this study is to explore the integration of technologies in classrooms during English sessions. Among these technologies we have chosen Power Point Presentations as a teaching technique for both Secondary School teachers to use and for pupils to benefit from.

6. Power Point Presentations: meaning, nature and advantages

As technology enters the classroom more and more each year, there are always new innovations being brought into the class that can help teachers to get their points across better,

and help students learn more effectively. One such tool that has been utilized in the classroom for some time now and continues to be used heavily is the Microsoft PowerPoint program.

a. Meaning and nature

PowerPoint Presentation is one of the multimedia technologies developed by Microsoft in 1987. It is a type of presentation software that allows one to show colored text and images with simple animation and sound. This program is one that enables teachers and students alike to prepare presentations. When used effectively, PowerPoint can really enhance teacher presentations and the overall comprehension of students. It is a program that allows teachers to present their lessons in a more dynamic way than simply lecturing and writing on the blackboard. PowerPoint presentation could be used in the classroom for supporting student learning by combining computer and projector to display slides for illustrating a lesson.

According to Julia Keller (2002), PowerPoint is especially popular: "In less than a decade, it has revolutionized the worlds of business, education, science and communications, swiftly becoming the standard for just about anybody who wants to explain just about anything to just about anybody else" (p. 30). PowerPoint can also be a wonderful tool for students and teachers to give out information, if used properly. A PowerPoint presentation used on an interactive whiteboard can be especially interesting since students and teachers can manipulate information with a simple touch to the screen.

However, PowerPoint is not without its disadvantages. According to Young (2004), "PowerPoint is one of the most common technologies used amongst teachers and also the most criticized software programs used by teachers" (p. 29). One of the problems with using PowerPoint for a presentation of information is having the slides actually take over the

presentation instead of keeping the speaker on topic, supporting key ideas through image, and enhancing the overall presentation.

For (Gordon, 2007). Power Point Presentation is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations. Many teachers today, from elementary school to college and university level, are enthusiastically embracing PowerPoint Presentation as an instructional tool. It is argued that PowerPoint Presentation "enhances instruction and motivates students to learn" (Nowaczyk et al, 1998).

b. Advantages

PowerPoint has become very popular because it's easy to learn and widely available. It provides the ability to equip your presentations with different types of media. This enhances the students' abilities to retain what they are being taught, especially those who are visual learners. Teachers can focus on the class and interacting with the students instead of writing on a board, because the text and the entire presentation are already there in the form of a PowerPoint file. In the conventional method the teachers face the board to write the lesson with their back to the class. Whereas using presentations allow teachers to have face to face communication (Lanius, 2004).

Supporters of Power Point Presentations like Antherson (2003), contended that cognitive achievement depends on several factors among which are the instructional methods, learning environment and the learner. The brain does not pay attention to boring things. What makes PowerPoint presentations so effective is that they add complementary, multisensory events designed to spark an emotional response among audience members. This helps maintain audience attention and improves cognitive achievement. The most effective presentations are the ones that are informative, educational, and entertaining (Gallo, 2009). For instance, Gier and Kreiner (2009) who studied the effectiveness of PowerPoint in a

psychology class concluded that when students were actively engaged in the class using PowerPoint presentation, information retention increased.

Cashman and Shelly (2000) find that learners learn most effectively when their five senses are involved. The PowerPoint presentations appeal to learners' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, and so on.

Our own teaching experience combined with research evidence lead us to summarize the pedagogical value and the potential use of technology, in general and PPPs in particular in the classroom, in the following points:

- ❖ *To raise interest level* -- students appreciate (and often expect) a variety of media.
- ❖ *To enhance understanding* -- rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time.
- ❖ *To increase memorizing* -- rich media materials lead to better encoding and easier retrieval.

7. Classroom Uses of Power Point Presentations

PowerPoint presentations can be used in many ways in the ESL classroom. They can be used for *initial teaching, for practice or drilling, for games, for tests or for reviews.*

- ❖ *Initial teaching: to teach new ideas, subjects and concepts to students. For instance, when we enter a new unit, it's preferable to use PPPs to introduce the new topic, theme and vocabularies related to the unit being taught. That's may replace long time of explanation.*
- ❖ *Practice & drilling: when we teach a particular grammar point, for example past tense, PPPs can be used to repeat and practice the uses and the form of this tense.*

- ❖ *Games & Tests: teachers may create their own games that fit their classrooms. For tests, teachers can project items on the board and ask students to write down the name of each item.*
- ❖ *Reviewing: PPPs can be great to review ideas or items that have been already taught. After the students have learned and practiced a given item or concept. Using presentations here are very useful to review and revise those points.*

8. Problems with Power Point Presentation:

One of the major shortcomings of using Power Point Presentations is that it relies totally on projectors which can be quite expensive to get. The second point here is that, it may happen that the projector stop suddenly or something goes wrong with it. In this case, we should never depend only on the projector. The solution is always to carry a back-up in a non-presentation form so as to replace the PPP in case something happens.

Strong criticisms have been also directed to PPPs by many educationalists. One example is Tufte (2003), who argues that PowerPoint induces “a cognitive style” that encourages passivity and make a complex issue seem more simple and clear-cut than it is. He also claimed that PPPs diminish creativity and innovation. Here is the summary of Tufte’s criticism of PowerPoint Presentations:

- PowerPoint encourages simplistic thinking, with complex ideas being squashed into bulleted lists, and stories with beginning, middle, and end being turned into a collection of disparate, loosely disguised points. This may present a kind of image of objectivity and neutrality that people associate with science, technology, and "bullet points".

- PowerPoint presentations seem designed to guide and reassure a presenter, rather than to enlighten the audience.
- PowerPoint encourages the use of unhelpfully simplistic tables and charts, tied to the low resolution of computer displays and the need for text to be readable by a large audience.
- PowerPoint lends itself to poor typography and chart layout, especially by presenters who use poorly-designed templates and PowerPoint's default settings.
- PowerPoint's outline format leads presenters to arrange material in an unnecessarily deep hierarchy, itself subverted by the need to restart the hierarchy on each slide.
- PowerPoint's "click-for-next-slide" mentality enforces a linear progression through the presenter's hierarchy of ideas (whereas with handouts, readers could browse and explore items at their leisure).

Other experts argue that we should blame the presenter, not the tool, for mind-numbing presentations (Atkinson, 2004). Some also argue that cognitive research demonstrates the value of hierarchical organization for comprehension and memory, and point out that the audience generally attends a presentation in order to hear the presenter's organization of ideas rather than to explore the topic on their own. Many of the criticisms of such presentations are a result of using the program, rather than the lecture outline, to guide the development of the presentation.

Voss, D. (2004) thinks that learners feel ignored in the classroom when the instructor is focusing on the presentation and not paying attention to the class, Instead of interacting with learners during the class. However, this should not prevent us from appreciating one of its useful functions. One of these is "the way it can help us crystallize our thoughts and then to arrange them" (into slides). (Rank & Warren, 2011).

9. The Pros and Cons of PPPs

We can sum up what has been said in the previous section through stating the main positives and negatives of PPPs in the teaching/learning process. The following adopted table from Chivers and Shoolbred (2007) will explain that:

What is good about PPPs	What is bad about PPPs
<ul style="list-style-type: none">• It can explain something in visual terms that would take many words to explain.• PowerPoint is a wonderful organizer. You can put all your slides in sequence and number them,• You can add your own notes to give a Personalized commentary on individual slides. You	<ul style="list-style-type: none">-Too much reliance on PowerPoint-Information overload-Overloaded PPT may lead the audience to get distracted-Thinking in bullet points-Getting too technical and wasting time

<p>see your notes but no one else does.</p> <ul style="list-style-type: none"> • You can run the software as a short automatic presentation while you sit back. memorable • powerful and strong: by using images which impact on the audience • thought-provoking: by using appropriate quotations and puzzles • colourful: by making the slides vibrant with background and colourful text • creative: by designing your own diagrams or by importing photographs, charts, • dynamic, current: you can quickly update slides and add new material at the last moment • fun to create. 	<ul style="list-style-type: none"> -Over complication just because the technology is there -Technology breaking down (technical problems in PC) - Too many slides
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Table2.1: The Pros and Cons of PPPs

In simple words, PPPs should take into consideration the following aspects:

- Think of PowerPoint as a very useful support. But not as the only resource at your disposal.
- Consider what you want the audience to be doing as they see the slides, and afterwards. Thinking? Taking notes? Being entertained.
- Use images to support the central message. One of the hardest aspects of presenting is to use visual images that reinforce your message rather than detract from it.
- Keep it simple. The basic layouts and designs in PowerPoint will work if you keep them simple. After all, they have been designed by presentations' Professionals.

Conclusion

PowerPoint presentation is a highly effective and powerful tool that can be used to enrich the presentation of lessons and facilitate grasping ideas. It can also help attracting learners'

attention in the classroom to make learning successful. Through this section, we tried to explain the notion of PowerPoint presentations as a technology and a way to motivate our learners to learn English. Both teachers and learners can benefit from this tool, but they should first know when and how to use it properly.

Firstly, we began with the main concern of the present study which is motivation and technology in education and the interrelation between them, and then we moved to the use of the technology in teaching the English language and how beneficial it is for both teachers and students.

Secondly, we have seen the use of the different audio visual aids as motivating technologies that facilitate students' grasping of knowledge. Besides, there was an explanation about the relation between using AVAs and the cognitive abilities of learners, i.e. how can the use of AVAs in teaching help students to trigger their knowledge and use it in due situations. Also, we have pointed out the integration of such a procedure (AVAs) in the different methods and approaches of teaching, as a fundamental component in the class, through history.

Furthermore, it was the turn of introducing the definition and the nature of power point presentations. We have provided in the previous section the various uses and applications of this technique in the classroom in addition to its advantages and benefits for the process of learning and teaching. However, as any new introduced procedure in any field, some drawbacks of this method were highlighted through this section.

To conclude our section, we have afforded the pros and cons of using power point presentations in the teaching/ learning process to benefit from them.

Chapter 2: Teaching English in Algeria

Introduction

1. English in the Curriculum

- 1.1. The status of English in Algeria
- 1.2. Teaching English in Algeria
- 1.3. EFL at the Secondary School
- 1.4. The Structure of the Educational System
 - 1.4.1. The School System
 - 1.4.2. The Administration System
- 1.5. The Approach: The Competency-Based Approach (CBA)
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 - 1.5.2. Pedagogical Objectives of CBA
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2. The Description of the Teaching/Learning Situation

- 2.1. The Syllabus
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Conclusion

Introduction

The English language teaching tradition has been subject to great changes throughout the twentieth century and so far. In Algeria, the ministry of education seeks to improve the teaching/learning of foreign languages, especially English in which learners have less opportunity to master it, since it is not the language of interaction in social situation. To achieve the development of this tradition, the decision-makers, the syllabus designers, and EFL teachers take into consideration some millstones in the selection and implementation of the optimal methods and approaches for EFL teaching and learning process, as well as underline the principal objectives and procedures to attain these objectives. This chapter presents an overview of the Algerian educational context with, particularly 1ère-AS pupils of literary and scientific streams as they eventually have finished the four years in the middle school, and they pursue the same curriculum of studying English in the first secondary school level. The EFL teaching and objectives of these pupils are described in accordance with the syllabuses for English recently designed.

1. English in the Curriculum

1.1. The status of English in Algeria

English is increasingly used across the globe in different fields such as, science ,technology, trade, business, transport, tourism, and it is used in many countries as a medium of high education. In this regard, Cook (2003) stated“ *In recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of international communication*”.

To illustrate this widespread of English as a global language, it is worthwhile noting the Kachru’s concept (2006) of three concentric circles, (see figure 1.1.) which describes“*the*

types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages.”

The inner circle represents the native speakers of English where it is the primary language as in UK, USA, Canada. The outer circle represents the countries where English is used as a second language such as India and Singapore; and the expanding circle represents the users of English as a foreign language. As an EFL country, Algeria belongs to the third circle, i.e.; the expanding circle, where English is used primarily at high schools and universities as a second foreign language. In general, English is a language of education, tourism, etc. but not a language of communication between the Algerian people.

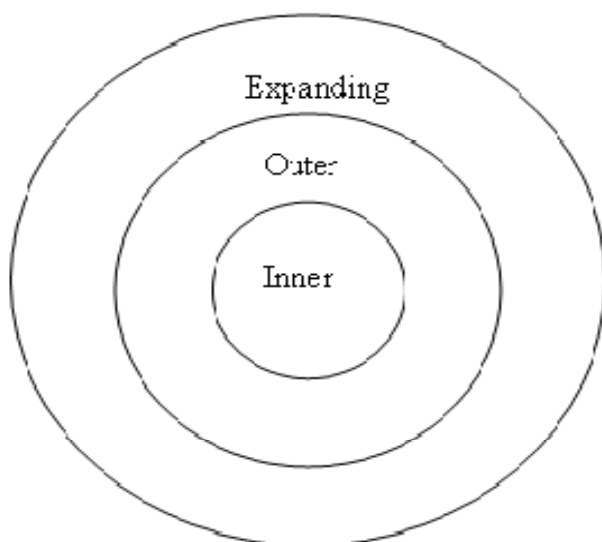


Figure 3. The Three Circles of English Users (Kachru 2006)

Although Algeria is not one of the previous English colonies, and instead it is a former French colony, it acknowledges the importance of English as a world language. Thus, it constitutes the context of which English is taught as a foreign language, as the most useful vehicle of international communication. The Ministry of Education in Algeria has adopted a policy towards the teaching and learning foreign languages, particularly English. From its independence, Algeria started redesigning the educational system for the purpose of improving the teaching/ learning process and obtaining good results. In fact, English is taught

from first-year in the middle school level until the last year of the secondary level. This means that the Algerian pupils have to learn English exactly seven years, i.e., four years at the middle school level, and three years at the secondary school level). This new policy has been adopted to make progress in ELT by offering opportunity to learn English at an earlier age. Whereas, for higher education, that is, university, English is taught as a branch of study in the department of English or as a supplementary module in other fields of study such as, Physics, Biology, Economics, Sociology, etc. This tendency towards teaching English in these fields of study is due to the fact that English is the language of science in this global era.

1.2. Teaching English in Algeria

As has been mentioned above, English is used in Algeria as a second foreign language after French, as it was a French colony for more than a century (132 years). Actually, English is taught first in the middle school along the four school years; then it is taught in the secondary school for three years as a compulsory subject. While at university, it is taught as an obligatory module in all fields of study, such as, biology, economics, physics, etc. or it is a field of study in itself, whereby students hold a license degree in English. In the following subsections, the status of English at the secondary level of education, and the main objectives EFL teaching/learning at this level, are to be discussed.

1.3. EFL at the Secondary School

Secondary education in Algeria lasts three years. It is a preparation of learners to the baccalaureate examination at the end of 3AS. It is the key to higher education and achievements. During the three years of education, learners are exposed to different sorts of style, discourse, language forms, functions and vocabularies that would help them to use English effectively.

By the end of the secondary education, learners are expected to be able to express themselves in English fluently and accurately, both orally and in writing, either in the class setting, or outside. So, they can interact in different situation, they encounter in real life. (Teacher’s Guide 2008). Also, it is assumed that this task should be done by teachers using whatever materials needed, exposing learners to authentic materials, adapting, or using technology.

The 1 AS scientific students study English with other subject matters. These subjects differ from each other in time load and coefficient. The following table illustrates the diversity in the time load and coefficient of English and the other subject matters studied by 1st year scientific stream students:

Subject matters	Coefficient	Time load per week
Mathematics	4	6 hs
Physics	4	6 hs
Natural science	4	6 hs
Arabic language	3	4 hs
History and geography	3	4 hs
Islamic sciences	2	2 hs
French	2	3 hs
English	2	3 hs
Computing sciences/ technology	1	1 h
Sports	1	1 h
English time load & coefficient	2/ 26	3/36 hs

Table 3.1:Time Load and Coefficient in the Curriculum of 1AS students

(Curriculum of English for 1AS, 2008)

As the above table shows, the coefficient of English is lower than the other subject matters. Also, the position of English as shown in the table is secondary and seen as an

additional subject. This means that English is not given its real value and importance in the curriculum as being an international language.

1.4. The Structure of the Educational System

The Algerian educational system can be divided into two sub-structures: the school system and the administration system.

1.4.1. The School System

The school system in Algeria is divided into two three stages: primary, middle and secondary education. The first two are known as 'basic education', they are obligatory whereas secondary education is optional. Children generally enter the nursery at the age of 4 and spend two years before they are enrolled in primary school. Primary school lasts 5 years and at the end children undergo a national examination called "Primary School Examination". Children usually finish their primary education at the age of 12-13. Those who pass their primary school examination they will move to middle school. The period of studies in this stage is extended to four years as part the government's initiative to reform the educational system. At the end of this Cycle students undergo a national examination which would allow them to progress to secondary school. This examination is called "Middle School Certificate" (BEM). Those successful in the middle school examination are referred to the secondary school "Lycée" to study in different specialities which are: a) literary streams, which in essence include studies in Literature and Philosophy, b) scientific streams, which include studies in Biology, Mathematics, Physics and Chemistry, and c) technical streams, where students study Electricity and Engineer. The duration of these specialist routes takes three years and ends with the Baccalaureate examination (BAC), which students have to pass to be able to pursue higher education. Once the students succeed in their BAC, they would study at university in a subject which is decided according to the marks the students obtain in their

BAC. Hence, those students who get good marks are able to make their choices for the subjects they want, whereas those with low marks are usually not in a position to make any choice and are referred to other subjects according to available university places. Students usually finish their secondary studies at the age of 18-19.

1.4.2. The Administration System

The Ministry of Education usually works in partnership with the Ministry of Employment and Training and the Ministry of Higher Education and Research to ensure students follow appropriate routes for their education and training. The Ministry of Education is the body in charge of the school system in Algeria, while the other two ministries act as recipient bodies for students after their schooling has finished. The administration described in this section is the one under the Ministry of Education.

The Minister of Education represents the highest authority which is responsible for all the decisions and policy-making. In the process of policy making, the Ministry usually consults with the General Inspectorate of Education, which is a department appointed by the Ministry and headed by the General Inspector of Education. The General Inspectorate of Education has branches in all the cities in the country. The inspectors' role is to monitor the teaching and learning standards and to control the right implementation of policies and procedures at the level of schools. All decisions and policies are then transmitted to local Directorates of Education, whose task is to interpret the policies and to facilitate their implementation and, hence, to allocate the necessary human and material resources. The Directorate of Education is headed by the Director of Education who reports only to the Minister. At the level of schools, the institution is headed by the Head teacher who works in collaboration with the Director of Studies, supervisors and the secretaries to form the administrative staff. Teachers often have to report to their head teacher, but also report to their local inspectors at the same time (see diagram 1 for the structure of educational administration).

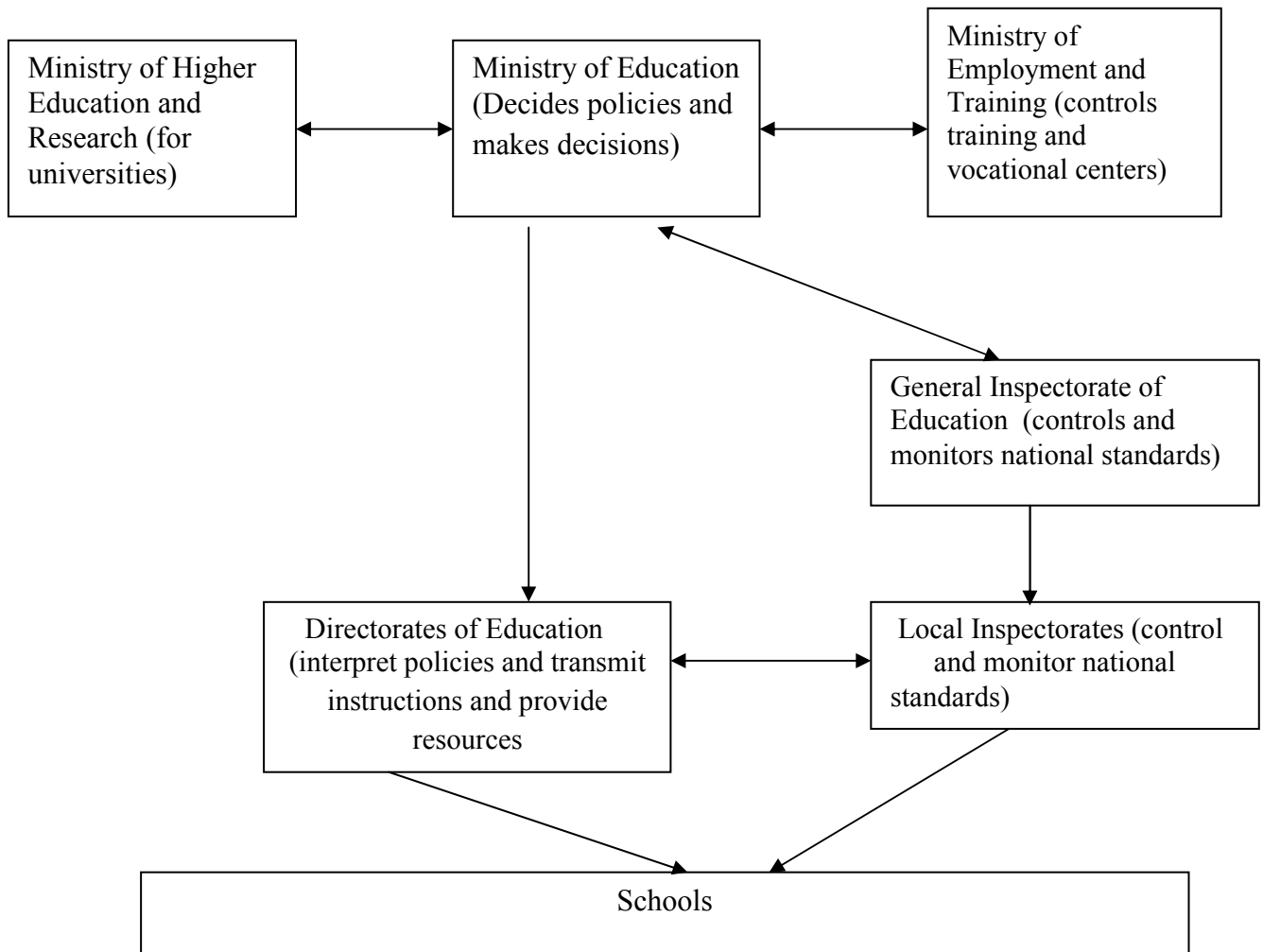


Diagram 1.The Educational Administration System in Algeria

(bellalem 2008: 247)

1.5. The Approach: The Competency-Based Approach (CBA)

The Competency Based Approach is one of the current methodologies that can be described as an extension to the Communicative Language Teaching (CLT) movement. This latter was introduced to the educational system after the ministry of education latest reforms in (2008).

1.5.1. Definition

Richards (2006) defines the competency based approach as

“An approach to teaching that focuses on teaching the skills and behaviors needed to perform COMPETENCES. Competences refer to the student’s ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life.”

Thus, the focus of CBA is the learner. He is the true centre of the learning and teaching process. On the other hand, the teacher is just a mediator between the pupils and the knowledge; his job is ‘to help, encourage, accompany and guide pupils in their training’ (Programme of English as a Second Foreign Language.(2008)

In fact, the implementation of this approach in secondary schools was a challenge for some teachers, especially for those who are the products of the old education system. It is difficult for them to play the role is reversed in a new classroom where learners are the main players (Richards, 2006). Consequently, several discussions with many teachers of English at the level of secondary schools in the wilaya of Batna, during seminars about how to teach, using CBA approach, reveal confusion among teachers about the last reform of educational system, implementing CBA, its principles and application in the class.

In addition to the insufficient training, teachers are concerned about the deficient resources and professional supports. Also, through our discussion (interviews) with secondary school teachers of English, results our main study show that teachers as well as learners felt lost in this new realm concerning the use of CBA. This gives birth to a new way of teaching/learning far from the so called CBA.

1.5.2. Pedagogical Objectives of CBA

The new approach CBA was introduced in education as a result of so many claims of educationalists that the objectives of the language learning should be based on learner’s needs. This could be achieved by “...making him(the pupil) acquire ,as efficiently as

possible, a functional knowledge of English corresponding to his needs within and outside school” (Programme of English as a Foreign Language, 2008).

Within this approach EFL teachers have to adapt new roles to help learners realize certain targets as: participating actively, make them feel responsible for their training themselves by providing them opportunities to answer questions resulting from their daily experience; and adopt increasingly autonomous conducts and responsible behaviours. (Programme of English as a foreign language, 2008).

Consequently, teachers encourage the progress of learner’s autonomy and responsibility for their own learning. These are the two main characteristics of secondary education. Thus, the main objective of CBA is the formation of new generation of learners capable of take charge of its own learning.

To sum up, the CBA is typically a learner -centered approach. The latter according to Nunan (1988) has these objectives:

- To provide learners with efficient learning strategies.
- To assist learners to identify their own preferred ways of learning.
- To develop skills needed to negotiate the curriculum.
- To encourage learners to set their own objectives
- To encourage learners to adapt realistic goals and time frames
- To develop learners' skills in self-evaluation. (Nunan, 1988: 13)

However, in fact, this is far from the real world, due to the absence of teacher’s training, and the negative attitudes towards the introduction of CBA in the Algerian secondary schools.

1.5.3. The Rationale for implementing CBA in the Algerian Educational System

CBA came in an attempt to bridge the gap between school life and real life, by relating school acquisitions to varied contexts of use inside as well as outside school.

According to the general objectives assigned to the teaching of English in the Algerian Educational System, the implementation of the CBA is due to according to chellei (2010) the failure of the communicative approach to enable the learners to reach an acceptable level of performance which allows them to communicate whenever it is needed. Why choosing CBA according to Chellei (2010) this logic has a series of implications:

- Making the school acquisition viable and sustainable.
- Developing the thinking process of the learner.
- Presenting learning contexts in relation to the needs of the learner.
- Putting an end to disciplinary barriers.
- Choosing a personalized pedagogy.
- Adopt increasingly autonomous conducts and responsible behaviors.

Thus, the Algerian educational system underwent this change in the approach to enable its learners to attain an international level in terms of the required competencies, in order to integrate in the globalized world.

1.5.4. Teacher's Roles and Teaching Strategies

After changing the approach of study in Algerian secondary schools to CBA, The roles of teachers and learners have changed too. Now, the main interest of CBA is on the learner. Thus, teachers should adapt new roles that fit the approach. Their role is not limited to provide information and monitor the class, but to help, guide and encourage learners to take part in their training. Learners are seen as active participants of the learning process and responsible for their learning; the teacher should help them acquire and build the necessary strategies that would help them to deal with the tasks that they would encounter.

The coming table will explain the different changing roles and strategies of the teacher:

Teacher's role	
Before	Now
<ul style="list-style-type: none"> - knowledge provider - omnipresent in class - Decided everything - Authoritative 	<ul style="list-style-type: none"> Guide/ helper - Counselor - Facilitator - Co- learner - Seeks pupils' participation - Teaches individually (whennecessary) - Develops learning autonomy

Table 3. 2. Teacher's role.

(Ministry of Education, 2008)

1.5.5. The Learner's Role and the Learning Strategies

Since the main focus of CBA is on learners, they are no longer passive recipients of knowledge, but are actively engaged in their learning. Learners develop new strategies, styles and a creative critical thinking. This helps them to answer the questions and do the tasks they are exposed to in the classroom. These abilities and learning strategies are taught and reinforced with the constant guide and help of the teacher and the classmates. Hence, they realize their gradual autonomy.

The following table will illustrate the learner's role and strategies.

	Learner's Role	
Previous Approach	New Approach	The Changes
<ul style="list-style-type: none"> - Knowledge recipient - Teacher dependent - Applies models - Motivation based on marking examination, and parental pressure. 	<ul style="list-style-type: none"> - The Learner wants to know what he learns - Is responsible for his learning - Learns better through action - The learner builds her/his own strategies - Defines her /himself the processes he will make use of when working - Strengthens skills into problem-solving 	<ul style="list-style-type: none"> - The learner learns due to and through action. - Increases her/his Intellectual potentials. - Improves her/his memorization process. - Has a positive attitude toward learning

Table 3.3. Learner's role.

(Ministry of Education, 2008)

2. The Description of the Teaching/Learning Situation

2.1. The syllabus

2.1.1. Definition of the Syllabus

The syllabus can be defined as a guide or a programme for teachers that contain set of goals to be achieved. Prabhu (1987) refers to it as:

a form of support to the teaching activity that is to be carried out in the classroom and a form of guidance in the construction of appropriate lesson plans.

Mc Donough and Shaw (1993), also define a syllabus as “*The overall organizing principle for what is to be taught and learned*”.

The syllabus contains all the main aspects of the language: functions, situations, structure, skills and topics. In addition to that some fundamental instructions about the approach, the use of the textbook and the different roles of teachers and learners.

2.1.2. Description of the 1st year syllabus

Teaching EFL to first-year secondary school students is the ongoing programme of the middle educational school level in which learners are studying English during the four years. The syllabus of 1-AS is then elaborated and designed to meet the learners’ needs and interests. The syllabus of EFL teaching/learning is designed by new structures so as to promote the enhancement of the communicative and functional aspects of language and intended to build up the learners’ communicative skills. It is conceived with the purpose to deepen and develop the skills and abilities being acquired in the middle school level. EFL is a compulsory subject that takes place along with the other school subject matters during the year. As far as 1-AS year is concerned, there are two different streams: literary and scientific streams. In fact, the syllabus of English is the same for each common core stream. However, the time allotted to the teaching of English is four hours weekly for literary streams, and three hours for scientific streams. That is to say, 108 hours and 81 hours, respectively, is the amount of time of the whole school year, as represented below in the table below.

Level	Streams	Nbre of units	Nbre of hrs./ week	Nbre of hrs./ unit	Units (textbook order)
1 st year	Lit.	5 units	4 hrs.	17/ 18 hrs.	1- 3- 5- 4- 2
	Sc.	4 units	3 hrs.	17/18 hrs.	1- 3- 5- (4+2)

Table 3.4. Time Load of ELT for 1A.S.

After the students pass their first school year, they have to specify in different fields (streams) depending on the final annual results. The ones who belong to the literary stream have to study either foreign languages, or literature and philosophy. For the others who belong to the scientific stream they have to choose among the following: experimental sciences, mathematics, technical mathematics, or management and economy.

The English syllabus has been recently designed by the ministry of education in 2008. It comprises a range of units based upon selected themes and topics according to the needs of 1st year students' streams. Throughout these themes, the students will develop the overall competencies as mentioned in the syllabus:

- Interacting orally in English.
- Interpreting oral and written texts.
- Produce oral and written texts.

(The Teachers' Guide, 2008; 6)

2.2. The Material (The Textbook)

The 1A.S textbook "At the Crossroad" is composed of:

- Contents (p.2)
- Map of the book (pp 3-7).
- A note to the teacher (pp 8-9)
- A note to the pupil. (pp 10-11)
- Phonetic symbols (pp 12-13)
- 5 Units (pp 15-175)

(At The Crossroad) consists of five units; each of them deals with particular themes drawn for literary or scientific streams as described in the following table:

Themes of the Units	Literary Streams	Scientific Streams
3. Intercultural Exchange	+	+
4. Communication: The Press	+	+
5. Environment/pollution/the world of animals	+	+
6. Innovation and Technology	+	} +
7. Famous People	+	

Table 3.5. 1A.S. Themes Distribution for all the Streams

The first secondary school year textbook, named “*At the Crossroad*”, it is not the syllabus, but rather a guide to translate the syllabus. Its main aim is to extend and consolidate the competencies being already learned and acquired in the middle school. As mentioned in (table3.5), the textbook consists of five units which are thematically related topics; each unit consists of four sequences which include in turn three to four sub- sequences or rubrics. The first two sequences are called: “*Listening and Speaking*” and “*Reading and Writing*”, they follow the same pattern to facilitate the learning and acquisition process.

The third sequence “*Developing Skills*” aims at using the four fundamental skills in problem solving situations such as: telephoning, conducting interviews, writing letters of application ...etc. This is subdivided into one rubric called “*stop and consider*”. It is a training phase to use the English rules, those in grammar, phonology and syntax.

The fourth last sequence “*consolidation and extension*” includes two rubrics: (*Write it out* and *Work it out*) which aim at elaborating and extending the language skills and functions. The final part is the project workshop. Yet, it should be launched and prepared before these sequences.

At the end of each unit, the students are supposed to present an oral and written project in groups or individually; they rely on particular skills and given steps explained in the

textbook. Within this step, the students have the opportunity to practice and interact in English. However, this phase is ignored by many students and teachers, because of the low level of students, especially in speaking, and teachers' complain about the loaded programme and the time limited.

Different projects throughout the textbook are as follows:

- 1- Making a job application booklet
- 2- Writing a book review
- 3- Conducting a survey
- 4- Making an invention profile
- 5- Making a consumer guide

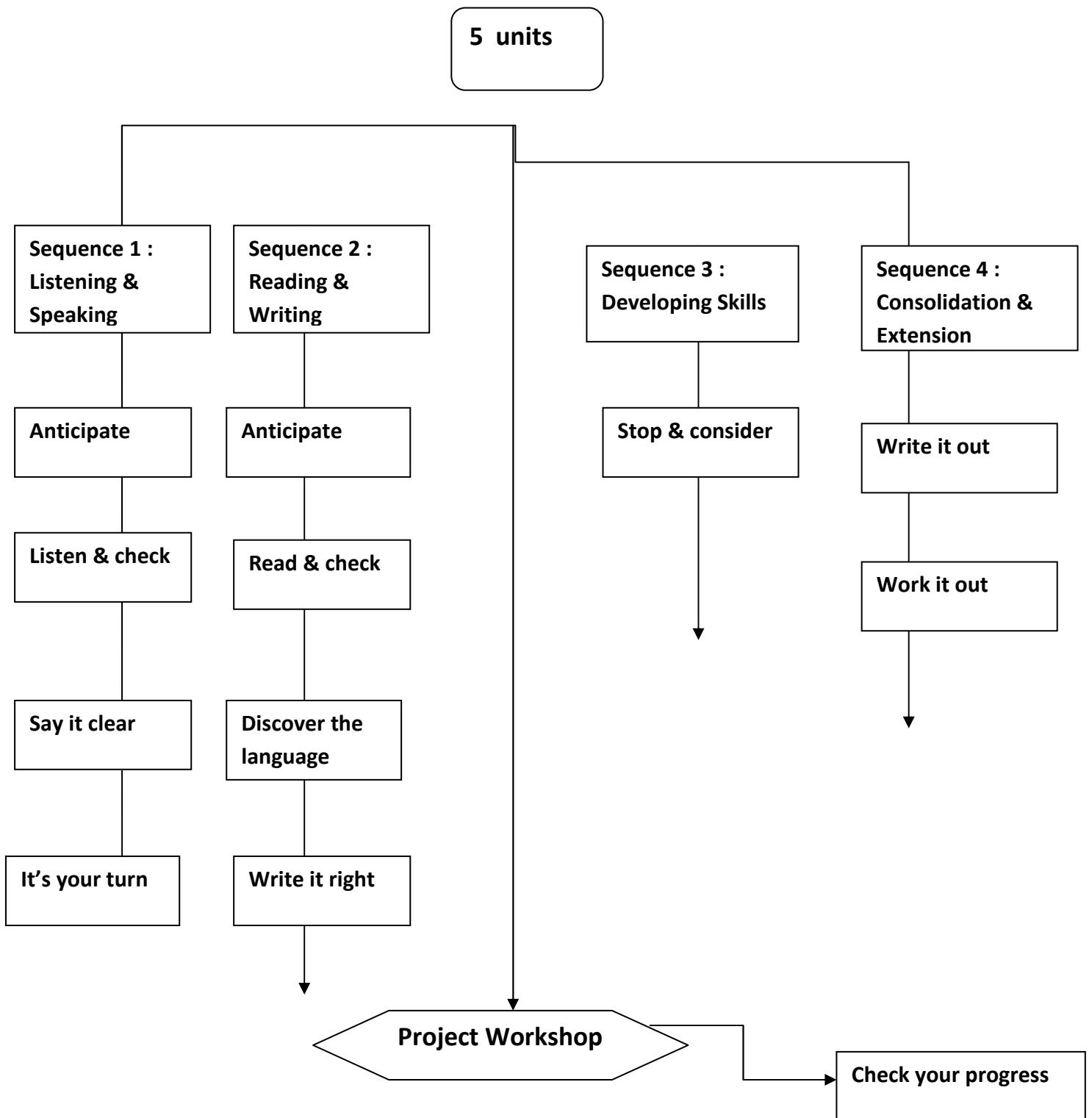


Diagram 2. The Outline of the Units' Content. 'At The Crossroad'

2.3. The School

The setting where teachers perform their work plays an important role in both teaching process and motivating students. This may include: the class size, the number of students in the class, the light, blackboard, decoration ...etc. actually, as stated by Dubin and Olshtain (1988; 32) “The actual physical environment of the classroom (light, shape of the room, etc) is also significant and may affect the learning process positively or negatively”.

So, it is necessary to describe the case study, Oued Taga Secondary School, of our research. It is chosen because of its diversity in the streams that characterizes the population, and for researcher’s acquaintance with the school surrounding especially the working conditions characterizing it. This is true since the investigator is one of the teachers of English in this school. Such a fact can help our research; it eliminates the anxiety from both teachers and students which is due to the unfamiliarity with the teacher. It also helps the investigator since she got the help of the colleagues and the administration in planning lessons and providing the equipment for the classes.

Oued Taga school counts 549 students. 211 are day students and 329 are half boarders. They come from the neighboring villages which do not have a secondary school. Today, the school has 54 students distributed into 22 (twenty-two) classes. 50 (fifty) teachers are taking charge of their teaching, 5 (five) of them are teachers of English. They are all full-time teachers, but they differ in the length of their teaching experience.

The 22 (twenty-two) classes are distributed as follows: seven (7) terminal classes, 9 (nine) second year classes and six (6) first year classes, among which the sample of our present study is taken.

Concerning the physical conditions, they seem quite acceptable. The classes are large and lightened since the windows are built in a way to capture the sun light; this latter is a good source of warming in winter in addition to a well equipped heating system. Moreover, the

terminal classes are in a separate block from 1A.S and 2A.S, so that, they can study in a calm atmosphere. We have also a library and an amphi theater.

2.4. Time Load

First year classes study English in accordance with other subjects as: Arabic, Mathematics, and Physics....etc. that is to say, the time load for acquiring the target language is very important for learners. As explained by (Dubin & Olshtain,1988; 32):‘it is a key factor and can easily be determined since any planning takes into account the available hours per week in the school year ’.

On what concerns the time allotted to teaching English for 1A.S, it differs between scientific and literary streams. For scientific stream, the weekly teaching time of English is three (3) hours per week, whereas for literary stream it is four (4) hours. The following table shows the time given for teaching English in the learner’s time table of the scientific stream:

Hours/ Days	Sunday	Monday	Tuesday	Wednesday	Thursday
8 -9	Physics	Maths	Science	History	Science
9 – 10	Physics	Maths	Science	Arabic	English
10 – 11	Arabic	Science	Physics	Maths	Maths
11 -12	French	English	Physics	Science	Maths
13 – 14	History	Arabic		English	Physics
14 – 15	Islamic S.	Technology		Arabic	French
15 – 16	Sports	Computing		French	History
16 – 17	Sports				

Table 3.6. Time Allotted to the Teaching of English for 1A.S. (Scientific Stream).

2.5. Teaching Conditions

As far as the teaching conditions are concerned, teachers are required to adopt the new learner-centered approach and face its challenges. One is changing their previous role, focusing the teaching process on learners rather than on themselves. Such a change is not welcomed by most teachers who find themselves lost between a range of new roles and what learners are expected to perform. In addition to unsatisfactory teaching conditions, there are other problems pertaining to the overloaded syllabus and the difficulty of its content for learners, the overcrowded classes and the time constraint. These circumstances make teachers face some situations where their learners lack motivation and cannot concentrate.

Part of the responsibility lies on educator's backs who didn't lay the ground and prepare the appropriate circumstances to introduce the new approach (CBA) to secondary schools. Teachers are not trained to its application in the teaching field, so they have few chances to improve and develop their teaching practices.

In addition to such conditions, EFL teachers come across other obstructions as the time devoted to the teaching of English per week (three hours), and low coefficient. These unfavorable conditions can lead to the insufficient and unsatisfactory fulfillment of the job from the part of the teacher.

2.6. Teacher's Profile

The English team of Oued Taha secondary school consists of five teachers almost similar in the educational qualification (Licence d'Enseignement d'Anglais), only one teacher holds the master's degree. They also differ in the teaching experience at the secondary school. One is the present investigator. The teacher's reaction to the teaching of English for 1A.S. is negative. They complain about the depressing conditions inside the classroom, as the demotivation of learners, low level and negative attitudes towards the learning of the target language. This may be due to the diversity in learning style and level.

Moreover, the overloaded syllabus and its content is beyond the level of most secondary learners. That can only lead to lack of motivation and concentration among learners. In this situation, teachers can only perform their lessons in normal conditions.

2.7. Learner's Profile

Learners are said to be the center of the teaching/learning process especially under the CBA, so their contribution to the research is essential. Likewise, Allwright and Bailey (1996; 73) state that: "Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated". For, a group of first year secondary school scientific stream learners is chosen for our main study. It consists of thirty five 35 students. The average age of the group is (15-17 years old). It is important to mention that the selection of the sample is based on the administration organization of classes, which is characterized by a nature of mixed ability of these classes.

The reason behind choosing secondary school students instead of university learners is that secondary school learners are obliged to attend their classes, while university students could choose whether or not to do so. Also, the secondary school population was more likely to guarantee the larger sample size than the university population.

It is necessary to note that even though these learners have undergone the same formal instruction in the middle school. They astonishingly differ in their language abilities which range from low to high intermediate level.

2.8. First-Year Secondary Pupils' EFL objectives

Algerian authorities are well aware of the urgent need of promoting the teaching and learning of the English language because of its wide spread all over the world and its dominance in various field as science, economy, culture, technology and communication. Hence, they mobilize all the efforts and steps of educational reforms to maintain the use of English in the

national educational context. To achieve this, they underlined explicitly the principal objectives and goals of ELT:

- Help the learner to get integrated in modernity.
- Join the linguistic community of English for all types of transactions
- Develop the skills and abilities that may enable the learner to get integrated in the living society as well as to be aware of his/her relation to others.
- This participation relies on the assumption of exchanging ideas, and experiences in science, culture, and civilization. This fact allows the learner to know oneself as well as the others through self-reflexion.
- Mastering English as a linguistic tool to communicate effectively is said to enable the learners to:
 - have access to the world science, technology and culture.
 - open to the academic and professional world
 - develop high spirits of tolerance and open mindedness to the world.

(Syllabus for English, 2008:4)

Teaching English in the secondary school is a part of the national policy of the foreign languages and the educational reform system in 2003. It is suggested that teaching English should contribute in the development of students in all the dimension and values as, the openness to the world, tolerance and respect.

Under the general objectives of teaching and learning foreign languages, three ones are sub-categorized in order to maintain the development of competencies of the learner:

- Linguistic objectives
- Methodological objectives
- Cultural objectives

(ibidem)

1. Linguistic objectives

The linguistic objectives for **EFL** teaching/ learning in our country are to:

- Equip the learner with the necessary tools to pursue further studies in English (high education).
- Encourage developing skills which allow the learner to understand and communicate efficiently.
- Develop and improve the basic language skills being acquired in the previous cycle.

2. Methodological objectives

The methodological objectives are primarily assigned to:

- Promote autonomous learning as a learning strategy which permits them to deepen and enrich their knowledge and information.
- Reinforce intellectual and mental aptitudes for analyzing, synthesizing, evaluating through selecting appropriate activities.

3. Cultural objectives

The cultural objectives are also of vital importance towards the teaching and learning of English in order to:

- Encourage the learner to explore and understand the different cultural aspects of the target linguistic communities.
- Stimulate pupils' interests and expose them to various contexts of the target culture and civilization.
- Promote interdisciplinary by introducing the themes being studied in the other disciplines as a strategy of completion and extension of information.

According to the Ministry of Education, these objectives enable the learner to cope with communicative skills (oral/written) so as to satisfy the needs of the country in the future. Besides, the EFL teaching/learning allows the learner to use the target language as a tool of communication in various domains like, culture science and technology, etc.

2.8.1. Entrance Objectives

After accomplishing four years in the middle school, first year secondary schools students are supposed to have developed the following strategies:

- To face problem solving situations.
- To broaden their knowledge about the culture of the English speaking countries.
- To be able to produce a piece of writing of about 100 words (about ten lines) in relation to a given instruction.
- To communicate using simple correct English.

2.8.2. Exit Objectives

The basic objectives of 1AS are to consolidate the knowledge acquired in the middle school, as well as acquiring a new knowledge. By the end of first year students in this level should be able to deal with simple communicative tasks. And to produce a piece of writing of about 120 words (about twelve lines) using several writing styles such as: narrating, describing, instructing and comparing in relation to the text they read and with the communicative situation suggested in the instruction. (1 AS program, 2008:4-5).

Conclusion

This chapter is devoted to the teaching of English in the secondary school in addition to the variables surrounding the teaching and learning of the English language; the school, i.e.

our case study (Oued Taga Secondary School), teachers' and students' profiles, the syllabus, the textbook, time allotted for learning English. These variables were explained and discussed before to understand the environment where our study takes place.

But before introducing the case study, it was important to review the place of English in Algeria and the teaching of this language in its schools. In addition to that, we have discussed the structure of the Algerian school and how they function.

Also, we have seen how CBA was introduced to secondary schools after the last ministry reforms and how it affects teachers, learners and the whole process of teaching and learning. After integrating CBA in schools, many changes happen on students and teachers' roles and performances inside the classroom as was covered in this section.

We shed light, at the end of this section, on the 1A.S. students' different objectives at the beginning and the end of the academic year.

Chapter 3:

Section 1: Motivation

Introduction

1. Definition of motivation
2. Theories of motivation
3. Intrinsic VS Extrinsic motivation
4. Characteristics of demotivated learners
5. Characteristics of motivated learners
6. Increasing students motivation
7. Motivational strategies for successful learning
 - 7.1. Direct strategies
 - 7.2. Indirect strategies

Conclusion

Introduction

Why are some students successful at language learning while others are not? If we knew the answer to that question, teaching and learning a language would be an easy process. We

don't, of course, but we can point to some of the factors that seem to have a strong effect on a student's success or failure. Harmer (1991) said that people involved in language teaching say that students who really want to learn will succeed whatever the circumstance in which they study. All teachers can think of situations in which certain "motivated" students do significantly better than their peers; students frequently succeed in what appear to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory (Harmer, 1991). In the face of such phenomena it seems reasonable to suggest that the types of motivation that students bring to class is the biggest single factor affecting their success (Harmer, 1991).

Motivating students to learn in an educational setting has been an increasing problem in my classroom. More and more students are coming to school with no desire to learn or without any idea why education is so important. It is crucial to show students why education is so important in their lives, and then instill a lifelong learning desire so that future learning will be more easily accomplished.

I have also noticed that the technological world that surrounds our students outside the classroom is different from the technological environment in our classrooms. Our classrooms offer very little technology-enhanced learning compared to the social environment where the use of technology is so prevalent that almost all careers will one day be dependent upon technology in one way or another. I began to wonder if our school environment offered more technologically friendly curriculum, and whether the motivation of our students improve, and if I could better prepare them for more success in their future careers?

This chapter will be devoted to the literature review of motivation: definition, perspectives, types and sources of motivation, in addition to the relationship between

motivation and technology. We will provide, as well, some of the characteristics of motivated and demotivated learners.

1. Definition and Overview of Motivation

It almost goes without saying that good language learners are motivated. Common sense and everyday experience suggest that the high achievers of this world have motivation, a word which derives from the Latin verb *movere* meaning to move. Thus, simply defined, we might say that motivation concerns what internally ‘moves’ a person to make certain choices, to engage in action, and to persist in action. In simple words, motivation is what makes, or pushes us do something. In the same meaning, Harmer (2001) argues that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” (p. 51). Motivation includes all of the wants, wishes, efforts, abilities, potentials, engagements, and the persistence to attain and reach desired goals in a form of positive achievement.

Psychologists, all over the world, tried a lot to understand the complexity of motivation and provide various definitions that all meet in a single point, that “motivation is what gets you going, keeps you going, and determines where you are going to go.” (Slavin, 2003: 329). That is to say, motivation is the willingness of learners to learn or the drive that helps us to meet our desired goals. Teachers can use motivation in classroom to control, stimulate and push learners’ behavior.

In the classroom context, the notion of student motivation is used to explain the extent to which students invest attention and effort in various assignments. This study develops the argument that teachers should focus on encouraging students to engage in activities with *motivation to learn*: the intention of acquiring the knowledge or skills that learning activities are designed to develop.

For many years, researcher in educational psychology tried to understand the complexity of the notion 'motivation' since its importance in language learning. As a result, psychological perspectives and approaches were born. This is what we are going to deal with in the following point.

2. Theories of Motivation

Our students lack pleasure and interest in foreign language classes. It is necessary for teachers to know what their learners want and need to make the process of teaching and learning enjoyable for both of them. Motivation is the inner desire that forces or pushes someone, the learner in our situation, to act in a suitable way to achieve certain interests or goals. All the theorists agree on the idea that motivation has a great impact on both the change and the progress of the teaching/learning process, but they disagree about its scope. There are four schools of motivation, namely humanistic, cognitive, behavioral and social. Each school has its view that differs from the others on how motivation affects learners' behavior.

First, *the behaviorists* assert that the individual behaves in a certain way to respond to an external stimulus. So, they describe the process of motivation in terms of external stimuli and reinforcement. Slavin (2003: 144) would define a reinforcer as "any consequence that strengthens a behavior". Students, for example, when feeling ambitious for a positive reinforcement, push themselves to perform according to prior experience with reward (teacher's praise) when giving a correct answer to win another positive comment (reward).

On the other hand, *the cognitive* view of motivation "centers around individuals making decisions about their own actions" (Williams & Burden, 1997). It clarifies motivation in terms of the individual's need for achieving something and satisfying his life; the learner is an active individual who searches for information, asks questions and wants to know. So they develop an intrinsic motivation to learn the target language and make it their own and try to

achieve the goals they trace. For *the Social Learning theorists*, motivation can be shaped by giving the importance to modelling, reinforcement, and observing the others in order to achieve self-efficacy. This view emphasizes the importance of group work in learning and that learners learn effectively when they watch others learn too. Finally, the *early Humanistic researchers* give an explanation to motivation by concentrating on intrinsic motivation and how individuals tend to develop self-esteem and being capable of self-realization (Maslow, 1970).

The behavioral, cognitive, humanistic, and social approaches to motivation are theories that differ in their explanation of what motivation is. Each one contributes in giving an understanding of the importance of motivation for individuals to learn.

The following table (4.1) summarizes the four main types of motivational theories with some propositions for motivating students in the classroom as suggested by (Brophy, 2010)

<i>Theories</i>	<i>Views of the human condition</i>	<i>Implications for motivating students to learn</i>
<i>Behavior Reinforcement</i>	<i>Reactive to external reinforcement and associated situational cues</i>	<i>Cue and reinforce desired learning behavior (attention to lessons, careful work on assignments, etc.)</i>
<i>Needs</i>	<i>Reactive to felt pressures from internal needs</i>	<i>Make sure that competing needs are satisfied or at least muted so that students can focus on mastery and achievement-related needs; design curriculum and instruction to help them meet the latter needs without undue Difficulties</i>
<i>Goals</i>	<i>Both reactive and proactive in formulating and coordinating goals so as to satisfy needs and desires</i>	<i>Coordinate classroom climate, curriculum, instruction, and assessment practices so as to encourage students to adopt learning goals</i>
<i>Intrinsic Motivation</i>	<i>Autonomously determining goals and regulating actions to pursue interests, gains and satisfactions</i>	<i>Emphasize curriculum content and learning activities that connect with students' interests; provide opportunities for them to make choices in deciding what to do and to exercise autonomy in doing it</i>

Table: 4.1. Views of the Human Condition and Implications for Motivating Students Embedded in Four Types of Motivational Theories.
(Brophy, 2010: 10)

3. Intrinsic VS extrinsic Motivation

Sometimes we do things for pleasure and at other times we do them because we expect something in return (reward). Here, psychologists make a distinction between what is called ‘intrinsic and extrinsic motivation’. They describe people who accomplish a given activity for pleasure as being “intrinsically motivated”, whereas those who perform a task for the sake of gaining external rewards as being “extrinsically motivated”. In other words, extrinsic motivation is “fueled by the anticipation of reward from outside and beyond the self” (Brown, 2001). While in terms of intrinsic motivation we do “something because the act of doing it is

enjoyable in itself". In language learning, students who show a great deal of interest when learning a foreign language and a great deal of excitement when practicing it are "intrinsically motivated". However, those who just learn the language to gain parents' appreciation or teachers' praise are "extrinsically motivated".

For Slavin (2006: 336) "Classroom instruction should enhance intrinsic motivation as much as possible". That is to say, teachers should do their best when giving the lecture in a way to gain the students' attraction and inquisitiveness about it. Slavin (2006) believed that "arousing interest" in the students is of vital importance. Teachers are asked to vary their teaching method and strategies. For example, they can use a variety of interesting presentation modes that attracts students' attention and interest like demonstrators, songs, games, computers ...etc. These activities should be planned in relation to the course objectives.

On the other hand, enhancing extrinsic motivation is of great importance too. Slavin (2006: 348) defined an extrinsic incentive as "a reward that is external to the activity, such as recognition or good grade." He suggested a range of extrinsic incentives that can maintain motivation in students which teachers should constantly use. Teachers should "express clear expectations" about the tasks they want their students to achieve to help them get the convenient reward (mark, praise). Then provide them with a feedback like: good, okay, well done. Many scholars emphasize the efficiency of positive feedback in changing students' behavior. Moreover, teachers should "increase the value and availability of extrinsic motivators"; i.e. students "must value incentives that are used to motivate them." (Slavin, 2006: 341).

4. Characteristics of demotivated learners

Before talking about demotivated learners, we should first understand what is meant by demotivation. In simple words, demotivation is losing motivation because of either internal or external factors which will affect a person negatively. For Dornyei (2001: 143), it is the reason behind failure in language learning. He states: “the specific forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action” as a reference to the notion of demotivation.

There are different signs of demotivated learners. The first one is Dornyei's belief, that somebody who is demotivated appears from his/her physical appearance. In that, he states: “...people take less care on their hair, they do not make an effort with their clothes,..., and either put on weight or lose weight” (p. 28). Those demotivated learners tend to be sad and pessimistic and most of the time, they feel themselves useless. This appears in expressions like ‘*nobody cares about me*’ or ‘*I am insignificant*’.

Actually, a wide research has been undertaken in order to investigate and explore the reasons behind the learners' demotivation. Here is an attempt to summarize factors causing learners' demotivation:

- Lack of self-confidence: learners underestimate their own capacities because they fear failure as a consequence of previous experiences. Also, they compare themselves with their mates who have better marks.
- Negative attitude towards L2: Learners think of the foreign language as imposed to them; they could not find any relation between their needs and the language.
- Negative attitude towards the L2 community: foreign culture does not attract learners too much. This could be because they are not too knowledgeable about it.

- Peer group pressure: low average learners are often underestimated or rejected of the group.
- Irrelevant course book content: course book texts do not appeal to learners' background, interest, and needs. In addition, the tasks existed in the course book are either too easy or too difficult.
- Lack of external support and encouragement.

(Chambers 1993; cited in Dornyei, 2001, p. 147).

5. Characteristics of motivated learners

Each learner differs from the other in his/ her beliefs, experiences, personality and preferences. That's why each one has his / her special trait. However, good language learners share almost the same characteristics. Harmer (1998, p. 7), for example, states: "... doing a home work is the trademark of a good teacher". In that, Harmer is indicating that once a pupil does his home work, it is an indication of being a good learner.

Much research has been carried to discover the characteristics of a motivated learner. For example, Skinner & Belmont (1991, p. 53) state the following characteristics of motivated learners:

- They tend to take the action as they are given the opportunity.
- They demonstrate intense effort in order to implement learning tasks.
- They do their tasks with a kind of interest, curiosity and optimism.
- They are always engaged in participation during the lesson.
- They are attentive when listening to their teacher as well as their peers.
- They tend to prepare themselves before entering the class.

6. Increasing Students' Motivation

Before tackling the problem of lack of motivation, we need first to know more about the teaching/learning process. An effective learning process can be defined as follows:

- It is an active and constructive process in which students assimilate the information and relate this new knowledge to a framework of prior knowledge.
- It requires a challenge that opens the door for the student to actively engage his peers, and to process and synthesize information rather than simply memorize and reproduce it.

In addition, Teaching induces and produces a systematic transformation in the students, in a progressive and dynamic manner, so that their cognitive abilities are continuously evolving.

Some of the factors that influence students' motivation are introduced by Jere Brophy (2010) in relation to what was given in the final report of the Enhancing School Quality in Europe, ESQ-EUR Comenius multilateral project (SSDP/06/CO/R2/04). In this report the authors developed a problem tree, which helps to identify problems that could lead to a decrease in motivation with students according to cause-effect logic (as you can see in Figure 4)

The Problem tree

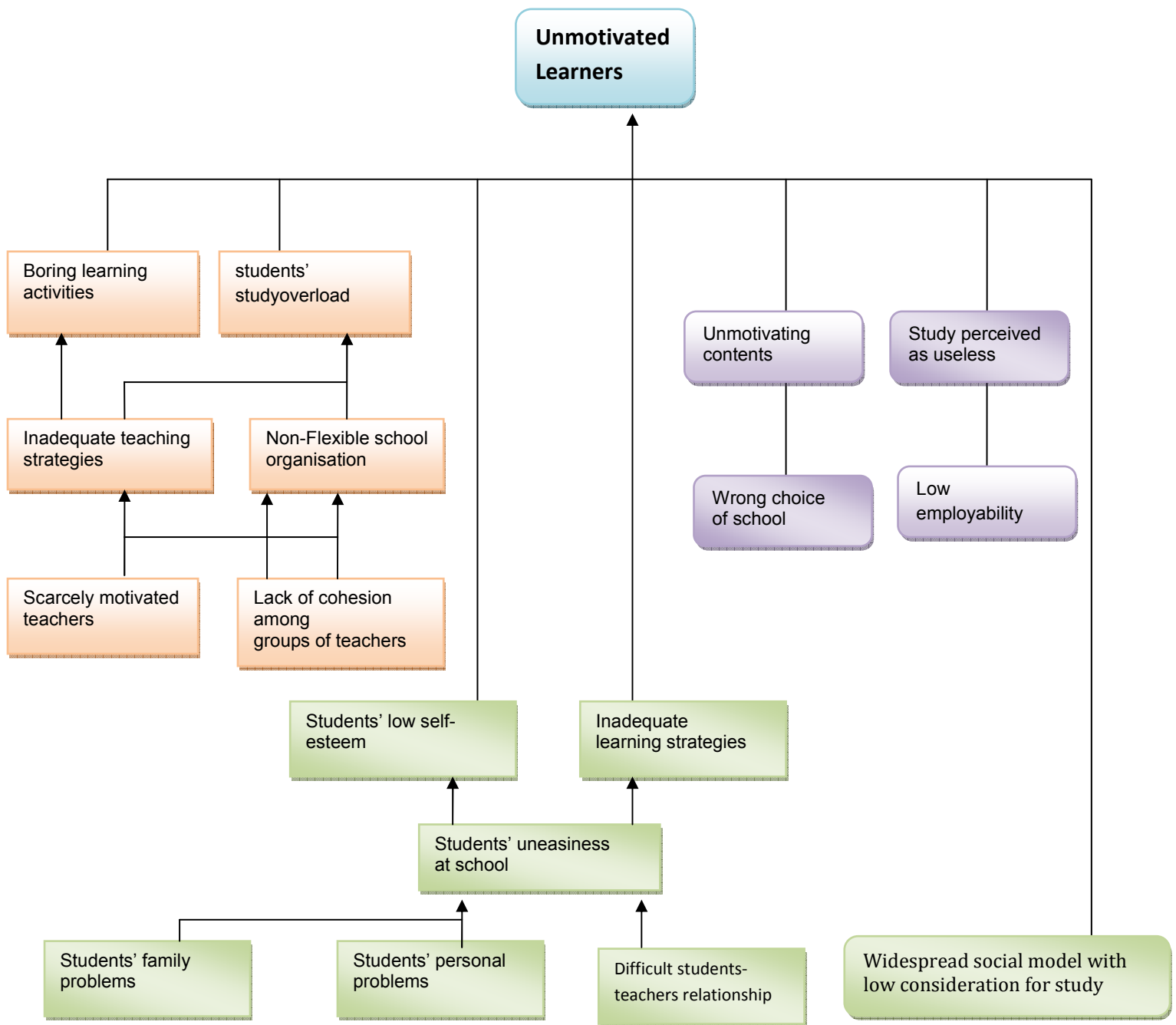


Figure 4: The Problem Tree(Brohy, 2010: 18)

The problem tree is to be read from the bottom, each step being the cause of the following.

This sort of logical project framework could help in planning objectives and later activities.

By restating the problems into realistic objectives, an objective tree which shows the desired situation was suggested (see Figure 5). The objective tree converts the problems into objectives, and helps to identify possible solutions and intervention areas which should/could be improved or realistically implemented. In our case, the diagram shows the steps that could lead to motivated students.

The Objective Tree

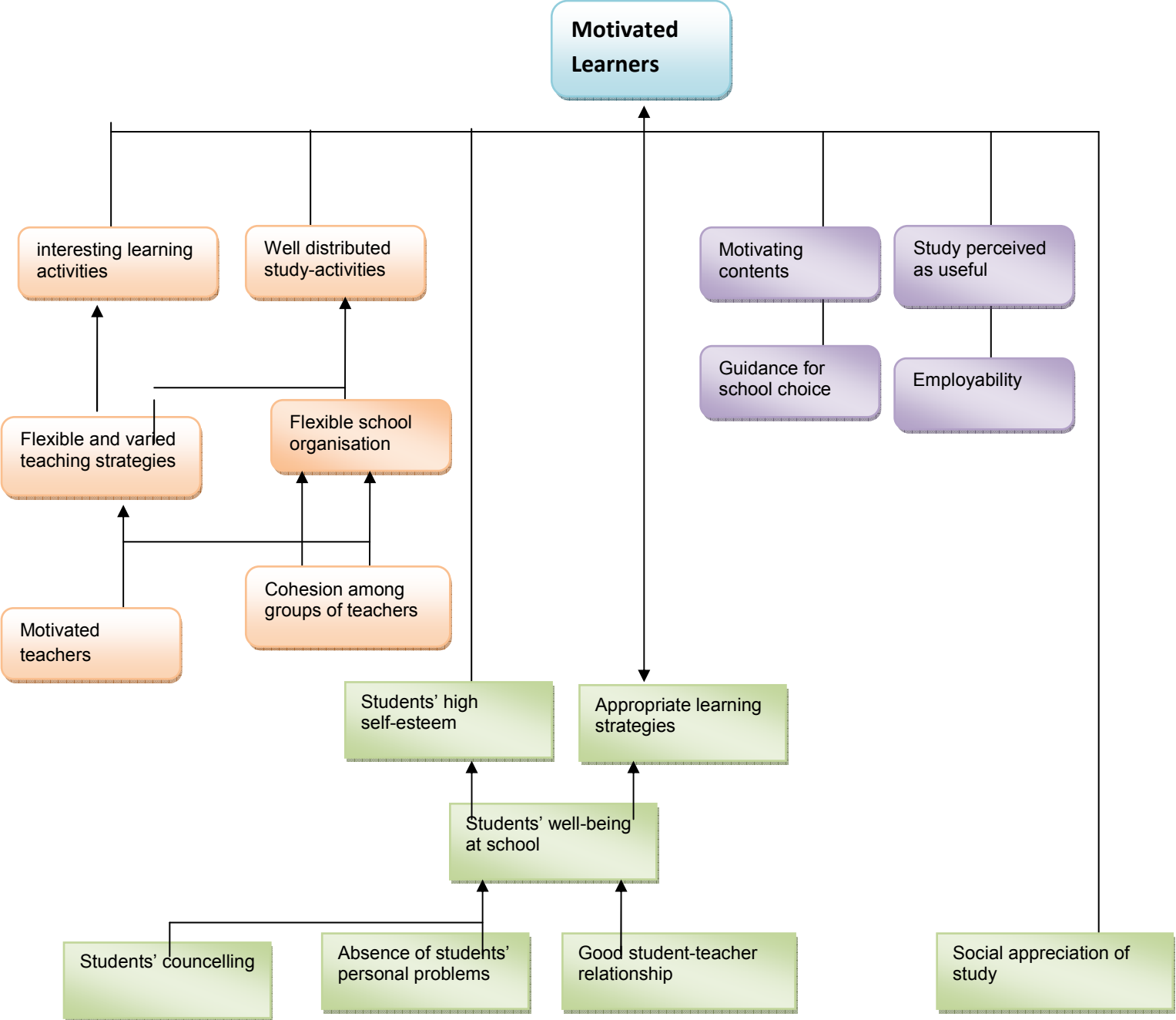


Figure 5: The Objective Tree. (Brophy, 2010: 19)

7. Motivational Strategies for Successful Learning

Motivational strategies are varied and can rely on a wide range of techniques. As discussed before, motivation is the key to success. In the teaching/ learning environment, teachers have to identify the learning strategies, and then select the best/appropriate factor that leads to better achievements. Learning strategies and styles are among the majority of the factors that contribute to students' success and to what extent they learn a foreign language. Learning a foreign language is not a pure mastery of the target language, but rather communication and interaction.

One of the most known studies in such a multidisciplinary field (involving learning, motivation, and learning strategies) is the works of Rebecca Oxford (1990). She divided learning strategies into direct and indirect strategies. We can classify the strategy as follows: memory-oriented, cognitive and metacognitive, compensatory and affective and, finally, social.

7.1. Direct Strategies

Direct strategies are related to memory. These direct strategies are sub divided into three sub-groups; memory, cognitive and compensation strategies. Cognitive strategies are used by learners to make a linkage between the previous information and the new one. It involves: reorganizing information, guessing, analyzing and reasoning deductively. Compensation strategies deal mainly with guessing intelligently and helps learners make up for missing knowledge in oral or written communication as using synonyms or gestures.

7.2. Indirect Strategies

Indirect strategies are divided into three groups: metacognitive, social and affective strategies.

- Metacognitive strategies are learners' awareness about their own learning styles and problem solving abilities. It involves planning and arranging, paying attention, self-evaluating and monitoring.
- Affective strategies are emotional strategies and deal mainly with lowering students' anxiety and encouraging them by their teachers through rewards.
- Social strategies are very important since they establish learning relationships between the teacher and the learners and between learners themselves. It includes asking for clarifications, cooperating with classmates for a successful learning.

These strategies differ in categorization and naming, but they are all tactics and methods selected by learners in specific situations to tackle given tasks for better learning a foreign language, English in our case.

Conclusion

To sum up, this section deals with motivation and its importance in the field of teaching /learning. We started with the definition of motivation and its different theories that disagree in its explanation to motivation. Each school gives its own point of view that differs from the others. However, they do agree on the vital role of motivation in learning. Then, it was necessary to state the distinction between intrinsic vs. extrinsic motivation and how to improve them. Since our main study focuses on how to motivate students to learn English, it was essential to tackle first the problem of demotivated students and their characteristics. Finally, we ended up with some motivational strategies that may help those students to better learning and overcome the problem of demotivation in learning a foreign language.

Section 2: 2nd Language Acquisition/ Learning and Psychological Factors Affecting it.

Introduction

1. Second Language Learning
 - 1.2. Second / Foreign Language
 - 1.3. The Difference Between Acquisition and Learning
 - 1.4. Psychological Factors Affecting 2nd Language Acquisition/Learning
 - 1.4.1. Motivation
 - 1.4.2. Age
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 - 1.4.4. Intelligence
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2. Learners' styles
3. Sensory Preferences
4. Memory
 - 4.2. Memory and learning
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 - 4.4. Bloom's Taxonomy
 - 4.5. Blooms's Revised Taxonomy
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5. Learning Achievement

Conclusion

Introduction

Learning a second or a foreign language requires both learners and teachers to use special methods and strategies to facilitate this process and lead to different levels of proficiency. Teaching/learning English in Algerian secondary schools and motivating students to learn English is the subject of our present study.

Through this section, we will try to provide a general review about second language learning which discusses the distinction made between acquisition vs. learning, and between second and foreign language. This section also, will try to shed light on some psychological factors that affect learning a second language.

Learning styles and memory are also very important elements of learning a second language and they are included in this section. We will provide some of the students' learning styles used to learn English and how memory and retention are essential for this process.

1. Second Language Learning

Second language learning is affected by different factors that help learners in their acquisition/learning of English. This field of study is very important, and linguists use several terminologies. Thus, it is crucial at the beginning to clarify the difference between second and foreign language, then move to understand the distinction between the two dichotomies: acquisition and learning.

1.1. Second / Foreign Language

Some linguists made a distinction between 'Foreign' and 'Second' language. According to them, foreign language is a language that is not used in the surrounding-community whereas a second language is a language that is used in the learner's country or environment.

Christophersen (1973) states that a foreign language is used for the purpose of contacting with other nations cultures, whereas a second language is used as an alternative way of expressing the learner's original culture.

Littlewood (1984: 2) also has the same opinion about the previous distinction and believes that it is very useful. According to him, "a 'Second' language has social functions within the community where it is learnt, whereas a 'Foreign' language is learnt primarily for contact outside one's own community". However, many other linguists do not agree on this distinction. Johnson (2008) and Yule (2006) consider that in each case, learners are trying to learn a new language rather than their mother tongue and that a second language can be used to describe both situations. Even Littlewood (1984) used the term 'Second' language as a cover term for both 'Foreign' and 'Second' language.

In our country 'Algeria', English is considered as a foreign language, where French is considered as a second language. Through our study, we will use the term second language as a cover term for both the two terminologies: foreign and second because we are dealing with another language which is not our mother tongue.

1.2. The Difference between Acquisition and Learning

Many theorists have the same belief that there are two ways of mastering a second language called acquisition and learning and agree on the distinction made between the two terms. They argue that "*acquisition*" occurs unconsciously and spontaneously; it leads to a spontaneous "conversational fluency" (Oxford, 1990; 4). Whereas "*learning*" is a conscious process of accumulating language rules usually occurs in the classroom. (Yule, 2006: 163).

But other linguists mentioned that there is no clear cut between acquisition and learning. Johnson (2008) pointed out from his personal experience as a foreigner that sometimes he acquires some language features from picking up through listening, other times he learns from

reading grammar books, and so he considers learning a second language as a mixture between learning and acquiring.

Throughout this study, the term 'learning' will be used as a cover term for both learning and acquisition

1.3. Psychological Factors Affecting 2nd Language Acquisition

It is noticed that some learners learn a second or a foreign language better, more rapidly, or in different ways from others. This variation in success and levels is related directly to individuals themselves. Many researches are carried out to find out the reasons behind individuals' differences and its effects on learning/ acquiring a second language.

1.3.1. Motivation

In learning a second language, motivation is important and a key to success. It is a complex phenomenon to be defined and it is also related to other fields. Lightbown and Spada (2006) defined it in terms of two factors: learners' communicative needs and their attitudes towards the second language; that is, if learners need to communicate through the second language in a given community, they will be motivated to learn it. Littlewood (1984) argued that positive attitudes towards the second language reinforce motivation, but if these attitudes are negative, many obstacles in learning a second language will ensue as a consequence of such a state of affairs, as demotivation and the lack of interest.

Another distinction within motivation is made between *instrumental* and *integrative* motivation, mainly the work of Gardner and Lambert (1972). Learners with *instrumental motivation* learn a second language just to realize academic goals or qualification purposes. Whereas, learners with *integrative motivation* want to learn a second language, in order to integrate themselves in the social community of the target language, and to be accepted.

Gardner and Lambert (1972), as cited in Johnson (2008), find that both *instrumental* and *integrative* motivations are important in language learning.

1.3.2. Age

The age is responsible for learning English faster for children pupils and more efficiently for adults. Learning a foreign language like English makes the mind working in a good way, so learners of all ages can use the English language appropriate way. Lantoff (2000) declared that “people are agents in charge of their own learning, and most frequently they decide to learn their second language which allows them to be proficient, even fluent but without losing the old and adopting the new ways of being in the world” (p.162). This sentence means that when learning a second language the student will have the capacity to be capable of using all the skills easily without problems.

Teenagers or adults in high school have the capacity to use English as a foreign language over than children because they are conscious and have the maturity of the brain. This means that childhood and adulthood’s ways of learning are different from each other and learning depends on the brain of the learner. Adding to this, the brain is an important tool in learning vocabulary and grammar. Learners act according to their experiences and it depends on their age and gender.

Many people think that children have the ability to learn a second language better than adults. This view is true because of the existence of the critical period, where children learn easily and naturally. Conversely, researchers and specialists, Littlewood (1984), criticized this view and show that older learners can acquire better level of proficiency in a second language than younger learners.

They also argue that if the purpose of learning a second language is to be a native-like or the mastery of language; it is preferable to be exposed to this language as earlier as possible. On the other hand, when the goal of learning a second language is every day

communication rather than native- like mastery, it is better to start learning later. (Snow and Hoelnagel-Holile , as cited in Lightbown and Spada, 2006:74).

1.3.3. Intelligence

Intelligence is another factor that affects learning a second language. In the twentieth century, intelligence was considered as an essential element in learning a second language. We cannot provide one specific definition for intelligence, because there is a big controversy about this issue. But rather, we will try to understand it. In simple words, intelligence is the ability or the capacity to learn and think to solve a particular problem according to the situation we encounter. Moreover, it was identified by Gardner and Lambert (1972) that there is a little correlation between intelligence and achievement in second language learning.

1.3.4. Input

The input is the language that learners are exposed to (Yule, 2006). Thus, the nature of the input is said to be an important factor in second language learning. It is claimed that the best input for second language learners should be similar to that exposed to children i.e., it should be comprehensible, relevant to their interests, needs. However, most teaching approaches have adopted the assumption that learners' input should be graded for structural complexity (Littlewood, 1984).

1.3.5. Personality

A set of personality characteristics have been assumed to affect second language learning, but it has not been easy to demonstrate them since different studies about similar personality traits produce different results, for example, it is argued that an extroverted person is well suited to language learning. Littlewood (1984) cited a number of studies that found a high correlation between achievements in second language learning and a number of personality characteristics. For example, Heyed (1979) found that a high level of self- esteem associated

with second language proficiency. Guiora et al (1975) found that learners with a high capacity of empathy may perform better in pronunciation.

It is believed that personality is a highly complex term. Broadly speaking, it can be said that personality is the sum of the behavioral and mental characteristics that are distinctive of an individual (Larsen: 2008).

Factors affecting second language learning are a very complex phenomenon. It is difficult to identify which one is dominant because these factors do overlap and interact in a very complex way. However, educational programmers should take into account all these individual differences in order to create an environment that can suit at least the majority of learners.

2. Learners' Styles

Many teachers rely on motivating their students in the classroom in order to attain better learning results. But motivation is not enough; it should be accompanied with an important strategy which is learners' styles. Learning a language differs from one person to another. This is due to the fact that there are differences among learners in acquiring a foreign language and personality. In an attempt to define what a learning style is, Lightbrown and Spada (1999:58) say:

“Learning style” has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills’.

Visual and Auditory styles are elementary input recognition. Some learners prefer reading and studying charts, drawings, maps and other graphically represented information. Other learners prefer listening to lectures and audiotapes. Most of the studies mentioned in Brown (2001) distinguish the prominence of visual or auditory styles according to cultural and educational factors and all the studies admit that even if learners favor one of the styles this does not necessarily exclude the use of the other styles.

First year secondary school students in (Batna), have difficulties in acquiring English even though they are very knowledgeable in their own language. This is linked to their learning style. They are used to learn in different styles; Algerian students learning English as a foreign language are visual and kinesthetic learners. Thus, our students have problems to get the meaning when their teachers are explaining. They lack vocabulary to interact in their classrooms or to answer in tests, exams or even homework. Inside the class, they depend on their teachers' gestures or their peers' reaction to follow during English sessions.

3. Sensory Preferences

This element means the physical and perceptual environment and surroundings where students feel at ease and comfortable with to learn. It is very important in the sense that student depend mostly on their senses to learn a foreign language; they are called so because they are related to our five senses. Here we can make a distinction between three types of learners; auditory, visual and kinesthetic ones. Each learner has a special different way for learning.

For example, **VISUAL** students do not prefer to read but like to have a visual incentive. For the majority, oral directions or instructions during lecturing sessions can be unclear without using any visual aid.

AUDITORY students are more comfortable in this kind of situation. They grasp more details in classes. They are interested in interactions and role-playing activities more than written tasks.

KINESTHETIC learners show a trait of a certain hyperactivity which is generally demonstrated in their behaviors in classes. They are characterized by doing a lot of actions and also have an advanced curiosity, especially noticed throughout their restlessness. They also like to have frequent breaks.

4. Memory

4.1. Memory and Learning

Whatever we learn is stored in the memory, so it is obvious that any person can remember what he sees or learns. This knowledge can be easily remembered or recalled. Memory is the combination of remembering the acquired information and the planning of what we have to do/ need in the future.

Memory is also the acquisition of vocabulary and the different language patterns as phonology, syntaxetc. A learner learns a language because he developed an intelligence in his early months of life with the capacity to associate symbols, pictures, sounds, and body language, like gestures for his mental imagery in addition to the retention of what we need and the retrieval of our past information.

For **Greene(1987)** memory is an active working process that involves models as episodic memory, short-term memory, long-term memory,etc. She explains that this active working memory combines cognitive functions which are derived from both short and long-term memory in a process of information reception, retrieval, interaction and rehearsal.

Also, Fontana (1995) explains that memory usually works on two levels of recognition and recall. It is easier for a learner to recognize material he/she already knows as far as it is presented to him/her, but it is more difficult to recall it from memory without any cues.

From the above discussion we can say that learning activates the different memory processes and make it dynamic by applying the different phases of information processing. Some scholars differ in the division of memory into two or three phases or fields. This difference is mainly on naming the stages. But what is agreed on among those scholars is that

the first stage of learning (recognition, perception and attention) is the first memory space where learners identify and recognize the features of the new learned items. It is called “sensory memory”.

Our study is mainly related to this phase of memory where we stimulate learners’ senses to and sensory memory with attractive lessons in power point format to remember easily the lesson content and thus do better in the tests.

The second memory space is “short term memory” also known as the working memory. It is called ‘short term’ because it takes a very short period of time to treat information in a dynamic way that is why it is called ‘working’. (Greene,1987 , Fontana, 1995). This process is called rehearsal. If information are not rehearsed then they would not be sent to long term memory and forgotten.

The third memory space is the final store of all the knowledge for a long period of time and this is why it is called “long term memory”. Slavin (2003) qualifies this memory as being permanent, and too wide to be filled in with knowledge during our life time.He addsthat some scholars include learning strategies among knowledge stored in long term memoryand define it as ‘long term working memory.

4.2. Retention

Instead of memorizing facts for a test, teachers want their students to retain the informationlonger than a week. Teachers find it difficult to teach more and more curriculum (Wolfe, 2001). Just covering the entire curriculum does not build strong connections in student's memory (Wolfe).Because of the pressures of standardized tests, teachers must find

different ways to teach the required curriculum and help students retain the necessary information.

In many traditional classrooms, teachers engage in traditional styles of teaching. Some give lectures where students are expected to take copious notes, while others assign vocabulary where students are expected to memorize definitions and spellings of important words. These two styles of teaching fall under the category of rote rehearsal (Wolfe, 2001). The repeated rehearsing of information may help a student study for a vocabulary test, but does not help a student retain information (Wolfe). Instead, students should use the strategy known as elaborative rehearsal (Nuthall, 2000). Once students elaborate on information, they are more likely to retain the information over a longer period of time (Nuthall). As students collect new information that is unfamiliar and relate that material to information they already know, then they will be able to retain this new information more easily. Students need to watch what they learn in order to remember.

Nowadays, the stereotyped traditional teaching methods and environment are unpopular, while multimedia technology featuring audio, visual animation effects naturally and humanly lets us access to the real, cross time and space. Multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities. This generation of learners is grown up in new area where technology dominates their life. They are motivated and stimulated by new technologies. For this reason they may retain more information if technology is used in their classrooms. Computers, projectors, videos, songs audiovisuals and other technological tools are more effective strategies than the traditional methods (Miller, 2009). They spur interest in learners and are likely to motivate them to perform at higher level.

4.3. Bloom's Taxonomy

In the 1950's Bloom developed taxonomy of cognitive objectives. His taxonomy follows the thinking process. You cannot understand a concept if you do not first remember it, similarly you can not apply knowledge and concepts if you do not understand them. It is a continuum from lower order thinking to higher order thinking skills. Bloom describes each category as a noun. They are arranged below in increasing order, from lower order to higher order (Churches, 2011)

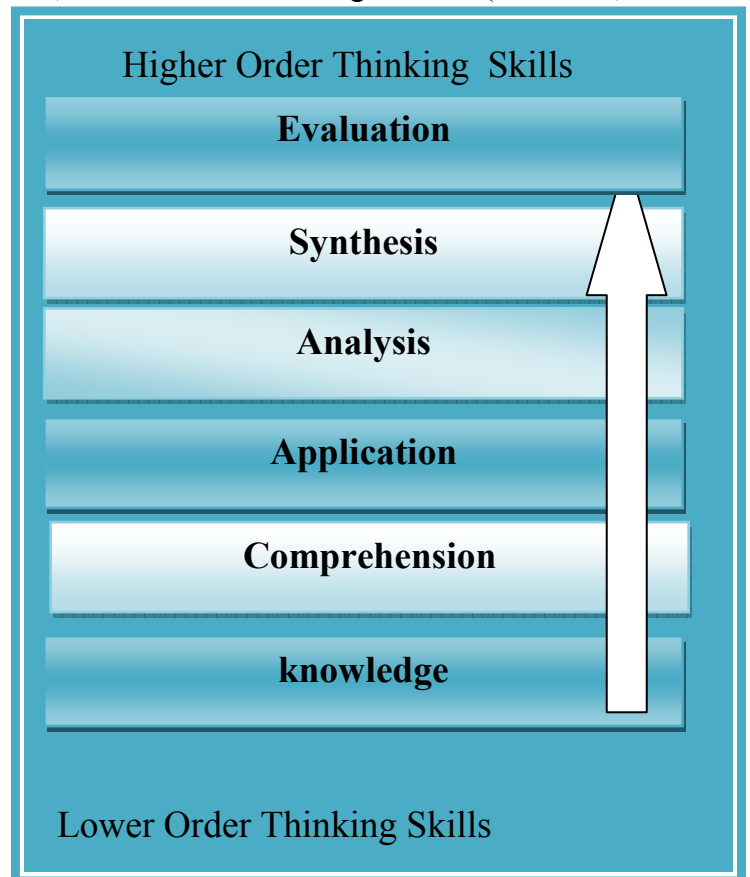


Figure 6: Bloom's Taxonomy.

4.4. Bloom's Revised Taxonomy

In the 1990's, a former student of Bloom, Lorin Anderson, revised Bloom's taxonomy and published this Bloom's Revised Taxonomy in 2001. Key to this is the use of verbs rather than nouns for each of the categories. The rearrangement of the sequence within the taxonomy. They are arranged below in increasing order, from lower order to higher order thinking skills:

- *Remembering
- *Understanding
- *Applying
- *Analysing
- *Evaluating
- *Creating

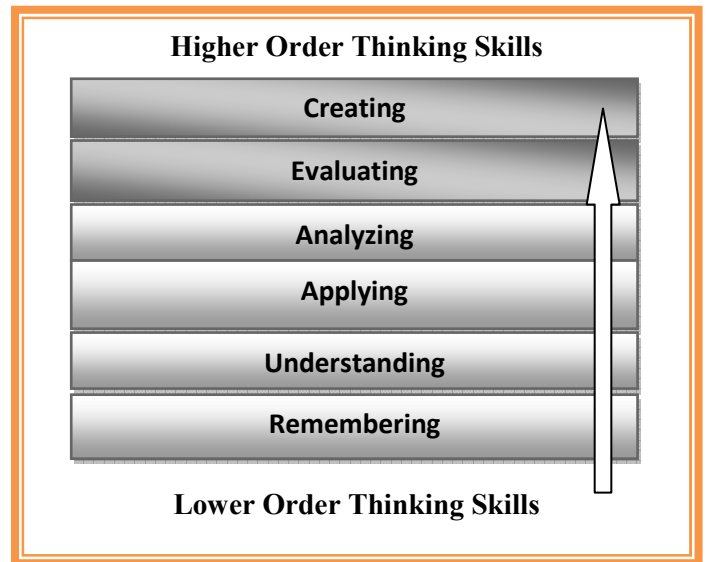


Figure 7: Bloom’s Revised Taxonomy.

Here, we can say that there is a slight difference between those taxonomies in terms of labeling. The first one with Bloom’s was just using nouns, but his students kept the same categorization and all aspects that are related to each sub category and changed nouns to verbs. It is still the main objective of Bloom’s taxonomy even if he modifies or revised a little bit. The next point explains what we have said right now. This figure shows us how Bloom’s Taxonomy can be used in a learning process. Bloom’s taxonomy in its various forms represents the process of learning and how we learn

Before we can understand a concept we have to remember it

Before we can apply the concept we must understand it

Before we analyze it we must be able to apply it

Before we can evaluate its impact we must have analyzed it

Before we can create we must have remembered, understood, applied, analyzed, and evaluated.

Some people may argue that you do not require some of the stages for each and every task, action or process; some too may argue about the necessity to reach the creation level for all activities. This is the choice of the individual (Churches, 2011).

4.5. Bloom's Digital Taxonomy

In this section, we are going to talk about Bloom's Taxonomy too but in a digital format. This map (diagram 3) will explain in more details Digital taxonomy.

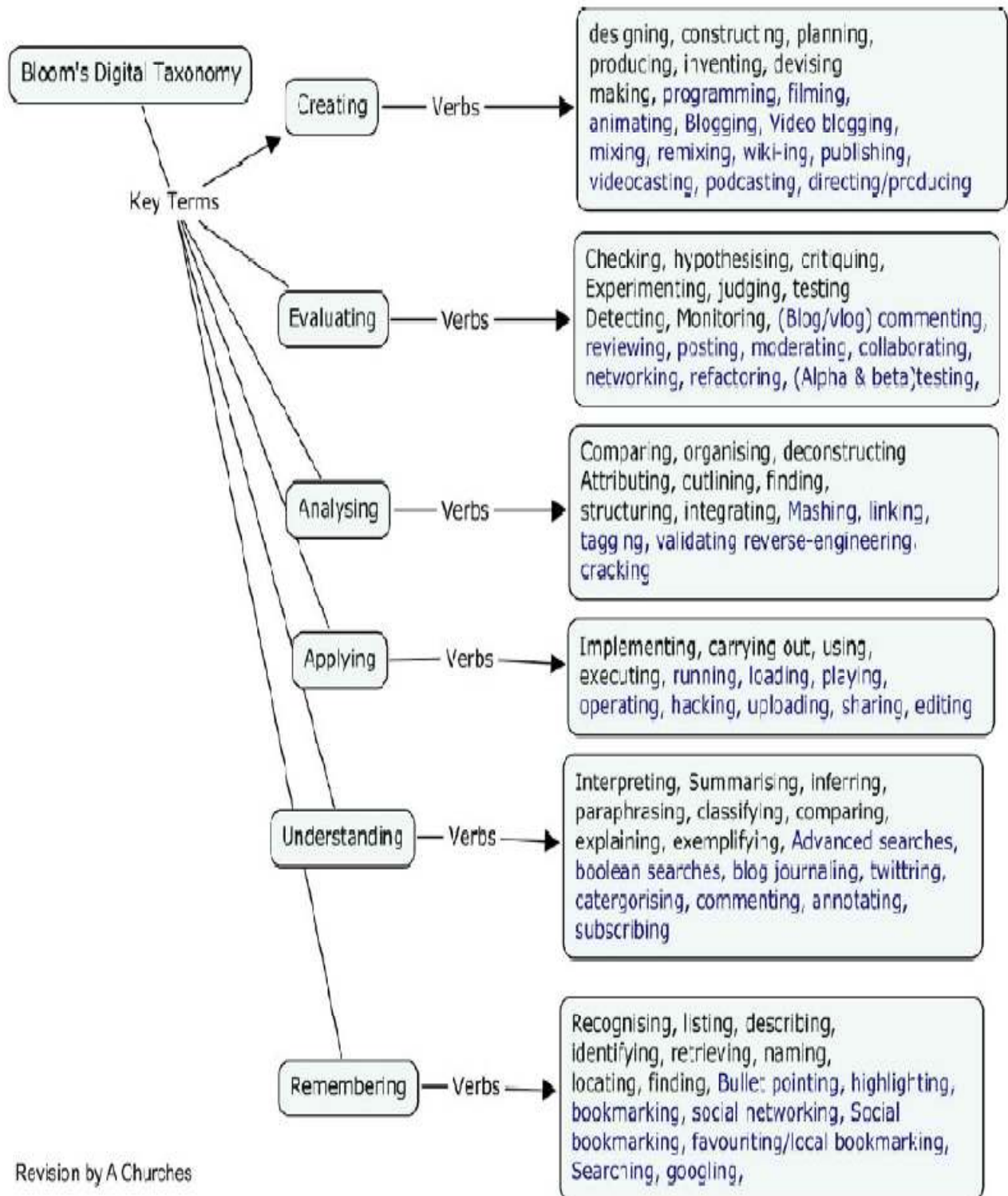


Diagram 3: Mind Map of Revised Digital Taxonomy.

As shown in this map, this is an update to blooms' revised taxonomy which attempts to deal with the new behavior and practices associated to technology advances to become more universal. It reflects classroom practices behaviors and actions using technologies.

Bloom's digital taxonomy is not about technologies and tools, but rather it is a way to facilitate learning and deliver the courses.

5. Learning Achievement

It is important to know what learning achievement is. Commonly, learning achievement is about how the successful learner can master the materials of the learning object. Most scholars support the notion of Chien (1987) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value that is assigned by teachers". In conclusion, learning achievement is target measured by competences of the learner in learning which are shown by score as a sign, and score is not a final expectation. So, learning achievement is the level of students' success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

Studies have shown that motivation plays a key role in the process of language acquisition (Tsau & Hao, 2010). The highly learning motivation and self-efficacious learners can usually come up with better solutions based on their past learning experiences. Therefore they are more confident in their abilities in dealing with problems; they will get the higher learning achievement.

Conclusion

It is believed that students learn the same language differently. This is due to their different styles and preferences, and because of the various factors that influence the way they learn and acquire this language.

Educators have emphasized the importance of varying techniques to stimulate students' attention and raising their motivation and interests. This depends mainly on

integrating technology as one tool of involving and integrating learners within the process of learning English inside the classroom. Theorists also claimed that this can be achieved only if teachers are familiar with learner's differences and needs.

As we have covered together also in the previous section, the importance of understanding how memory works and get familiar with its types that help learners to learn English and how can we activate it using technology. This method let them remember and retain information easily from their memory. In the same concept, we have seen together bloom's taxonomy with the new version and its uses to recognize students' cognitive objectives.

It was also fundamental to shed light on the major psychological factors that shape second/foreign language learning as: age, personality ...etc.

Chapter 4:

Research Design and Procedure

Introduction

1. ELT in the Algerian Educational System
2. Research Instruments and Design
 - 2.1. Methodology
 - 2.2. Data Collection
 - 2.2.1. Setting
 - 2.2.2. Participants' Profile
 - 2.2.2.1. Teachers' Profile
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 - 2.3.1. The questionnaires
 - 2.3.2. Piloting the Study
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 - 2.3.4. The classroom observation
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 - 2.3.5.1. The Pre-Test
 - 2.3.5.2. The Treatment
 - 2.3.5.3. The Post-Test

Introduction

Language researchers appear to steadily recognize that studies need to be accomplished in different contexts, and that a variety of different approaches are required to gain a profound understanding of the complexity of the nature of research in language learning.

Generally speaking, the reliability and the quality of any research project depend mainly on the quality of data collected and the means used for that. In order to obtain a richer and comprehensive data that fit our hypothesis, we have chosen a multi data collection procedure, questionnaires and an experiment.

This chapter will be devoted to the presentation of the research design and methodology we have used in our present study. It will start with a comprehensive account of the ELT situation in the Algerian educational system, then it will provide a description of the research methodology and instruments in addition to the analysis and interpretation of the data obtained from the different research tools

1. English Language Teaching in the Algerian Educational System

English in Algeria is a foreign language studied firstly in the middle school (4years), then in secondary school for (3years). At the university level, students may specialize to learn the English language in the department of English.

Our main study took place in the secondary school, at this level students are supposed to be familiar with the basics of the English language, after completing four years in the middle school. At this stage, students are introduced to the four skills, vocabulary, grammar, pronunciation, language forms and functions in addition to phonology. The programme presents a variety of activities that stimulate and develop students' competencies. One of the major goals of this newly adopted system is to make both the teacher and the learner come to

a fruitful interaction. The following table illustrates the textbooks within the three years of instruction:

Years of study	Textbook
Secondary education Year 1: 1A.S	<i>At the Crossroads</i>
Secondary education Year 2: 2A.S	Getting Through
Secondary education Year 3: 3A.S	New Prospects

Table 5.1: English Textbooks at Secondary School.

The new curriculum uses different teaching material and interactive activities, like proverbs and sayings, jokes and games, portfolios and self-assessment, accompanied with pictures and illustrations. The textbooks pay considerable attention to the oral as well as the written skills. This includes a set of activities and integrative and productive tasks which are intended to foster in the learners a number of abilities such as listening/reading for details, for gist, developing awareness to specific features in English pronunciation, paying attention to discourse markers/sequencers when asked to read a passage or present an oral piece.

Some Teaching/ learning Difficulties

Despite the fact that CBA reflects rich opportunities for learners and teachers alike, a range of shortages have been detected by teachers and educationalists. For instance, Bouabdesselam (2001: 103) believes that:

The English syllabus in secondary education in Algeria is narrowly defined and restricted to a collection of functions that are randomly selected... however; the major lack of harmony between the various official documents is over the degree of specificity of overall objectives:

instructions in the English syllabus are not in harmony with those in new lines and pedagogical instruction.

Examples of these difficulties:

- *Overcrowded classrooms:* Algerian school classrooms are generally made up of 30-45 students sitting in four rows. In such circumstances, the teacher would face problem to manage and control the class which leads to discipline problems. This also will result in demotivation of students as explained by Harmer (1991: 5): “ *Classrooms that are badly lit and Overcrowded can be excessively de-motivating*”

- *Individual's Learning Styles and Differences:* Learners learn differently according to their styles and personalities.

- *Teacher Training:* in our educational setting, each teacher relies on his own experience in deciding about the techniques strategies to be applied. Most of them teach the way they have been taught with limited innovation and change.

- *Teaching Materials:* teaching materials are restricted to traditional ones such as the board, the chalk, and the textbook; almost total absences of audio-visual aids, laboratories and technological tools which may facilitate the learning process and motivate learners.

2. Research instruments and Design

2.1. Methodology

This research is done under the umbrella of the quasi experiment design. This type of design is likely to be an experimental where the researcher looks for global outcomes of a given treatment; to see whether a certain method of teaching, a new technique...etc would have a positive effect on the students' performances or scores. This study opts for one group pre-test post-test design where we don't have a control group, and we measure the outcomes

of the treatment comparing the students' scores of the pre-test and post-tests. In order to achieve the objectives of our study effectively, the most suitable research method seemed to be a combination of some instruments. In essence, using more than one research tools has been proved to be more advantageous to gear the needs of the investigative study because of "The value of multiple perspectives in data collection and analysis" (Allwright & Bailey, 1996:73). Our investigation combined questionnaires with the main experiment that includes pre and post tests with classroom observation. The following diagram explains the different steps of data collection and the main objectives of the researcher in this study.

Aims of the Study



- **Highlight the importance and effectiveness of power point presentations in teaching English**
- **Explain how technologies can be used to motivate and stimulate pupils to learn English.**
- **Expose teachers and students to the need of implementing new technologies in education**
- **Encourage secondary school teachers of English to use power point presentations in the future life during their sessions.**

Research Questions

- **What are the effects of teachers' using PowerPoint Presentations in the class on students' learning and scores at Oued Taga Secondary School?**
- **How are the students' attitudes towards the Use of PowerPoint Presentations in the English courses?**
- **Can PowerPoint Presentations enhance motivation in first year secondary school students?**
- **What are the problems of preparing and presenting power point presentations from the perspective of both teachers and students? What are the possible**

solutions to these problems?

Research Hypotheses



- **If 1st year secondary school students are taught using power point presentations, then they would be motivated and interested to learn English.**
- **If English secondary school teachers make use of power point presentations in the classroom, then their courses would be more interesting and understandable by students.**

In other words,

The null hypothesis: there is no significant difference between teaching English for first year scientific stream secondary school students via power point presentations and the ordinary method (the board and textbook).

The research hypothesis: there is a significant difference between teaching English for first year scientific stream secondary school students via power point presentations and the ordinary method (the board and textbook).



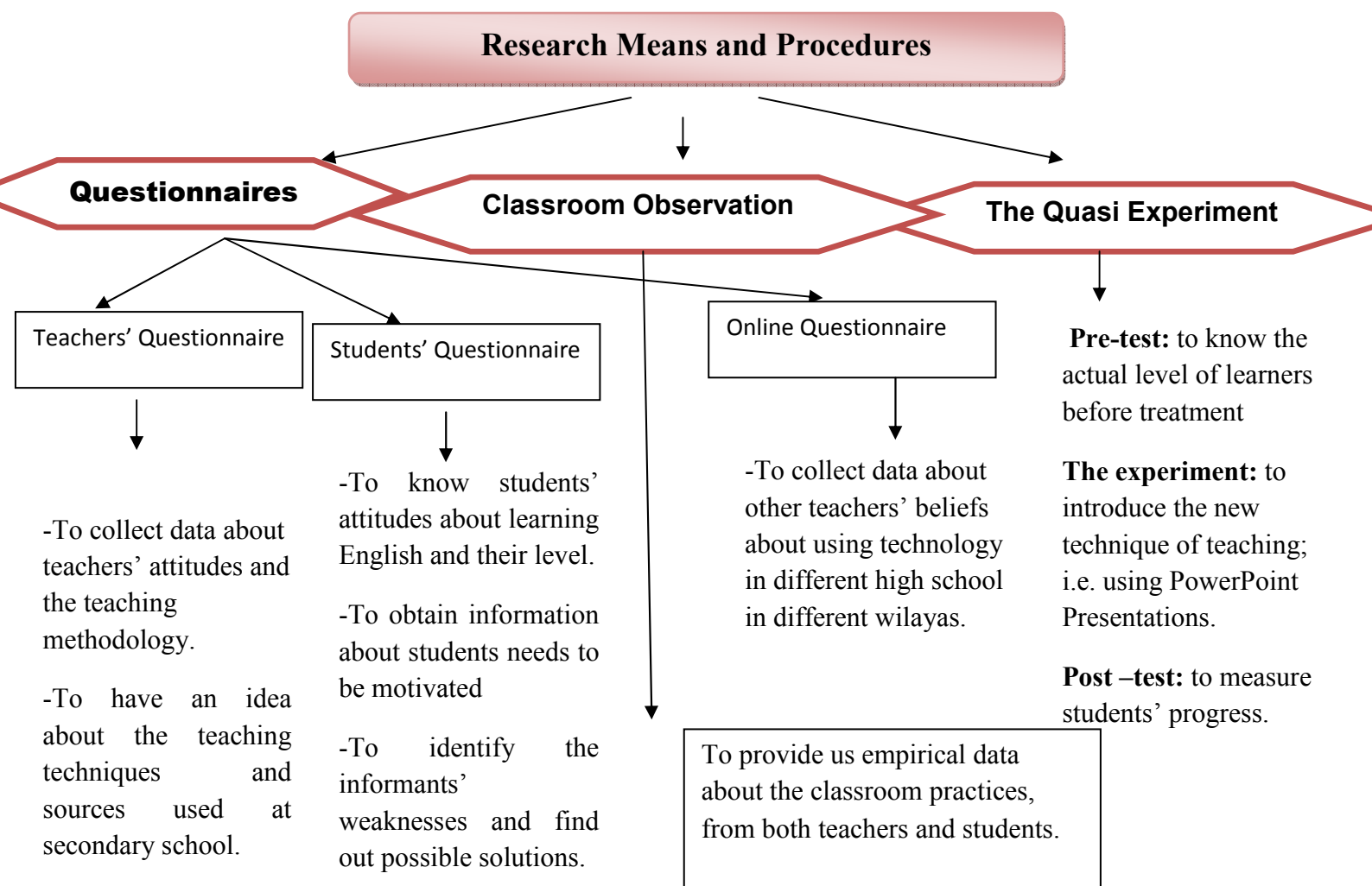


Diagram 4: Research Outline.

2.2. Data Collection

Data collection is an essential element in conducting any research. It is, generally, conceived as complicated and hard task. This is why O’Leary (2004:150) remarks:

Collecting reliable data is a hard task, and it is worth remembering that onemethod is not inherently better than another. This is why whatever datacollection method to be used would depend upon the research goals,advantages, as to the disadvantages of each method.

However, the literature in methodology highlights the importance of multiplying data sources using different types of instruments in order to diversify information sources and analyze the problem from different angles as pointed out by Weir and Roberts (1993: 137):

A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources collected by different methods and by different people i.e. (triangulation). It is now widely held that multiple methods should be used in all investigations.

Triangulation is one of the common ways for checking validity. Contemporary researches have different interpretations for triangulation. For example, Elliot and Andelman (1976: 74) define triangulation as follows:

Triangulation involves gathering accounts of a teaching situation from three quite different points of view, namely those of the teacher, his pupils, and a participant observer.

For this reason, a combination of data sources seems to be useful in this research. Besides the experiment which is the main interest of our research, a classroom observation and different questionnaires are utilized in this research.

Before talking about the research instruments, we need first to highlight the setting and the participants' profiles (the sample population) involved in this research.

2.2.1. Setting

The setting where teachers perform their work plays an important role in both teaching process and motivating students. In our case, our setting is Oued Taga (Brothers Yalouz) secondary school. The researcher deals with both teachers of English and first year scientific

stream students as the sample population for the academic year 2016/2017. The population is the group of people whom the study is about, and from which the sample is usually selected.

2.2.2. Participants' Profile

2.2.2.1. Teachers' Profile

Secondary school Teachers of English are needed for our investigation in order to provide us with their opinions and relevant data since they are direct observers of their students. The teachers taking part in this study have one of these two qualifications (license or master in English). They are in charge of different levels; 1A.S. 2A.S or 3A.S, they also vary in their age, sex, and the length of their teaching experiences.

2.2.2.2. Learners' Profile

Learners are said to be the center of the teaching/learning process especially under the CBA, so their contribution to the research is essential. Likewise, Allwright and Bailey (1996; 73) state that: "Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated". The study is concerned also with first year students, their age is about (15-17) years old. They are holders of BEM degree. They have learnt the English language since the first year in the middle school. As these students come from government schools, they share nearly the same educational background. Arabic is the mother tongue in some places in Algeria, but in others Berber of Tamazighit is the mother tongue language. French is their first foreign language and English is their second foreign language. The students of first year in the secondary school are exposed to basic knowledge in English along the lines of the CBA.

For, one group of first year secondary school scientific stream learners is chosen for our main study. It consists of thirty five students (35) from a population of 210 first year secondary school students. It is important to mention that the selection of the sample is based on the administration organization of classes, which is characterized by a nature of mixed ability of these classes.

The reason behind choosing secondary school students instead of university learners is that secondary school learners are obliged to attend their classes, while university students are less obliged to do so. Also, the secondary school population is more likely to guarantee the larger sample size than the university population.

It is necessary to note that even though these learners have undergone the same formal instruction in the middle school, they astonishingly differ in their language abilities which range from low to high intermediate level.

2.3. Research Instruments

It is often believed that the “*The backbone of any survey study is the instrument used for collecting data*” (Dörnyei, 2011). Thus, based on a *multimethod* approach, which requires multiple sources of data collection, the researcher has designed the present study. It includes the use of *questionnaires* for both secondary school teachers and first year students, an online questionnaire for Algerian secondary school teachers, a classroom observation, in addition to our treatment, pre-test and post-test.

As stated earlier, the researcher opts for triangulation to check validity and to tackle the problem from different perspectives. Elliot 1977(Qtd in djebbari 2013:153) states that triangulation in an educational context involves synthesizing a teaching situation from three separate angles; those of the teacher, the student and a particular observer, i.e., “*who gathers the account, how they are elicited and who compares them depend largely on the*

context". Each side of the triangle justifies a particular teaching situation from its angle. This figure may help to understand this point:

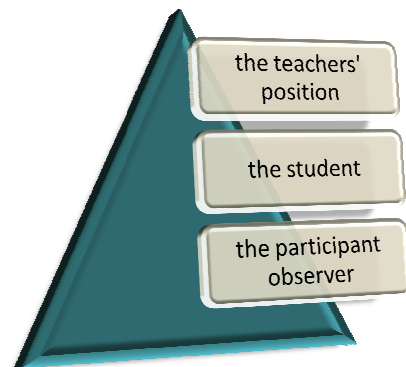


Figure 8: Triangulation. Elliot (1977)

- *The Teacher's Position* provides the best access to gauge the students' intentions via introspections of the situation,
The Students are the ones best positioned to describe how their responses to a situation are influenced by a teacher's actions.
- *The Participant Observer* is best suited to collect pertinent data about the observable features of the intervention. In this way, a person occupying one point on the triangle can compare their account with the two others, and then further test and revise it after encountering more relevant data (Elliot, 1977:10).

2.3.1. Questionnaires

Questionnaires are one of the most widely used social research techniques. Brown (2001) defines the questionnaire as being: "any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". They are useful in the sense that they can gather a large number of information in short period of time. However, as any other research tool questionnaires have limitations and as researchers, we should be aware of the advantages and disadvantages of questionnaires as explained by Dörnyei (2003:9) in the following table:

Advantages	Disadvantages
Collect a huge amount of information in less time. Not time consuming	It is very easy to produce unreliable and invalid data by means of ill-constructed questionnaires.
Data collection can be fast and relatively straightforward	Simplicity and superficiality of answers by participants.
Cost-effectiveness.	Unreliable and unmotivated respondents.
They can be successfully used with a variety of people in a variety of situations targeting a variety of topics.	Respondent literacy problems (especially in social research)

Table 5.2. Advantages and Disadvantages of Questionnaires.

To be successful, questionnaires according to Kothari (2004, 103) “should be comparatively short and simple i.e., the size of the questionnaire should be kept to the minimum”. Questions should proceed in logical sequence moving from easy to more difficult questions. Questions may be dichotomous (yes or no answers), multiple choice (alternative answers listed) or open-ended.

In our present study, we have chosen the questionnaire to gather data that help investigate the research hypotheses and questions. Two questionnaires were administered to secondary teachers: one for oued taga secondary school teachers and the other is done online in a facebook group of Algerian association of secondary school teachers of English. Also, a questionnaire was addressed to first year secondary students to explore their opinions about learning English with technology which was quite a new idea for them.

Teachers’ questionnaire was divided into four sub sections: section one deals with personal information (age, sex), section two deals with the teaching experience, section three covers students’ motivation and the last section, the most important one, is the teaching technique. It deals with the actual teaching method and any other new and motivational adapted techniques.

2.3.2. Piloting the Study

Before the administration of the final, full –designed questionnaire, it seems better to pilot this instrument in the academic year: 2016/2017. Piloting the study is important to try out the research instrument and find out whether it needs readjustment as stated by Weir and Roberts (1994: 138): *In all methods, the value of piloting instruments before actually employing them in final data collection is paramount...* This will help identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper.

The pilot study leads to the detection of some problems encountered when using the research instrument. The questionnaire should be piloted with a small sample of subjects before being used. This gives the researcher the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the respondent.

In this sense, Dörnyei (2003: 64) considers that piloting is vital because the pilot test can highlight questions:

- Whose wording may be ambiguous;
- Which are too difficult for the respondent to reply to;
- Which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information or because they turn out to measure something irrelevant;
- Which - in the case of open-ended questions - are problematic to code into a small set of meaningful categories.

For that reason, based on this information, the researcher made some modifications and come out with the final version of the teachers and learners' questionnaire. Some of the

questions are reformulated and others are completely omitted and replaced as a result of being misunderstood (especially by learners). Our main aim of this trial is to check whether the questions are clearly understood and interpreted in the right way. This trial is done on September 2016 before submitting the main study. For students, the questionnaire is given to a class of 28 first year students from the same population of Oued Taga secondary school (Batna) in their class with their teacher of English to explain for them, one session is enough for them. After about one hour, we get the answers. For teachers, this trial is administered to four teachers of English in the same school, and after gathering the data and on the basis of pilot results, the investigator refine some questions so they come closer to producing the information required. Reviewing the data produced by the pilot questionnaire help the researcher omits unnecessary questions and clarifies ambiguous ones to obtain the needed information.

2.3.3. The Description of the Questionnaire

2.3.3.1. Teachers' Questionnaire

The teachers' Questionnaire consists of 19 questions divided into four sub-sections, section one, which is entitled *personal information*, contains two questions about gender and age. Section two, entitled *teaching experience*, also contains two questions about teachers' teaching experience and the level they teach or have been teaching. Section three entitled *students' motivation*, involves two sub-questions about students' motivation and the methods/techniques used to motivate them. The last section, entitled *teaching techniques*, deals with the teaching techniques, methods and materials used in addition to the use of power point presentations. The types of questions used vary from open-ended questions to multiple choice ones. The aim behind using this questionnaire is to obtain data from secondary school teachers of English about the way they teach, the method and techniques they use to motivate their students to learn English.

2.3.3.2. Students Questionnaire

The students' questionnaire is composed of 15 questions. These questions vary from the more general to the more specific i.e. general questions about age, sex, liking to learn English, to describing the English session and teacher. Then, the questions that ask about the source they use to learn and the different methods their teachers use to facilitate learning. Finally, there is a comparison between the way they are learning and learning via power point presentations. Only 3 questions are open ended whereas the others are multiple choice questions to help students to understand better the questions and avoid misunderstanding. The aim behind using students' questionnaire is to know how students think and feel about learning English, and their attitudes and opinions about learning with power point presentations.

2.3.3.3. The Online Questionnaire

The online questionnaire is the same questionnaire given to the secondary school teachers of English at Oued Taga secondary school, but this one is given online to secondary school teachers of English in a facebook group called '*Algerian Association of Teachers of English*'. This group contains 72593 members from the different wilayas of Algeria; their chief is Mr. Salem Zemali (a teacher of English). The aim behind using such a technique is that it is more representative in terms of the number of teachers and the variety of opinions gathered from different regions. Our main sample is not enough to undertake this study, so we added this online questionnaire to support our research study.

Since the researcher is a member of this group, she published the questionnaire on the home page of the group and asked teachers kindly to fill in the questionnaire and to send it back to her e-mail. It is first published on 2016 and finally collected on 2017 because not all

of the teachers answer at once; some replied immediately and the others take time to send it back.

2.3.4. Classroom Observation

Classroom observation has always been considered as a major data collection tool in qualitative research. It is also potentially the most useful and practical means to study classroom phenomena. In this respect, Seliger and Shohamy (2000) posit that:

Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviour
(Seliger & Shohamy, 2000:162)

Thus, the purpose of the class observation is to identify how the procedures are going on in the field itself, as it allows the observer to record information about the lessons' content, the teaching materials involved in such lesson and the different steps constituting that lesson.

Because it seems necessary for the investigator to take account of a number of considerations in planning the observational phase, the researcher needed to consider a variety of factors such as: "The number of observers and observed, the frequency and duration of observations, and how the observational data are collected, tabulated, and analyzed" (Cohen, 1998:31). Hence, in the present research the class is observed for a number of times over the regular school year for eight (08) weeks: one hour a week. This is targeted towards making learners more familiar and less distracted, because "...If the observer...is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behavior" (Cohen, 1998:33). In essence, such research instrument would enable the researcher to establish fixed ideas about the teaching situation being investigated through the direct contact with the class.

The number of informants under investigation is thirty five (35). To collect the necessary data, the investigator has recourse to note taking. By sitting at the end of the class and taking notes about the following criteria: learners' interest and motivation, teacher's methodology and used materials. The investigator has also found it appropriate to use an observation checklist (see Appendix C)

2.3.5. The Treatment Procedure

The aim behind this treatment is to highlight the importance of integrating educational technologies to teach English in all the levels especially the secondary level. The technology we mean here is power point presentations which is a simple, available and an easy technique to employ by teachers. Thus, our treatment will try to investigate the effectiveness of this methodology on students' scores and marks of the different official exams in addition to the results of the pre and post tests.

2.3.5.1. The Pre-Test

It is administered to our sample at the beginning of the academic year 2016/2017 (September 2016) as a diagnostic test to measure students' entrance level. The test consists of eight tasks that cover many branches; grammar, phonology, vocabulary and free writing. The test is given to students in a regular session by their teacher of English who explains the tasks for her students so that they can accomplish it easily. The test takes approximately one hour, and then the copies are gathered to be corrected and analysed.

2.3.5.2. The Treatment

To realize our aims of research, we have selected one group of 35 students randomly from a population of 210 first year students at Oued Taga secondary school (Batna) for our treatment. We will follow the lessons and the units of first year secondary school English

textbook (*At the Crossroads*) that are selected by the Ministry of Education based on the CBA principles. Each unit should be covered and finished in one or two months depending on the length and the different skills and competencies required. The sample will be taught through power point presentations projected by the overhead projector on the white board. The slides content encloses pictures, videos, maps, explanations and even texts according to the theme being taught. It starts on Sunday 25th, 2016 and finished on Wednesday 10th, 2017.

2.3.5.3. The Post-Test

The post-test is administered to students after the third and final term examinations on May 2017, students' are invited to correct their final exam to administer the post-test. The students are asked to answer the test as their continuous assessment. The test resembles the format of the students' usual tests and exams so as not to find difficulties in answering it. It is a text with comprehension questions followed by vocabulary and grammar questions, and finally a written expression paragraph to summarize all the knowledge set there.

Chapter 5:

Data Analysis and Discussion

Introduction

1. Data Analysis Procedure
 - 1.1. Types of Data Analysis Methods
 - 1.1.1. The Quantitative Data Method
 - 1.1.2. The Qualitative Data Method
2. The Questionnaires' Results and Analysis
 - 2.1. Teacher's Questionnaire Results
 - 2.2. Students' Questionnaire Results
 - 2.3. The Online Questionnaire Results
 - 2.4. Interpretation of Results
3. The Observation Analysis
 - 3.1. The Procedure
 - 3.2. Analysis and discussion of results
4. The treatment Analysis
 - 4.1. The Description of "At the Crossroads" Textbook
 - 4.2. The Procedure
 - 4.2.1. Lesson Plan
 - 4.2.2. The Results of the Pre-test, Post-test and the Three term Exams

Conclusion

Introduction

The present section intends to gain valuable insights via the data gathered from the students and EFL teachers in the secondary school level concerning their perceptions of the difficulties they encounter in learning/ teaching English, the reasons underlying these difficulties, and the strategies they use to facilitate learning/ teaching.

The previous section presented in some detail the methodological process of data analysis, and this one will subsequently report the results and analysis. We will try to analyze and interpret the results obtained from teacher's and student's questionnaires, the classroom observation, and the pre and post-tests. Each step will be discussed separately in order to answer the research questions settled at the onset of this investigation. Data analysis represents the "construction phase" of the study. This process includes: deciding on the suitable analysis to conduct for each question, preparing data for analysis, and summarizing results.

1. Data Analysis Procedure

As it is demonstrated, the researcher opts for a classroom experimental study to find out the relationships between students' motivation and using technology. Towards making sense of the research results which may have potential impact on the classroom, one needs to be familiar with the language and procedures of statistical research so that foreign language teaching and learning can be made more understandable and reasonable to classroom practitioners; this is to critically interpret the amount of statistical data gathered.

In other words, raw data are not informative unless they are organized and described. Descriptive statistics, embracing frequency, percentage, mean, and standard deviations, are applied for a better understanding of the scores obtained from the study research instruments.

Descriptive statistics, however, are only specific to the target sample and do not allow the drawing of any general conclusion that would go beyond the sample. Thus, inferential statistics, on the other hand, may complement descriptive statistics since the researcher using the computer will check “*whether the results observed in our sample (e.g., mean differences or correlations) are powerful enough to generalize to the whole population. If they are, we can say that our results are statistically “significant,” and we can then draw some more general lessons from the study*”. (Dörnyei, 2011). To put it in a simpler picture, given the impossibility of gathering data from all members of the population, inferential statistics can allow researchers to generalize findings obtained from samples to the whole population one wishes to generalize to. This is, statistically speaking, making inferences.

1.1. Types of Data Analysis Methods

Concerning the process that is employed in measuring and analysing data, the researcher relied on both qualitative and quantitative dimensions in an attempt to control the different sets of data.

1.1.1. Quantitative Research Method

Quantitative data analysis has no greater or lesser importance than qualitative analysis, it is a powerful research form often associated with large scale research, but can also serve smaller scale investigations, with case studies, action research, correlational research and experiments. Its aim is to explain phenomena by collecting numerical data which are analysed using mathematically-based methods. In this fashion, the quantitative research uses information in a numerical form to test the research hypotheses and get conclusions.

The specificity of quantitative research lies in the *numerical data* which are closely connected to analysis *using mathematically-based methods*. Besides, this type of analysis seems to be statistically trusted and the results may accordingly be “*generalisable*” to a larger

population. In quantitative research one classifies results, counts them, and even constructs more complex statistical models in an attempt to explain what is observed.

Quantitative data analysis relies on numerical analysis, which can be performed using software such as the Statistical Package for Social Sciences (SPSS), which is a statistical analysis software package. We can assume that SPSS is probably the most common statistical data analysis software package used in educational research and it is also quite user-friendly (Muijs, 2004); in the present research work, the statistical SPSS software, version 24, is used to calculate statistical tests.

1.1.2. Qualitative Data analysis Method

Unlike the quantitative method which focuses on measurement, the qualitative method is used to describe human behavior. Its aim is to understand the people's thinking and feeling and why they make certain choices.

The ultimate goal for the use of qualitative research here is to discover and describe phenomena such as patterns of foreign language behaviour not previously described, and to understand those phenomena from the perspective of participants in the activity. Results from this type of research are usually said to be of an "exploratory" nature, which seek to study the phenomenon in real-world contexts. Within qualitative analysis, data may take the form of interview, written responses to open-ended questions or observations (Weir & Robert 1994).

However, the main disadvantage of qualitative approaches in analysis is that their findings cannot be extended to wider populations with the same degree of certainty that quantitative analyses may have, i.e., they are not truly empirical. This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance.

Our study makes use of quantitative (experimental) and qualitative (interpretive) procedures. The first type investigates the research population's affective, linguistic and cognitive characteristics through questionnaires, whereas the second one tries to uncover the employed teaching methodology, its strength and weaknesses and its effects on the learners' outcomes and learning process, making use of a class observation procedure. Instruments as these will, without doubt, help the investigator a lot to picture the circumstances surrounding the teaching of English to 1AS Secondary School learners and their motivation, and why not diagnose the roots of the problems they encounter, during their assimilation process.

Although "There are no general propositions that will enable a researcher to eliminate totally the possibility of provoking anxiety in teachers or learners" (Allwright & Bailey, 1996:70), the researcher has managed to make sure her colleague understood the general purpose of the study and the procedures used to collect data before she begins her observations.

2. The Questionnaires Results

2.1. Teachers' Questionnaire Results

Section1 : Personal information

Q1 : Gender

As discussed in the previous section, the questionnaire addresses nine EFL secondary school teachers at Oued Taga secondary school in Batna. The aim behind this questionnaire is to explore the use of technology in our secondary school and its effects on students' motivation and learning of English. The questionnaire (see appendix A) is divided into four sections, the first one entitled *personal information*. The first question within this section is about gender, as we can see in the following table the majority of secondary school teachers are females

(77.8%), and only (22.2%) are males. This is, maybe, because men tend to study or work in scientific fields.

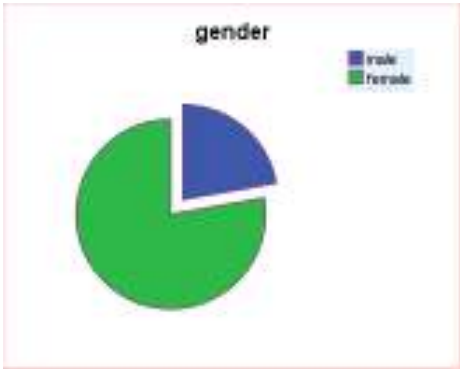


Table5.3. teachers’ Gender

		Frequency	Percent
Gender	Male	2	22,2%
	Female	7	77,8%
Total		9	100%

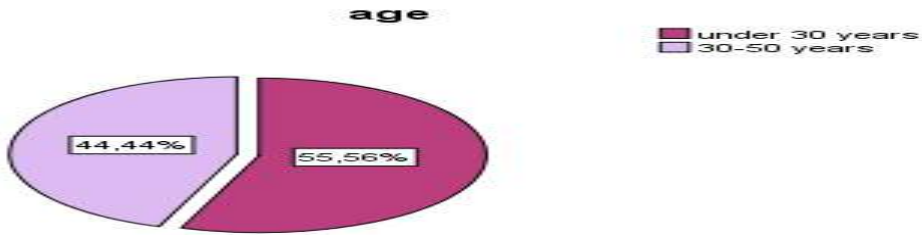
Pie- Chart 1: Teachers’ Gender.

Q2 :Age

The second question is about the teachers’ age. As shown in table (5.4), (55.6%) of teachers are under 30 years old while (44.4%) of them are between 30 and 50 years old.

		Frequency	Percent
Age	under 30 years	5	55,6%
	30-50 years	4	44,4%
	Total	9	100%

Table 5.4. Teachers’ Age.



Pie- Chart 2: Teachers’ Age.

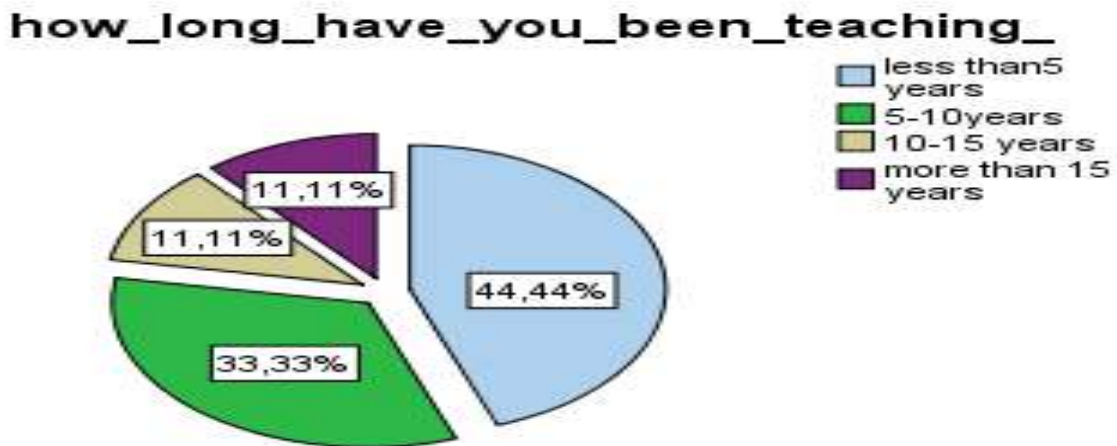
Section 2: Teaching Experience

Q3 : Teaching Experience

The second section of the teachers' questionnaire entitled *teaching experience*; its first question is about the teaching experience. In the field of teaching, experience plays an important role. The aim of this question is to find out the duration of teaching (short, average or long). Eight teachers of English in Oued Taga secondary school hold the license degree and only one holds the master degree, but the length of their teaching experience which is ranged from 4 to 20 years is explained in Table (5.5)

		Frequency	Percent
Teaching exoeience	less than5 years	4	44,4%
	5-10years	3	33,3%
	10-15 years	1	11,1%
	more than 15 years	1	11,1%

Table 5.5. Teachers' Experience.



Pie- Chart 3 : Teachers' Experience.

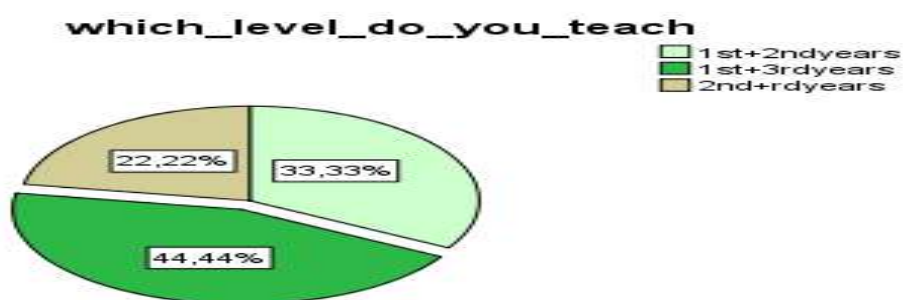
Q4:which_levels_do_you_teach?

This question aim at finding out the different subjects that our teachers teach or (have been teaching) through their teaching experience. The results (as shown in table 5.6) reveal that the majority

(77.7%) teach first year classes with another level; because in secondary schools, teachers have to take charge of two different levels.

		Frequency	Percent
Levels	1st+2ndyears	3	33,3%
	1st+3rdyears	4	44,4%
	2nd+3rdyears	2	22,2%

Table5.6. Teaching levels.



Pie- Chart 4: Teaching Level.

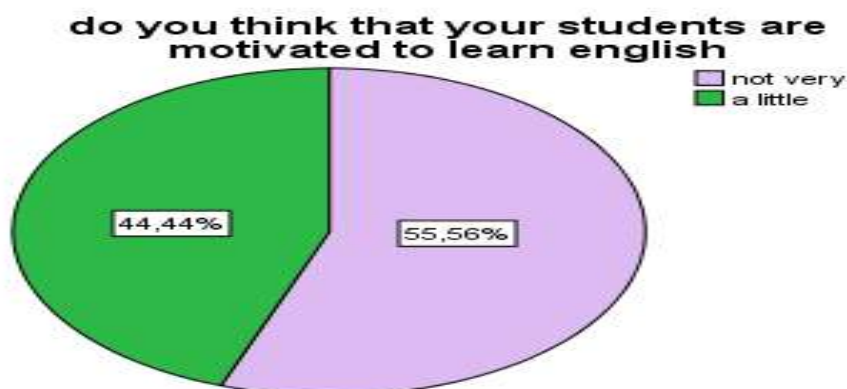
Section 3 : Students' Motivation

Q5 : Do you think that your students are motivated to learn English?

This question aims at exploring students' motivation in English sessions. According to the results shown in table (5.7), (55.5%) of the respondents claim that their students are not really motivated. On the other hand, (44.4%) of teachers answer that their students are a little motivated. These results confirm our declaration at the very beginning of our study; that is our students lack motivation to learn English.

		Frequency	Percent
Students' Motivation	not very	5	55,6%
	a little	4	44,4%

Table 5.7. Students' Motivation.



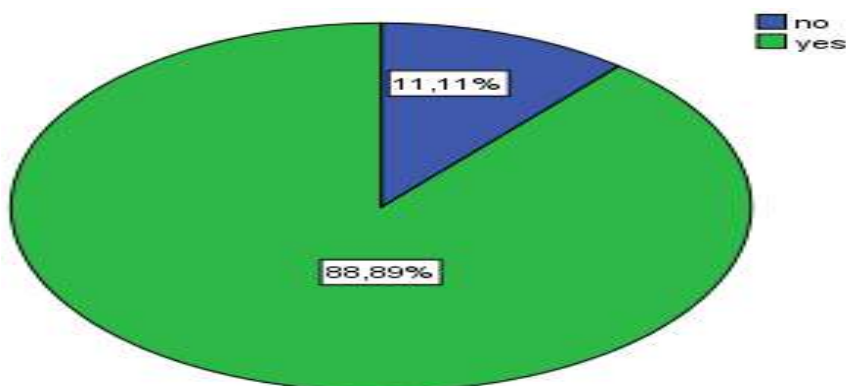
Pie- Chart 5: Students' Motivation.

Q6 :Have you ever tried any technique to get them involved and motivated?

Teachers play a vital role in the process of teaching/ learning, they can be the source of motivation for their students. Thus, this question is asked to know if secondary school teachers are making any effort to motivate their students. As explained in table (5.8), all most all of them (88.9%) adopt and vary techniques to get the students involved and motivated to learn English.

		Frequency	Percent
Motivating Students	no	1	11,1%
	yes	8	88,9%
	Total	9	100%

Table 5.8. Motivating Students.



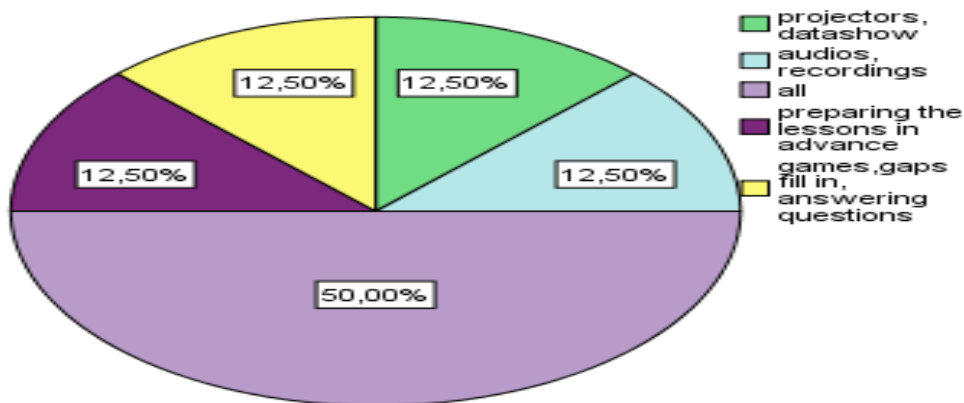
Pie- Chart 6: Motivationg Students.

Q7 : if yes, state any

As declared in table (5.9), teachers use different techniques to motivate students as recordings, pictures and projectors, while (50%) of the respondents answer that they use them together to support their lessons and to make it active.

		Frequency	Percent
Varying techniques	projectors, data show	1	12.50%
	audios, recordings	1	12.50%
	All	4	50 %
	preparing the lessons in advance	1	12.50%
	games, gaps fill in, answering questions	1	12.50%

Table 5.9. The Different Techniques Used by Teachers to Motivate Their Learners.



Pie- Chart 7:The Different Techniques Used by Teachers to Motivate Their Learners

Section Four: Teaching Technique

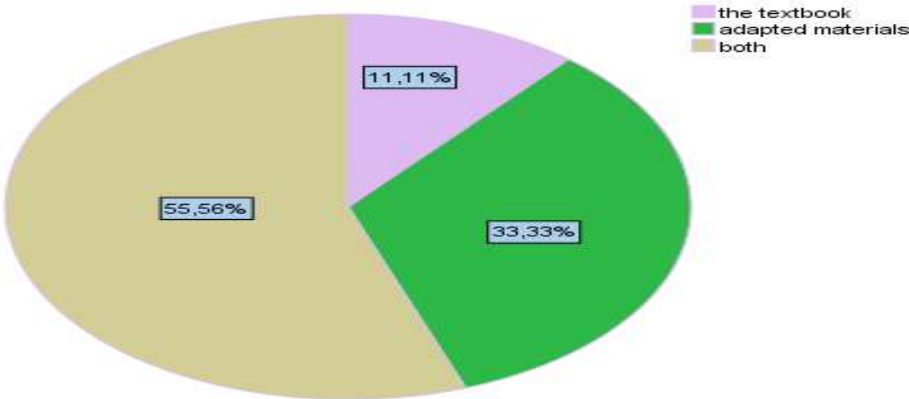
Q8: what is the source of your lecture?

The following table (5.10) shows, only one teacher relies the textbook only, (33.3%) of them use adapted materials and the majority of teachers (55.6%) use both sources. That is a

characteristic of eclectic teachers who adapt and vary sources that fit their classes and students' needs.

		Frequency	Percent
Sources	the textbook	1	11,1%
	adapted materials	3	33,3%
	both	5	55,6%
	Total	9	100%

Table 5.10. The Teaching Sources.



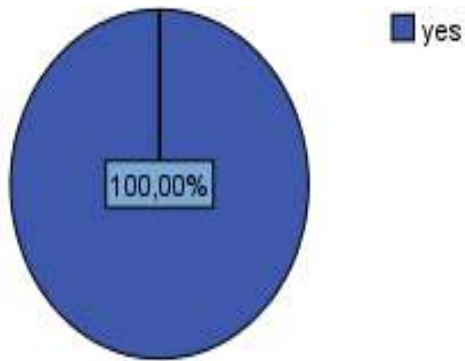
Pie- Chart 8: Teaching sources.

Q9: Do you think that the textbook’s topics (subjects) are interesting for students?

The table below (5.11) demonstrates that all the teachers (100%) think that the textbook’s subjects are interesting for students in the sense that they deal with realistic, up to date and scientific topics that rise their motivation and interest to learn English.

		N	Percent
Subjects of the textbook	yes	9	100%

Table5.11. Subjects of the Textbook.



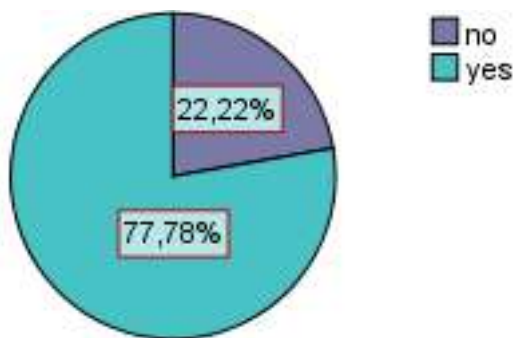
Pie- Chart 9: Subjects of the Textbook.

Q10. Have you ever supported your lessons with (visual / audio) aids?

The reason behind asking this question is to know whether or not secondary school teachers make use of these technologies to support their courses. The results show that (77.8%) of the respondents do use A.V.A. whereas, (22.2%) of them do not use them at class.

		N	Percent
Using A.V.A.	No	2	22,2%
	Yes	7	77,8%
	Total	9	100%

Table5.12. Teachers’ use of Audio Visual Aids.



Pie- Chart 10: Teachers’ use of Audio Visual Aids.

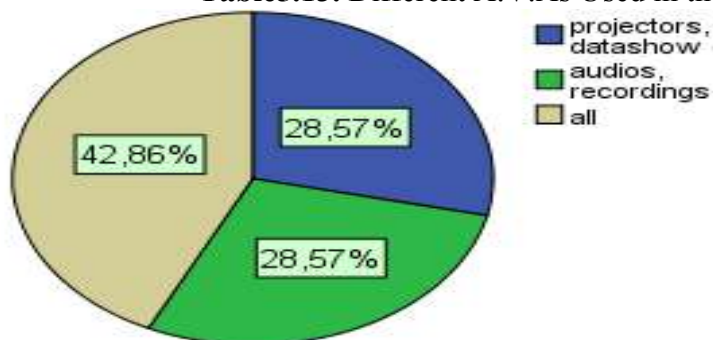
Q11: If yes, state them

To be more specific, we asked teachers who answered “yes” in the previous question to mention the types of audio visual aids they ever use. The results illustrate that (22.2%) of

them use *projectors*, (22.2%) say *audios and recordings* and (33.3%) say that they use them *all* together.

		N	Percent
A.V.As	Projectors , data show	2	22,2%
	Audios , recordings	2	22,2%
	All	3	33,3%
Total		7	77,8%

Table5.13. Different A.V.As Used in the Class.



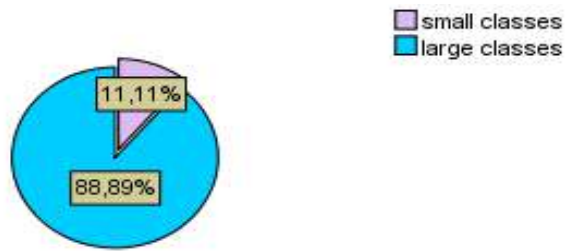
Pie- Chart 11: Different A.V.As used in the class.

Q12: Do you teach small or large classes?

The following table (5.14) demonstrates the results obtained from teachers about the type of classes they teach, either small or large classes. (88.90%) of them said they teach large classes, and only (11.10%) teach small classes. The objective behind asking this question is to know if technologies can work with large classes.

		N	Percent
Type of classes	Small classes	1	11,10%
	large classes	8	88,90%
Total		9	100%

Table5.14. Type of Classes Teachers Teach.



Pie- Chart 12: Type of Classes Teachers Teach.

Q13: Do you think that technology is suitable for your classes?

Table (5.15) below shows the results obtained from teachers' responses about the appropriateness of technology use to their classes. All of teachers (100%) answers positively; *yes technology suits our classes*. This reveals that technology can work with both small and large classes.

		N	Percent
Suitability of technology	yes	9	100%

Table5.15: The Suitability of Technology.



Pie- Chart 13: The Suitability of Technology.

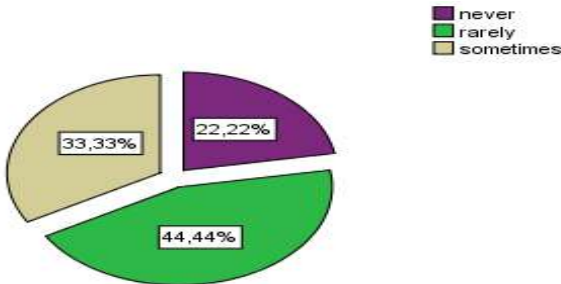
Q14: how often do you use power point presentations in your classes?

The aim behind this query is to divulge who often secondary school students make use of power point presentations in their courses. The results, as presented in table (5.16), demonstrate that (44.4%) of teachers use PPPs rarely, (33.3%) use it sometimes and (22.2%)

of them have never used it. Such results reveal that power point presentations' use is not so familiar in secondary schools.

		N	Percent
The Use of PPPs	never	2	22,2%
	rarely	4	44,4%
	sometimes	3	33,3%
	Total	9	100%

Table 5.16. The Frequent Use of PPPs.



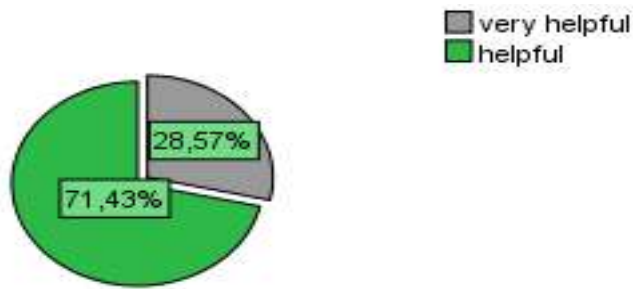
Pie- Chart 14: The Frequent Use of PPPs.

Q15: If you use power point presentations, how do you find them?

Table (5.17) explains the responses of those teachers who use PPPs and through using it how they find them in terms of adding something to the lessons or helping teachers to deliver the courses in a motivating, interesting way to attract students' interest and attention.

		Frequency	Percent
PPPs' effects	very helpful	2	22,2%
	helpful	5	55,6%
	Total	7	77,8%

Table5.17. PPPs' Effects.



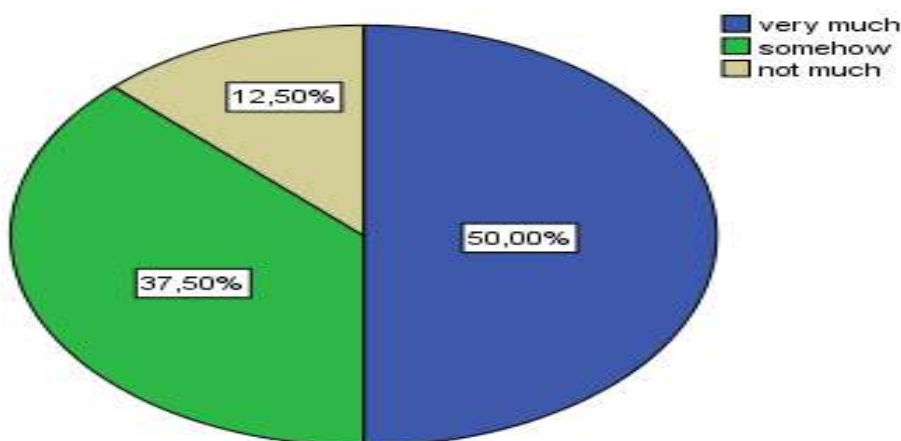
Pie- Chart 15: PPPs' Effects.

Q16: Did your students enjoy learning via power point presentations?

Table (5.18) shows the results obtained from teachers' answers about their students' reactions when PPPs are used to teach English in the classroom. (50%) of teachers state that students enjoy learning with PPPs *very much*, (37.50%) answer *somehow* and only (12.50%) select *not very*. Such outcomes reveal the fact that students do enjoy learning via PPPs since it is a new way to get information and out of ordinary.

		Frequency	Percent
Students' Reaction To PPPs	very much	4	50%
	Somehow	3	37.50%
	not very	1	12.50%
	Total	8	88.9%

Table5.18. Students' Reaction to the Use PPPs.



Pie- Chart 16: Students' Reaction to the Use PPPs.

Q17: In your opinion (through your experience), can technology motivate students to learn English?

The aim behind asking this question is to gather insights about teachers' opinions about the relation between using technologies and students' motivation. Teachers are the key success of the teaching/learning process and their opinions are valuable for our study. All of them (100%) share the same point of view that technology can certainly motivate students to learn English.

		Frequency	Percent
Technology and motivation	yes	9	100%

Table5.19. Technology and Motivation.

■ yes



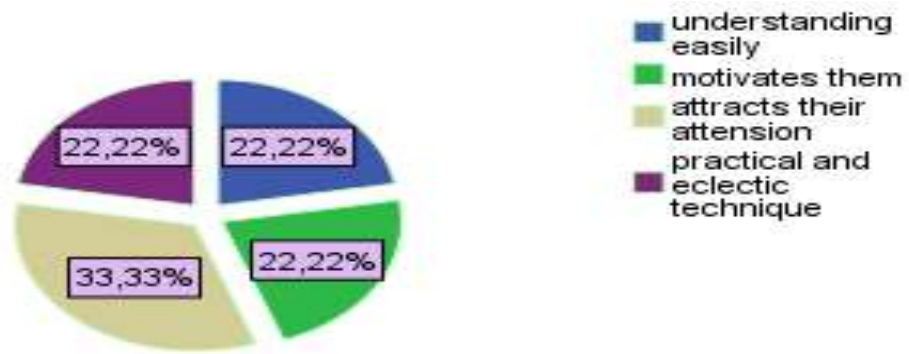
Pie- Chart 17: Technology and Motivation.

***Justify your answer**

When teachers are asked to justify their answers to the previous question, their replies are as follow: (33.3%) claims that technology *attracts students' attention*, (22.2%) of them say it helps them understand easily, another (22.2%) of them state that it motivates them and (22.2%) of them answer that it is a practical and eclectic technique that suits nowadays changes. Thus, although the teachers' responses vary, still all agree on the notion that it serves and benefits students.

		Frequency	Percent
Justifications	Understanding easily	2	22,2%
	Motivates them	2	22,2%
	Attracts their attension	3	33,3%
	Practical and eclectic technique	2	22,2%
	Total	9	100%

Table5.20. Teachers' Justifications.



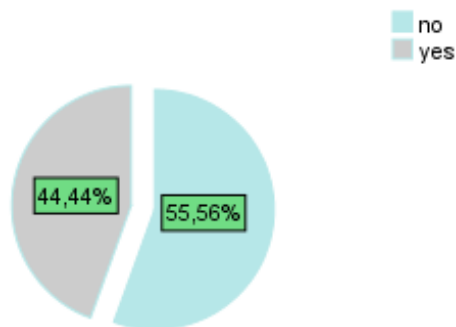
Pie- Chart 18: Teachers' Justifications.

Q18: Have you ever been trained to use software programs?

This question aims at knowing if secondary school teachers have been trained to use computer software or not. In other ways, do they know how to use the different technologies in the classroom or not. The results as shown in table (5.21), indicate that (55.6%) answer *no* and (44.4%) answer *yes*. It means that not the majority of them are trained or familiar with technology use

		Frequency	Percent
Training	No	5	55,6%
	Yes	4	44,4%
	Total	9	100%

Table5.21. Teachers' Training.



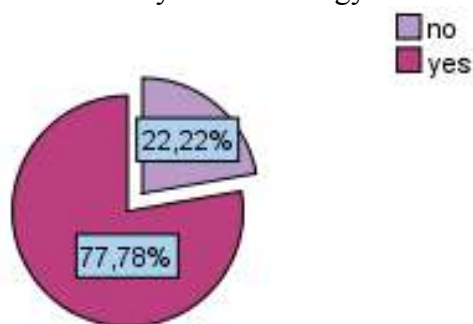
Pie- Chart 19: Teachers' Training.

Q19:Are technology tools available in your school?

The last question was asked to know if our secondary schools are equipped with the technological means needed by teachers to support their lessons. According to teachers' answers (77.8%) confirm the availability of these tools in the schools. On the other hand, (22.2%) state that such tools are not available.

		Frequency	Percent
Availability of technology	No	2	22,2%
	Yes	7	77,8%
	Total	9	100%

Table5.22. Availability of Technology.



Pie- Chart 20: Availability of Technology.

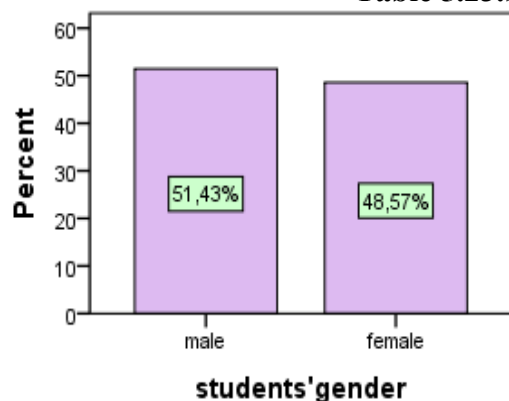
2.2. Students' Questionnaire Results

Q1 : Gender

The sample of our study consists of thirty five first year scientific stream students at Oued Taga secondary school (Batna). They all share the same learning background that they acquire in the middle school. They vary in their abilities, level and results. Since students are the main variable of this study, it is crucial to know their point of views and awareness about learning via educational technologies as power point presentations. Thus, the most suitable tool to gather their opinions is a questionnaire. The first question in their questionnaire asks about sex, the results as presented in table (5.23) indicates that (51.4%) of students are males and (48.6%) are females.

		Frequency	Percent
Gender	Male	18	51,4%
	Female	17	48,6%
	Total	35	100%

Table 5.23.Students' Gender.



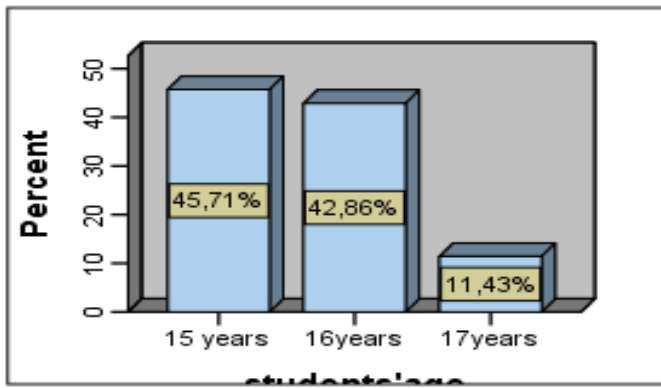
Bar- Graph 1: Students' Gender.

Q2: Age

As the results show in table (5.24), approximately half of the population that makes up (45.7%) are 16 years old. (42.9%) are 15 years old, those students entered school before the age of 6. The rest are (11.4%) aged 17. Those students have repeated one year either in the high or middle school. What is important here is that all of the students are mature enough and conscious to know their learning needs and interests.

		Frequency	Percent
Age	15 years	16	45,7%
	16years	15	42,9%
	17years	4	11,4%
	Total	35	100%

Table5.24. Students' Age.



Bar- Graph 2: Students' Age.

Q3: How long have you been learning English?

To know the time spent to learn English for our sample, the table and bar graph below indicate that all of students (100%) spent 5 years in learning English; four years in the middle school and the current (one) year.

		Frequency	Percent
Learning English	5years	35	100%



Table5.25. Years of learning English.

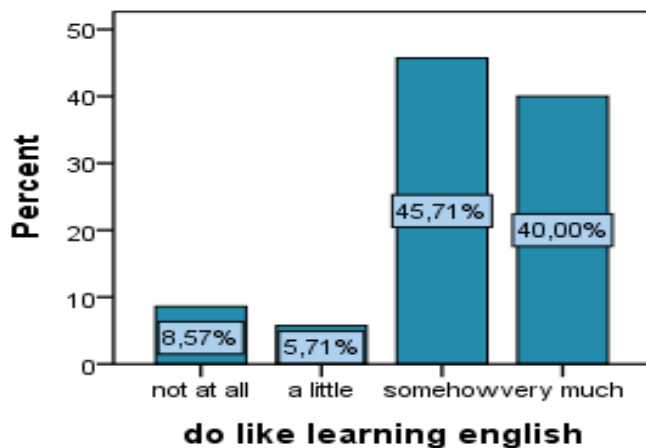
Bar- Graph 3: Years of learning English.

Q4: Do you like learning English?

The researcher wants to know whether students' attitude towards learning English is positive or they learn it just because they are compelled to learn it as any other subject in their curriculum. The results as illustrated in the table and bar graph below show that (45.7%) of students answer *somehow*, (40%) choose *very much* which means they are motivated and interested in English as a language. (8.6%) declare that they do not like learning English *at all*. This result is due the fact that they do not like to study English because their level is very weak, or because no one, no teacher or parent did encourage them to study it. There are also many other reason, pertaining to personality, social conditions ...etc. Finally, (5.7%) say *a little* this answer is related to their negative past experiences in learning English at the middle school.

		Frequency	Percent
Attitudes towards learning English	not at all	3	8,6%
	a little	2	5,7%
	somehow	16	45,7%
	very much	14	40%
	Total	35	100%

Table5.26. Students' Attitudes towards Learning English.



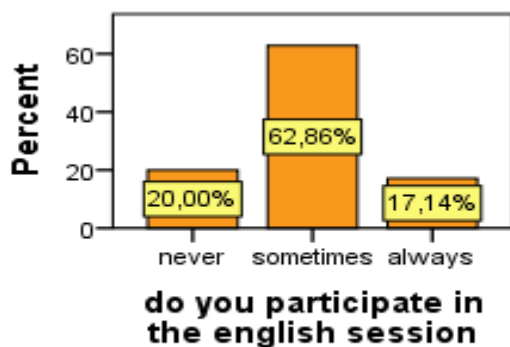
Bar- Graph 4: Students' Attitudes towards Learning English.

Q5: Do you participate in the class?

This query is asked to know if students do participate in the English sessions and to what extent. The results as demonstrated in the table and figure below indicate that the majority of students (62.9%) answer *sometimes* they participate; it depends on the degree of understanding the lessons. (17.1%) of them say they *always* participate in the class, because they like the English session and they like participating in all the other subjects. The remaining (20%) say that they *never* do because of their natural behavior of being silent learners.

		Frequency	Percent
Participation	Never	7	20%
	Sometimes	22	62,9%
	Always	6	17,1%
	Total	35	100%

Table5.27. Students' Participation in the English Classroom.



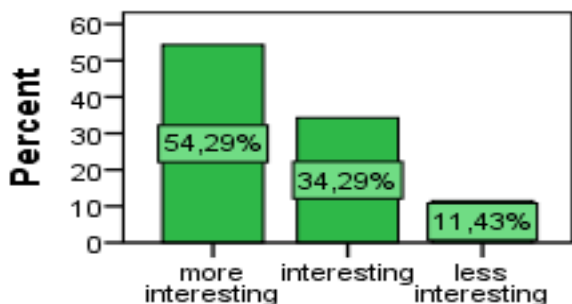
Bar- Graph 5: Students' Participation in the English Classroom.

Q6: How can you describe the English session?

The aim behind asking this question is to make students themselves express how is the English session compared to the other subjects. The informants' answers show that (54.3%) say that it is *more interesting*; (34.3%) say that it is *interesting*, and only (11.1%) say it is *less interesting*. We can explain these results in the sense that students feel at ease during the English session and they enjoy learning, while the ones who answer *less interesting* they lack interest in all the subjects.

		Frequency	Percent
The English session	More interesting	19	54,3%
	Interesting	12	34,3%
	less interesting	4	11,4%
	Total	35	100%

Table5.28. Students' Description of the English Session.



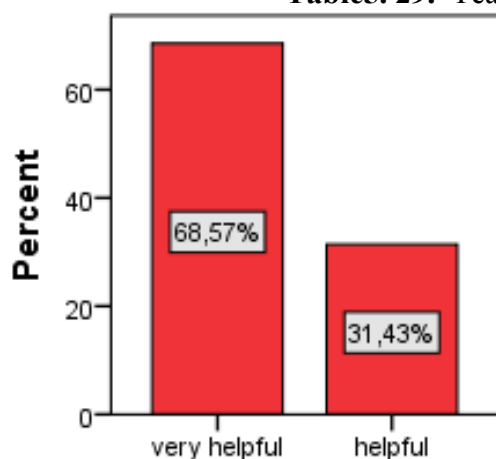
Bar- Graph 6: Students' Description of the English Session.

Q7: How helpful is your teacher of English?

The results presented in the table below illustrate the students' opinions about their teachers of English and their role in the classroom. The majority of students (68.6%) admit that their teachers are *very helpful*; they do their best to make them understand the lessons and vary techniques to transmit ideas. (31.4%) say they are *helpful*; they try to simplify the lessons to them.

		Frequency	Percent
Teacher's character	very helpful	24	68,6%
	helpful	11	31,4%
	Total	35	100%

Table5. 29. Teacher's Character.



Bar- Graph 7: Teacher's Character.

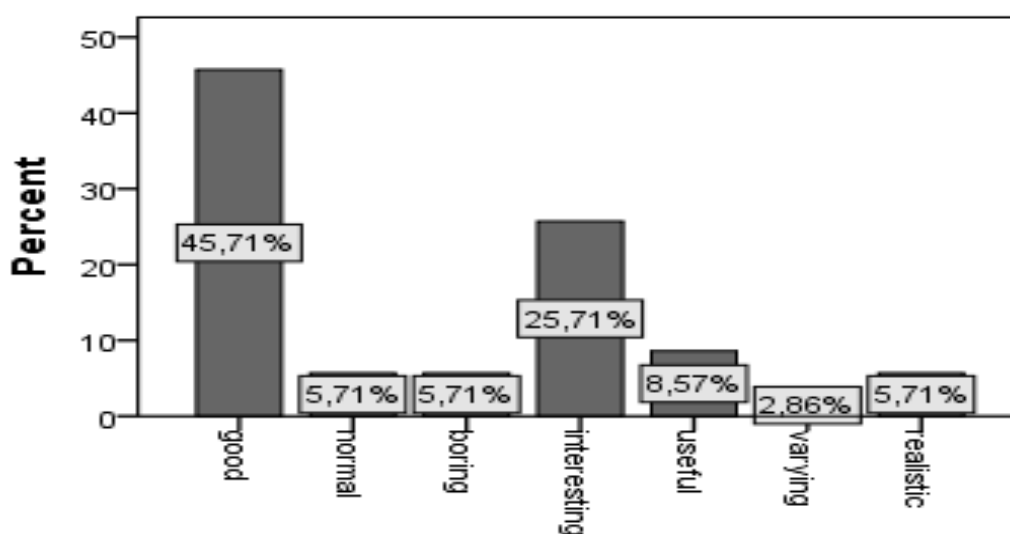
Q8: What do you think of the English program?How are the topics of the English program?

This question is asked to explore the students' different reactions to their programme of English and its content. Students at the very beginning of the school year are given the content of the programme during the academic year, divided into units to make them aware of the coming lessons. It helps them to prepare their lessons in advance to participate in the class. As demonstrated in the coming table and figure, students' answers vary from one to another but we tried to classify them. Most of them agree (45.7%) on the notion that the topics of the programme are *good*; (25.7%) say they are *interesting*; (8.6%) of them answer they are *useful*.

The percentage of (5.7%) represents three different opinions; the topics are either *normal*, or *realistic* or *boring*. The last proportion is (2.9%) concerning one student saying “varying”. Accordingly, we can conclude that this diversity in students’ opinions comes from the variety of the topics themselves. Each student differs from the other in their preferences and dislikes.

		Frequency	Percent
The topics of the English programme	Good	16	45,7%
	Normal	2	5,7%
	Boring	2	5,7%
	Interesting	9	25,7%
	Useful	3	8,6%
	Varying	1	2,9%
	Realistic	2	5,7%
	Total	35	100%

Table5.30. The Topics of the English Programme.



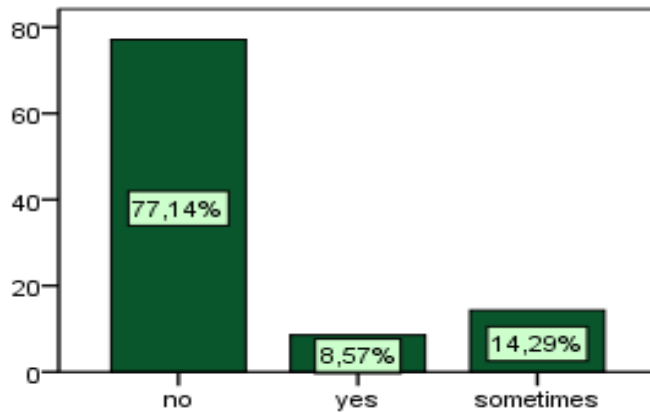
Bar- Graph 8: The Topics of the English Programme.

Q9: Do you learn English from the textbook (book of English)?

The students are questioned to mention whether they learn from their textbook of English or not. The majority replies *no* (77.1%), (8.6%) say *yes* and (14.3%) claim that *sometimes* they use it. The results reveal that teachers do not always rely on the textbook, but rather adopt new techniques to simplify meanings. This does not mean neglecting the textbook, but from time to time they go back to it.

		Frequency	Percent
Teaching Source	No	27	77,1%
	Yes	3	8,6%
	Sometimes	5	14,3%
	Total	35	100%

Table5. 31. The Teaching Source.



Bar- Graph 9: The Teaching Source.

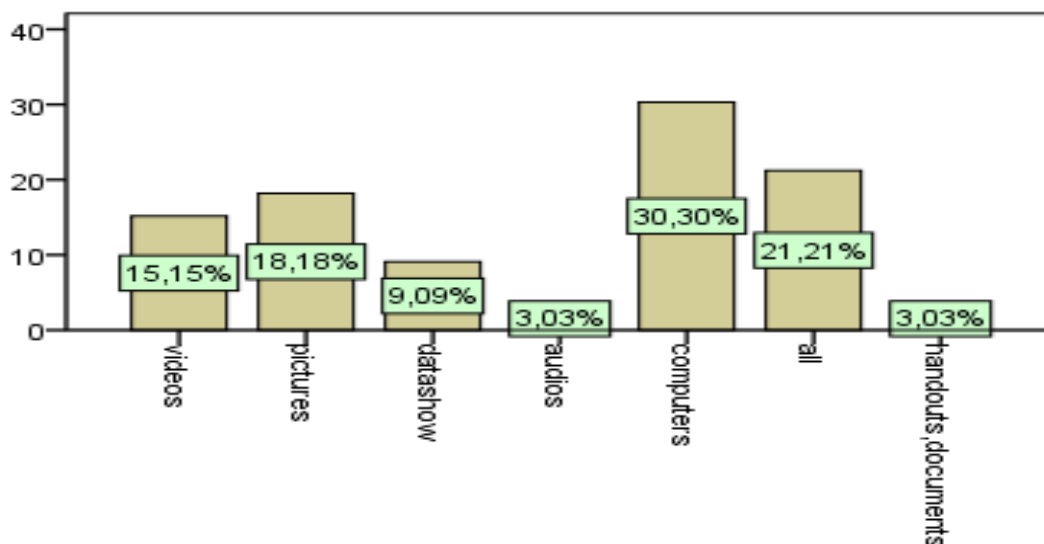
***If no, what other materials did you learn from? Mention it (them)**

To explore what are the different materials that their teacher often use in the classroom.

The table and bar graph below illustrate these means.

		Frequency	Percent
Teaching Materials	Videos	5	14,3%
	Pictures	6	17,1%
	Datashow	3	8,6%
	Audios	1	2,9%
	Computers	10	28,6%
	All	7	20%
	handouts,documents	1	2,9%

Table5.32. The Different Teaching Materials.



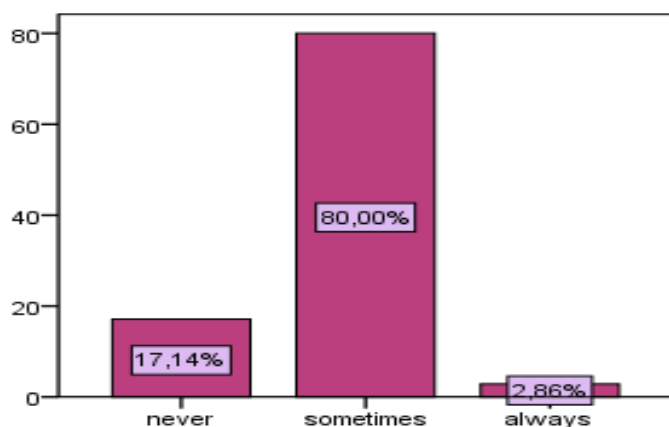
Bar- Graph 10: The Different Teaching Materials.

Q10: Do your teachers often teach you English with computers?

As illustrated in table (5.33), the frequent use of computers by teachers in the classroom. The majority of respondents (80%) answers *sometimes*, (17.1%) says *never* and (2.9%) says *always*. Consequently, most teachers make use of computers in their courses and are interested to motivate their students through bringing up to the class alternative methods to enhance their students' level of understanding. On the other hand, some teachers do not use such tools, may be because they do not have these tool or they lack training.

		Frequency	Percent
Teachers' Use of computers	Never	6	17,1%
	Sometimes	28	80%
	Always	1	2,9%
	Total	35	100%

Table 5.33. Teachers' Use of Computers.



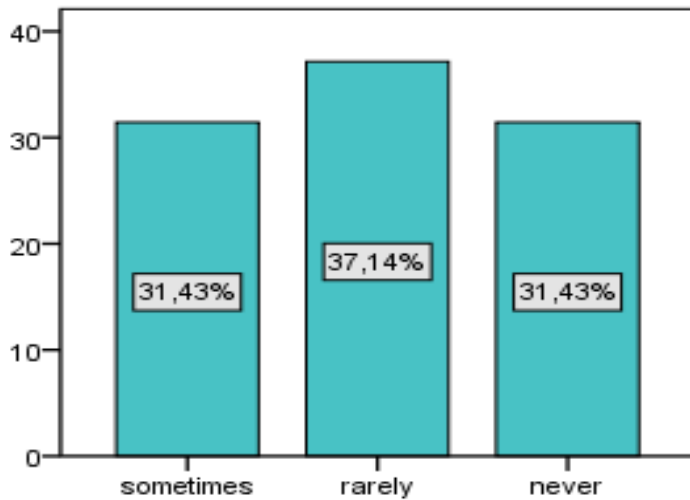
Bar- Graph 11: Teachers' Use of Computers.

Q11: Do your teachers of English use power point presentations to teach you?

The reason lying behind this question is to discover if students are familiar with this tool (power point presentations), and whether they were taught using it before. Table (5.34) and bar graph (12) discuss the participants' answers. (31.4%) of students assert that their teachers use PPPs *sometimes*, on the other hand, another group that make up (31.4%) says they *never* used it. The rest proportion (37.1%) agreed on the *rare* use of this technique by their teachers. As a result, we can say that teachers use this tool sometimes when they see that it serves the meaning and helps transmitting ideas easily, while teachers who tend to use PPPs rarely or never may be because they do not have access to such tools or they do not have equipments to use them. This means they do like to integrate them in their lessons, they are interested on such means, but certain circumstances prevent them from employing them.

		Frequency	Percent
Teachers' Use of PPPs	Sometimes	11	31,4%
	Rarely	13	37,1%
	Never	11	31,4%
	Total	35	100%

Table 5.34. Teachers' Use of PPPs.



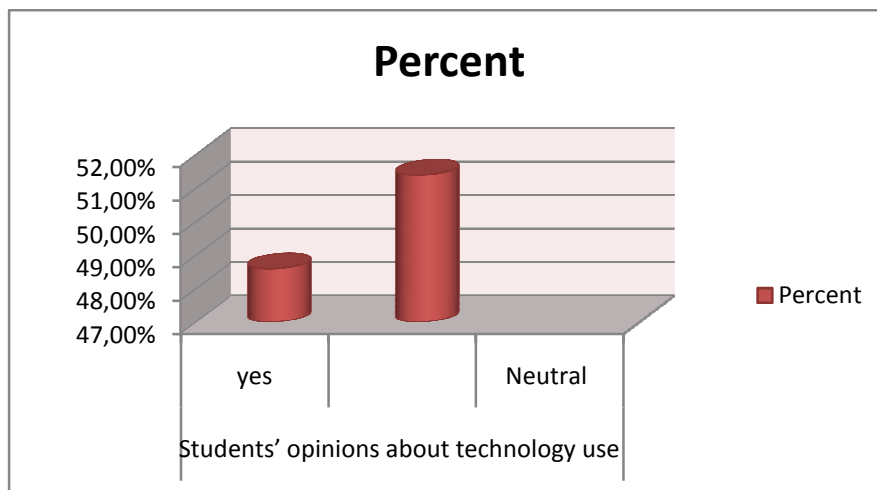
Bar- Graph 12: Teachers' Use of PPPs.

Q12: Do you like learning using this technology?

The table and figure below indicate students' opinions about being taught via power point presentations. The results imply that (48.6%) of students said *yes*, they advocate that it is enjoyable and interesting because they are aware of its usefulness and effectiveness to facilitate their learning. On the contrast, the others (51.4%) have a *neutral* attitude, possibly because they have not experienced this technology or just the do not care the way they are taught.

		Frequency	Percent
Students' Liking PPPs use	Yes	17	48,6%
	Neutral	18	51,4%
Total		35	100%

Table5.35. Students' Liking PPPs Use.



Bar- Graph 13: Students' Liking PPPs Use.

Q13: Do you feel interested and understand the lessons when your teachers use power point presentations in the classroom?

As shown in table (5.36), this question is related to the previous one. It inquires students' feelings during the use of PPPs in the classroom. The same participants of the previous question answer here positively, i.e. 17 students that make (48.6%) of the population; they confirm their feeling of interest and motivation while being taught via PPPs. They add that the class (English session) becomes attractive and joyful and they understand better. On the contrary still 18 participants (51.4%) stay neutral because of the absence of this technique in their classes. Such results are pleasing to obtain because it reflects the positive impact of using power point presentations as a motivational teaching technique to enhance and improve EFL students' level.

		Frequency	Percent
Students' Feelings towards PPPs use	Yes	17	48,6%
	Neutral	18	51,4%
Total		35	100

Table 5.36. Students' Feelings towards Using PPPs.

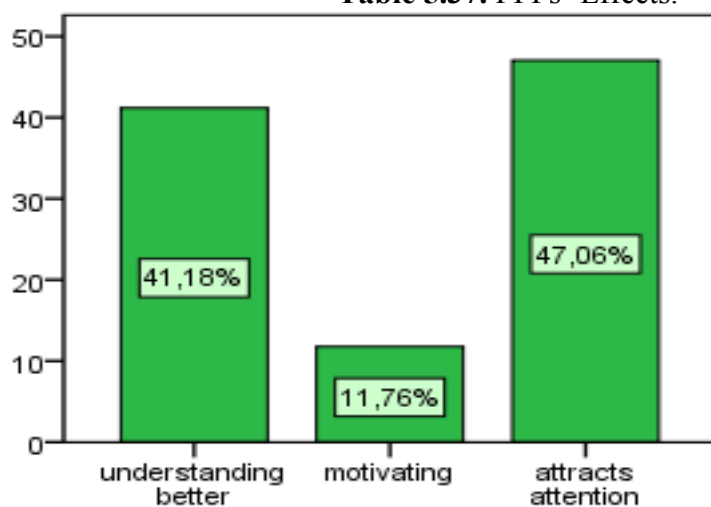
Q14: What do you like most in this technique?

To complete within the same idea of the use of PPPs as an educational technology in English classes at secondary school. The last question in this section is to know what

exactly students like in this tool. Table (5.37) and figure (45) demonstrate the findings of our participants. Their answers vary from one to another; first the majority of them (22.9%) claim that using this tool *attracts their attention* through the use of animation, sounds and colors. Second, they represent (20%) agree on the fact that it makes them *understand better* by using explicit simple words in addition to the use of pictures to illustrate meaning. Finally, (5.7%) of students say that PPPs *motivate* them to learn English because it is something new and out of the ordinary so they are enthusiastic to explore and learn with it.

		Frequency	Percent
PPPs' Effects	Understanding better	7	20%
	Motivating	2	5,7%
	Attracts attention	8	22,9%
	Total	17	48,6%

Table 5.37. PPPs' Effects.



Bar- Graph 14: PPPs' Effects.

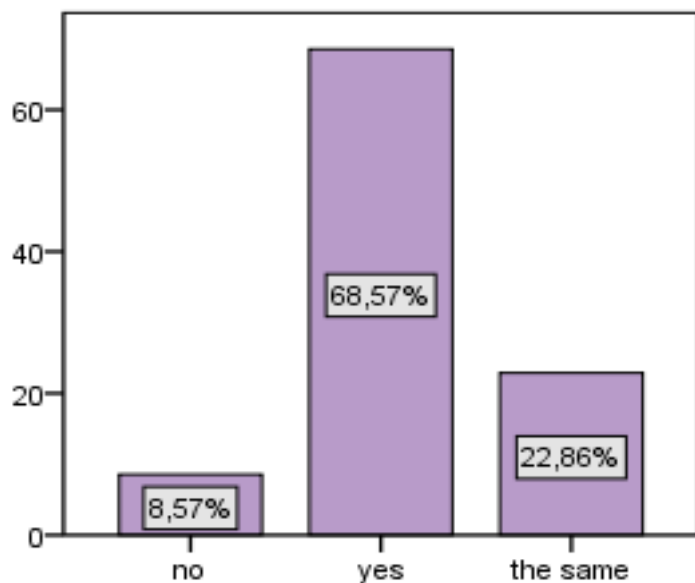
Q15: Is there any difference between the old learning and the new one (using power point presentations)?

The last question in the students' questionnaire is a comparison between the traditional way of teaching (textbooks and white boards) and the innovative way that uses educational technologies (PPPs), or they are the same. As the table and figure below demonstrate the

answers obtained from students. The findings show that (22.9%) say that both methods are the same for them, (68.6%) confirm that indeed there is a difference between the two methods, while only (8.6%) say that there is no difference between them. Therefore, the majority of students share the same idea that there is a big difference between learning under the traditional method and using PPPs since they prefer the second one. They justify their answers saying that the latter is more enjoyable and attracting and vivid tool. It makes us (as they claim) active and motivated.

		Frequency	Percent
The Difference between Teaching Methods	No	3	8.6%
	Yes	24	68.6%
	The same	8	22.9%
	Total	35	100%

Table 5.38. The Difference between the Teaching Methods.



Bar- Graph 15: The Difference between the Teaching Methods.

2.3. The Online Questionnaire

The online questionnaire is the same questionnaire given to the EFL teachers at Oued Taga secondary school. It was posted and shared in the facebook group (Algerian Association

of English Teachers), and then some of the teachers of English at secondary school replied in a message or in e-mail. This took a period of six month to collect the answers from 45 secondary school teachers of English. They are from different wilayas (Guelma, Algiers, Constantine, Bechar, Wargla, kenchela, Tebessa, Biskra, Setif and Oran); and that is why we have added this questionnaire, because it aims at collecting more data from other teachers from other wilayas and explore the uses, if any, and effectiveness of power point presentations in secondary education. And thus, the results of this study can be over generalized to other secondary schools.

2.4. Interpretation of the results

The major purpose of this exploratory research is to find out the factors that lay behind secondary school learners' low achievement and lack of motivation in their learning of English as a second foreign language. Confronted with these challenges, some strategies and techniques are suggested to possibly overcome some problems.

The findings of this study based on the views and experiences of the participants regarding the difficulties and challenges they are usually confronted with, are analysed and interpreted. Both teachers and learners have approximately similar responses concerning their perceptions of the reasons behind the use of technology and its effectiveness , though they differ in their interpretations of these factors according to their experience and level in EFL learning and teaching process.

To implement this research, the researcher has proposed a set of hypotheses at the beginning. It is suggested as a first hypothesis that teachers find it more effective to use new technological tools within the learning process rather than depending on traditional materials. After analyzing the data collected, the results obtained are in the direction of this hypothesis because the teachers expressed their desire to use technological materials to assist their

teaching. Most of the students seemed to be more motivated to learn by means of technology, because they confirmed that it has positive effects and its use enhances their language level. However, both the teachers and the students did not neglect the use of traditional education. The teachers believed that nowadays the use of educational technologies, especially power point presentations, is important but they cannot totally replace the traditional teaching. They trusted that a computer can never replace a teacher.

The second hypothesis that is proposed in our study is that the use of power point presentations to teach secondary schools will make lessons more understandable and interested for students. After collecting analyzing and interpreting both students and teachers' questionnaires, the results are also in the direction of this hypothesis. Teachers agree about the change that happens in their classrooms whenever they integrate this technology in their courses, and they believe that this technique helps students understand better and attracts their attention. Most students seem to agree about the effectiveness of the use of power point presentations in teaching; they prefer to learn English and improve their level through this enjoyable way of teaching.

Finally, one may say that most of the EFL teachers and learners support the use of educational technology, particularly power point presentations. They recognized the importance of its use. All the teachers agree that learners today are much more engaged on the use of technology in and outside the classroom. Hence, the use of technology must become the norm in classrooms and universities. The teachers should encourage their students to develop their language skills through the use of educational technology. However, the teachers and the learners need professional training concerning the use of educational technology to avoid exposure to problems when they use it.

3. The Observation Analysis

The ultimate goal of teacher evaluation systems is to improve the quality of instruction by clarifying expectations for effective teaching and helping teachers meet those expectations through high-quality feedback and support. Classroom observations give teachers the opportunity to receive meaningful and direct feedback about their practice. They can also inform the development of resources to help teachers address areas for improvement. Observational research is “successful” to the extent that it satisfies the research objectives by capturing relevant events and participants along with the constructs of interest.

Classroom teaching is a complex enterprise, with a very large number of interacting variables at play. Because of this, classroom observation becomes highly challenging. The first thing you have to do, if you are going to avoid the trap of dealing only in vague generalities ("nice lesson", "it went smoothly", and such), is acknowledge that complexity. The next step is to realize that you will have to isolate one or two variables (at most) and focus primarily on these. During another observation you can always focus your attention on a different subset of variables.

The main focus of the classroom observation is the students’ progress and learning, and an effective teacher is the one who helps students make academic progress and improve their learning. The following diagram supports this view:

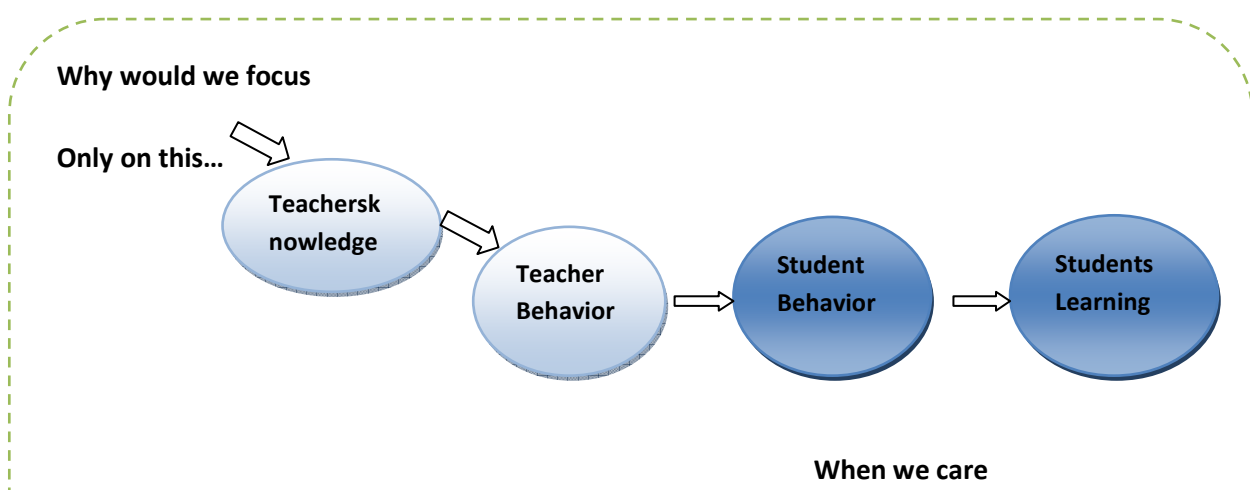




Diagram 5: Observations' Focus.

Evaluators should judge whether teachers have met each performance expectation based on student behaviors and evidence of student learning.

As mason (1996) noted, observation usually refers to “methods of generating data which involve the researcher immersing {him or herself} in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it” (as cited in Mackey and Grass, 2005, p. 175). Observation gives the researcher opportunity to experience the real scenario. Observation is very important in second language research as the researcher gets in-depth information about activities, interactions, instruction and events that take place in a second language classroom. Mackey and Grass (2005) discussed the advantage of observation in research and stated, “Observation is useful in that it provides the researcher with the opportunity to collect large amount of rich data on the participants’ behavior and actions within a particular context” (p. 175-176). However, the researcher, while observing a classroom must be aware of the “Hawthome Effect”, i.e. individuals try to improve or modify an aspect of their behavior in response to their awareness of being observed. For the purpose of this study, the researcher, having obtained permission from the school authority and colleagues, is observing a language classroom which is a technology-based classroom (power point presentations).

For the present study, we have observed a class of first year secondary school students at Oued Taga secondary school. We have used classroom observation checklist during the observed session in order to evaluate the teaching process adopting a new mode of

information delivery (using technology). Also, this observation aims at checking students' reaction and feedback about this technique during the exposure to such way of teaching which is new for them. The checklist is adopted from the **IEREST** (the international Educational Resources for Erasmus Students and their Teachers) and the Craven Community College, as attached in the appendices (see appendix C).

3.1. The Procedure

First year secondary school scientific stream students are observed during English sessions. They are exposed to their lessons of English in power point presentations format. Along the period of classroom observation, the teacher adopts the following checklist:

Category	Includes (content)	The researcher should note
Setting	Number of students, language used in the class, Setting map	The place where the observation takes place, the time devoted for each session and for setting up materials, students' number and

		gender.
Materials	WhiteBoard, Textbook (dominates?) handouts, computers,pictures...	Which materials does the teacher use to deliver information, is it one technique or a variety of sources?
Teaching Aids (alternatives)	Overhead Projector, maps, audio visual aids, (are they visible, audible...)	The frequent use technologies, the speed of the presentations, their clarity (the ability to hear and see), the type of data delivery used (PPPs, documents, videos ...)
Teachers' Role	Source of information, guider, facilitator, helpful, serious, active, motivating, encouraging...	Does the teacher talk dominates the session, teacher' behavior, role and relation with students?
Students' Reaction	Listening, participating, concentrating, feel confused, bored,motivated, understand the lesson content, work individually or in groups	Whether participants are motivated and following the lessons, are they dynamic and participating or just passive and bored.

The above mentioned checklist is adopted from the **IEREST** (the international Educational Resources for Erasmus Students and their Teachers) and the Craven Community College, as attached in the appendices (see appendix C).

Technology offers many benefits to enhance education. Most importantly, technology integration has the potential to increase student motivation (Anderson, 2000). It empowers students by engaging them in the learning process since the new method of teaching provides a combination of materials (handouts, PPPs, pictures, videos ...). This is in contrast to the

traditional classroom environment, where students avoid the task either because it is boring or because they believe that they lack the necessary skills to be success in this environment.

This section is devoted to analyse data gathered from the classroom observation. It aims at reflects what really happens inside the classroom. It is hoped that this sections provides a clear picture about teachers' integration of power point presentations as an educational technology to teach English in secondary school. It also got interest to check students' involvement and reactions to the new way of teaching. The observation lasted for eight weeks; one session per week. They were divided as follow: two weeks in the first term, three weeks during the second term and the last three weeks take place throughout the last term.

In reality, the purpose is to see how the treatment is going on in the real field. At the beginning, the researcher planned to use the above classroom checklist, but later the investigator decided to use the 'unstructured observation' that look for observing the teaching /learning context in general not restricted to some specific elements. Hence, data gathered from open observations will take the form of impressions and field notes. This is primarily due to methodological reasons and lack of experience of using such instrument the investigator made resort to note taking.

3.2. Analysis and Discussion of Results

3.2.1. The Setting

At the first stage of observation, the researcher seeks to get familiar with the setting, participants and the environment where the treatment takes place. The observed class consists of 35 participants; 20 girls and 15 boys. They are aged between 15-17 years old who vary in their abilities, background information and level in the English language. They are excellent, average and low (slow) learners. They are seated in four rows; each row comprises four or

five tables. The observation started on Sunday 18th September, 2016. From 11a.m to 12 a.m. Every session takes about 55 minutes but with the teacher using technology, switching on the PC, linking it to data show and projecting the lessons on the board, all this reduces the session up to 45 minutes.

After a week of diagnostic evaluation, that first year classes should do before starting the official program, the researcher observes the first lesson of the English program. (Unit one: intercultural exchange). The teacher presents the unit review before starting the lesson; she uses the laptop attached to an overhead projector that reflects power point presentations on the white board. At the beginning, the students kept silent and concentrated with the teacher since it is their first experience with this technology, some seem confused and lost. Then, they accustomed with the situation and started raising their hands and participating.

3.2.2. The Materials used:

The teacher delivered lessons on power point presentations formats. She changed the way information is transmitted to students; before they used to learn using the white board and teachers' explanations. But now things have changed. The teacher prepared the presentations by herself according to her students' level and what they are asked to do.

Sometimes the teacher uses presentations that contain only instructions, and in the other times presentations enclose texts, images, rules, animations and even videos. The teacher also supplied learners from time to time with handouts whenever there is a text or extra activities or group work. The board also is used to write the date, the title of the unit or sequence and explaining some difficult words.

3.2.3. The Teaching Aids:

It is observed that the teacher implemented a variety of accessible audio visual aids in the classroom during the teaching learning process. Besides the white board, the teacher used power point, videos, pictures, audios and loud speakers. What is remarkable is the dominance of power point presentations usage if compared with the other tools. It is widely preferred by both students and teachers because of its multiple uses and practicality.

Additionally, the PowerPoint and slides are mostly used to serve teaching and learning the language. Teachers use them to warm up students, to improve their understanding of new words, and to practice what is already learnt. This broad use comes because of many reasons, among them the reason of availability. Slides are available at any time because they are not expensive and easy to carry on and to work with. Teacher can also develop and create his/her own teaching visual materials that meet the learning objectives and students' needs and levels.

What is also observed and worth mentioning is the lack of technological tools in our schools. The teacher under observation has her own equipments and materials because she is really interested to make students understand and benefit as much as she can.

- **Are the materials used audible and visible to all learners?**

This question is important to answer. During our observation, the presentations we have seen are very clear and audible because the teacher used the loud speaker so as to allow all the class to hear what is presented. The presentations also had an average speed of appearance to let all the students (slow or active) to follow their teacher. Sometimes the teacher repeated the presentation so that students can understand better the content projected.

- **Do teachers face any difficulties in using technologies?**

This question also comes to my mind during the preparation of this research. As far as we have noticed throughout the sessions we have attended, the teacher seems to know exactly what she is doing and how to deal with it. She has no difficulty at all but rather she looks very trained and interested to use technological means.

3.2.4. The Teacher' Role

The observed teacher played different roles in the classroom. She is the source of information, since she prepares the lessons all by herself. She also played a role of a guider and helper when students struggle to find answers to some activities. For example, when students are asked to write a paragraph or any piece of writing and they don't grasp exactly what they are asked to do, the teacher here reacts to re –explain and clarify instructions for them.

The teacher played the role of facilitator for students as well. For instance, in some situations, students do not understand new vocabularies or rules. The teacher here used body language or even the mother tongue (even the dialect) to explain those new words and notions.

In addition, it is observed that the teacher in each session tries her best to motivate students and get them involved in the lesson. Some students react to her, but some other especially those who are seating at the back of the class do not respond at all. During the 8 sessions of observation, the teacher most of the time is encouraging students to answer and participate in the class. She promised them to add extra marks if they participate. She also used to praise them even if they made mistakes; she had never left a negative impact. She liked to say 'thank you very much, but not this', or 'thanks sweety, but I prefer you say it differently'. And for those who answer correctly, she rewarded them by praising them verbally, or by giving them sweets or chocolates.

It is noticed that the teacher's character plays an important role to build a bridge between the teacher and the learner. The observed teacher was active, dynamic cheerful and always

smiling. All the students loved her, even those who had poor marks in English, they loved her a lot.

However, it is noticed that the teacher's time talk dominated in the class; the class was a teacher-centered class more than a learner-centered one. Which do not go with the principles of CBA. The teacher presented the lecture, explained it and then asked them to practice. Much of the job was done by the teacher; this is may be because she used a new technique that students were not familiar with. So she had to explain every single detail so that they got the idea.

3.2.5. The Learners' Reactions:

This is the most important part in the observation, observing students' reactions and behavior. As seen before, the observed class is a mixed ability class. So some students are introvert, shy, anxious and demotivated while others are dynamic, extrovert and motivated students.

On one hand, It is observed that the majority of students are interested, motivated and enthusiastic in the English session, especially when their teacher used technology. The investigator asked them if they liked learning with technology and they answered: 'yes, we like it', 'we prefer this way of teaching', 'it is so exciting and interesting'. They argue that the lessons become more attractive and stimulating when the teacher used technology. Especially when they are exposed to watch or listen to native speakers talk or act; they said that it motivate them to learn English and makes things easy to memorize and remember.

On the other hand, few learners feel bored, demotivated and not interested at all in the lesson. They lack participation, involvement and their short span attention. When the researcher asked them why, they put forward a set of reasons:

- Lack of motivation: because of their low marks they got in English or they don't like to learn it (they came to class with negative learning experiences they had).
- Low coefficient of English: while other subject matters as science, physics, Arabic and history and geography got higher coefficient, teachers of English encounter with situations where English is seen as secondary and rarely used outside the classroom.
- Previous poor experiences: this is the case of repetitive who have low proficiency level in the target language.

1. The Treatment Analysis

The treatment process includes a series of lessons; the themes (titles) are taken from the first year secondary school textbook 'At the Crossroads', but the content differs from the one in the textbook. The lessons are presented in a power point presentation projected on the white board using a data show. The presentations comprise pictures, texts sounds and videos. Sometimes, students are provided with handouts to facilitate for them following the presentations.

Before explaining the procedure of the treatment, we need first to present the source which is the textbook.

4.1. The Description of "At the Crossroads" Textbook

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية



At the Crossroads

SE1

AttheCrossroads is designed for first year secondary school learners for all streams. However, the second unit entitled “once upon a time” is intended only for the literary stream. It consists of 175 pages and five units distributed on the basis of 20hours’ teaching load per unit. They are: ‘Getting through’, ‘Once upon a time’, ‘Our findings show’, ‘Eureka’, and ‘Back to nature’. Each unit turns around a different theme and in addition to four sequences and three sections. The sequences are entitled respectively: listening and speaking, reading and writing, developing skills and consolidation and extension. As for the three sections, they are as follow: stop and consider, project workshop and check your progress.

Sequence One: Listening and Speaking

This sequence aims at developing student's listening and speaking abilities. It is made up of four rubrics:

Anticipate: this rubric encompasses tasks which invite students to look at pictures, answer questions related to the topic of the unit in order to make predictions and activate background information before listening.

Listen and check: it aims at making students listen to their teacher reading a listening script to check their answers to the previous tasks whether they are right or wrong. This will improve the students' listening comprehension and their ability to recognize the sounds of English.

Say it clear: it focuses attention on intonation, stress patterns and correct spelling by exposing students to a variety of activities.

It's your turn: it includes activities that offer speaking practice that learners do in pairs, in groups or individually. The tasks in this rubric represent 'the culminating point in the building of the speaking skill'.

Sequence Two: Reading and Writing

Throughout this section, the learners share ideas by reading and writing about different issues as: communication, journalism, arts, science and pollution.

Reading and writing also comprises four rubrics:

Anticipate: learners are given hints about the general idea of the coming text and encourage them to predict what is likely to happen next.

Read and Check: it allows learners to test their hypotheses through the reading comprehension tasks. But first, it shows them how to read a text, grasp meaning, identify register and types of texts.

Discover the Language: it consists of activities in which learners practice the language structure (sentence and paragraph structure) they have come across in the text.

Write it right: as the title shows, it composes of writing tasks aim at getting the learner to produce a piece of writing using what they have discovered about the functioning of the written language in the sequence.

Sequence Three: Developing Skills

This sequence aims at further develop learners' four primary skills namely: listening, speaking, reading and writing. It proposes a variety of activities in which the learners' are faced with problem situations as telephoning, expressing agreement and disagreement, writing a letter of applicationetc.

Stop and Consider:

This section consists of grammar reviews that invite learners to look at the rules supplied in a rubric called **reminder** and apply them in the different activities provided.

Sequence Four: Consolidation and Extension

This sequence is sub-divided into two rubrics:

- **Write it out:** it proposes different types of activities which aim at making learners consolidate the four primary skills particularly in writing.
- **Work it out:** it includes activities that place the learner in problem situations related to learning English

Project Workshop:

This section assigns the learners projects in which they are expected to re-invest the functions and skills acquired throughout the unit. It also provides them with a sample project and a checklist of instructions to follow for the realization of the project.

Check Your Progress:

At the end of the unit, learners should assess what they have really learnt. This section offers a series of activities for learners in order to evaluate their achievements.

4.2. The Procedure

The procedures of our study include teaching the units of the textbook but in a different way, i.e. using a new technique of presentation which is power point presentations. As mentioned earlier, the first year secondary school course book ‘ At the Crossroads’ contains five units, but since our study is concerned with scientific stream, only four units are studied; the fifth one is for the literary stream. As shown in the files of the attachments at the end of the thesis.

Each unit has a plan before start teaching that shows how to teach, what to teach and the time allotted for that. The document below was provided by the inspector to be followed in our region.

Level: Secondary Education : Year One (SE1)

Stream: Scientific and Technological Stream

Time devoted: 3 hours

GLOBAL COMPETENCE

At the end of SE1, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 12 lines, using written or oral support

The content of the units' plans will be attached in the appendix.

Unit One: Getting Through

Unit Preview

Sequence one

- ◆ Listen to, respond to, and give instructions using sequencers.
- ◆ Express and justify a point of view.
- ◆ Express preferences and purpose.
- ◆ Make requests with appropriate intonation.
- ◆ Pronounce two-syllable words.
- ◆ Use the comparative forms of adjectives and adverbs.

Sequence two

- ◆ Read and respond to an e-mail.
- ◆ Write an e-mail.
- ◆ Describe a place and people's regular activities.
- ◆ Use the simple present tense+ frequency adverbs: rarely, seldom, etc.
- ◆ Use degree adverbs and reflexive pronouns (myself, yourself...).

Sequence three

- ◆ Read and respond to short messages.
- ◆ Write a letter of enquiry.
- ◆ Express obligation and necessity.
- ◆ Write short notes. (Invitations, apologies, etc.).

↳ stop and consider ↩

- ◆ Use the link words **to**, **in order to**, and **so as to**.
- ◆ Use articles: definite, indefinite and zero articles.
- ◆ Use **both... and ...**, **either ...or ...** and **neither ... nor....**
- ◆ Use modal **have to**, **must**, '**had to**'.
- ◆ Use reflexive pronouns.

Sequence four

- ◆ Fill in an application form and write a letter of application.
- ◆ Write curriculum vitae.

Project Workshop

- To make a job application booklet
- Or write an internet user's guide for beginners.

The unit preview works as the map and a general view of the unit that will be covered. It is just a model, but not necessary to apply it word by word. For example, the section of *stop and consider* deals with grammar rules that cannot be taught all together in one session or successively. The inspectors of English advise the teachers to divide the grammar points and rules into the lessons so as not to be overloaded if taught separately. i.e. teaching them in context. All this will be illustrated in the description of the unit.

4.2.1. Lesson Plan

Every lesson and class is different. The content depends on what the teacher wants to achieve in the lesson. However it is possible to make some generalisations. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster. Every teacher should plan for the lesson he is going to teach. Lesson plans are official documents and obligatory in the high school. "All good teachers have some type of plan when they walk into their classrooms."(Jensen, 2001:403).A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there. Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and the way to achieve it. The teacher uses these plans to know "what to teach, in what order, and for how much time [needed to be taught]." The lesson plans should contain the following:

- The title and the number of the unit
- The name of the sequence or the rubric that will be covered

- The objectives of the lessons (what learners are expected to be able to)
- The timing devoted for each activity
- The stages of the lesson
- And finally the teachers' and learners' roles

One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before.

Each session normally takes around 55 minutes, but through the use of technology the actual time used is 45 minutes. 10 minute are taken to set the data show and start projecting the presentations.

Here is a sample unit plan for unit1 Getting Through:

Steps	Teacher	Interaction	Learners	Aims
lesson Review 10 min. Sequence 1 Listening and	T asks students: do you have a computer at home? What do you use it for? Do you know the different parts of the computer? <i>Task 1</i> Look at the presentation to know the parts of the computer			▪To test the lls' knowledge in the field of science computing

speaking
Anticipate
10 min.

Task 2: Find other words related to computer and internet.

10 min.

Key to task 2:

Modem, webcam, software, scanner, e-mail, network, facebook....

15 min.

Task 3: lls are exposed to an e-mail address and asked to take turn to pronounce it

Hiba2015@yahoo.com

Now say it hiba two thousand and fifteen arrobas (at) yahoo dot com

E-mail is a message sent from one computer to another over a computer network. E means electronic. Mail means letter.

Now what about your e-mail addresses?

Listen and
check

Task 1 Students are asked to re-order the statements below to get coherent instruction for accessing e-mail.

- A. Select an ISP (Internet Service Provider) from the menu.
- B. Switch on the computer.
- C. Click on e-mail.
- D. Sign in.
- E. Click on 'read' or 'send' to check or write your messages.
- F. Enter your ID and password.
- G. Wait for the connection to your e-mail (in-box).

10min.

lIs re-order the sentences. Teacher projects the answer on the white board.

Order	1	2	3	4	5	6	7
Steps	B	A	C	F	D	G	E

5 min.

Task 2 : Listen to the following conversation then check your answers to the above task. Then rewrite the instructions using sequencers: **first, then, next, after that,** and **finally.**

In order to access to your e-mail, you need to do the following instructions. First, you switch on the computer. Then, you select an ISP from the menu. Next, you click on the e-mail icon and you enter your Id and you pass word. After that you sign in and you wait for the connection. Finally, click on read' or 'send' to check or write your messages.

Task 3 The table below compares e-mail and snail-mail (ordinary letters).

E.g., How often do you send messages?

To prepare lls to what will come next in the listening and speaking sequence.

to check that learners know how to ask for and give personal information in relation with e-mail addresses

to 'teach' learners to recognise and sequence the main ideas in spoken interaction

To

5 min.

Which way of sending messages do you think is better, electronic or ordinary mail?

develop the lls' listening skill.

10 min.

Now Filling in the table with your point of view then the speaker's view about e-mail and snail mail.

Features	Your opinion		Interviewee's opinion	
	e-mail	snail mail	e-mail	snail mail
faster	×		×	
cheaper	×		×	
more interesting		×		×
less personal		×	×	
less convenient		×		×

The dialogue:

A: Hello, I'm doing a survey on e-mail and snail mail. May I ask you a few questions, please?

B: Please do.

A: Do you send your messages by e-mail or by snail mail, I mean ordinary letters,

B: Well, I prefer sending my messages by e-mail to sending them by snail mail.

A: Why?

B: First because e-mail is cheaper and faster. In addition, ordinary letters are less convenient than e-mail.

A: Can you please explain why writing letters is less convenient?

B: You know, in order to send a letter, you need to go to the post office, buy stamps, stick them on the envelope, and so forth... I can save myself all this trouble by using e-mail.

A: what else? Yes, you sir.

B: Personally, I prefer to write ordinary letters. E-mails are less personal than letters. Anyone can read them. Besides, letters are more interesting than e-mails because we don't have to write short messages only.

A: you mean e-mail messages, don't you?

B: yes, that's right.

A: Thank you for giving me much of your time. Good bye.

To consolidate the use of sequencers.

15 min.

V+ ing
prefer
to +verb

Task 5 Write a short paragraph about your preferences using the information

in the table above.

- **I prefer e-mailing** messages **to sending** them by ordinary e-mail.
- **I prefer to send** messages by snail- mail **rather than (send)** them by e-mail.
- **I prefer** e-mail (to snail-mail). This is because.....

Possible output:

I **prefer to send** my messages by e-mail **rather than send** them by snail-mail because of many reasons. Firstly, e-mails are faster. Secondly, they are cheaper. Thirdly, they are more convenient. Finally, I favor e-mails because I like the Internet.

Say it clear
10 min.

5 min.

5 min.

Task 1: watch the following presentation that explains the difference between formal and informal requests and their forms. Then, do the practice

Now mark intonation at the end of the following requests:

15 min.

Intonation:

It is the change in the quality of voice.

The rule

Intonation in requests is always up

Students copy down the rule in their copybooks

Task 2:

Look at the words in the box below. What do you notice?

They are either nouns/verbs

How many syllables are in these words?

Two syllables

So , today's lesson is about stress in two syllable words

Now Classify these words in column A or column B according to their stress pattern.

- browser
- modem
- erase
- cursor
- pointer
- escape
- windows
- floppy
- protect
- display
- icon
- keyboard
- remove
- connect

Column A

Column B

browser

•To consolidate the use of intonation pattern in requests.

to recognise stress patterns in two syllable words.

5 min.

Key:

Column A	Column B
browser	erase
modem	escape
cursor	protect
pointer	display
windows	remove
floppy	connect
icon	
keyboard	

It's your turn

10 min.

The rule is as follows: In two-syllable words, stress usually falls on the second syllable when the word is a verb, but it is placed on the first syllable when the word is a noun.

To initiate the learners to phonetic transcription.

15 min.

The hidden message (home work)

•Decipher the message below and use the letters of the alphabet to write it.
/ jɔ: 'flɒpi dɪsk kən'teɪnz ə'vaɪrəs rɪ'mu:vɪt frəm maɪ kəm'pjʊ:tə /

Key answer:

Your floppy disk contains a virus. Remove it from my computer.

Task 1: Match clauses in column A with their clauses in column B to get coherent sentences.

To express purpose using to, in order to, so as to and their negatives.

10 min.

A	B
1. In order to start the computer.	A. you must click on the e-mail option in the menu.
2. If you want to create an e-mail account.	B. you have to switch on the central unit and the monitor.
3. To choose a site.	C. in order to open the page for personal details.
4. You need to click on the 'sign up' icon.	D. you need to go to the address

To

section.

Key to task 1:

1→B 2→A 3→D 4→C

Reminder 1

Look at the examples projected on the board; guess what do the words written in green express from the context.

They express goal/ aim/ objective / **purpose**

We use 'to', 'so as to' and 'in order to' to express purpose.

Practice:

Complete the following sentences using the above connectors or their negatives.

The teacher projects the answer on the board

Task 2 Take turns to show your partner how to create an e-mail account. Use the instructions above and the modals **must**, **need to** and **have to** to emphasize what must be done at each step of the process.

Start like this:

A: You want to create an e-mail account, don't you? It is easy. First, you need to/have to...

B: What must I do next?

Key to task2:

A: You want to create an e-mail account, don't you? It is easy. First, you need to switch on the central unit and the monitor in order to start the computer.

B: What must I do next?

A: Well the next thing to do is to go to the address section to choose a site. Is it ok?

B: yes, of course. What shall I do again?

A: now, you must click on the e-mail option in the menu so as to create an e-mail account.

A: ok. What next?

B: Finally, you have to sign in order to open the page for personal detail.

A: Oh! That's really kind of you. Thank you for your help.

Reminder 2

Model verbs

Choose the correct answer in the following sentences

What do these words express?

(Group work)

Write some rules for the class and school under three headings. You can include these subjects: punctuality, politeness, eating, studying, sport, uniform, telephone, homework, etc.

The teacher verifies students work, guides them and help them if the call him/her.

Learners read their answers to the whole class, and then the teacher projects a possible answer on the board.

encourage the learners to pay attention to the organisation of ideas in a paragraph .

To re-invest what they have learned in the previous tasks in terms of functions and related language forms in order to produce an argumentative paragraph defending a point of view about the usefulness of the internet.

10min.

10 min.

Say in writing

15 min.

10 min.

Sequence two: Reading and Writing

Anticipate

10 min.

Task :

Use the notes on the computer screen to write a short speech about the usefulness of the Internet and the hidden dangers.

Start like this:

I think that the Internet is a very useful invention. First,.....§1

The Internet can also be dangerous. First,§2

Learners read their paragraphs to the whole class.
The teachers corrects the mistakes (if any)
Then, the T projects a sample of a paragraph on the board
Learners copy down the answer

Possible answer:

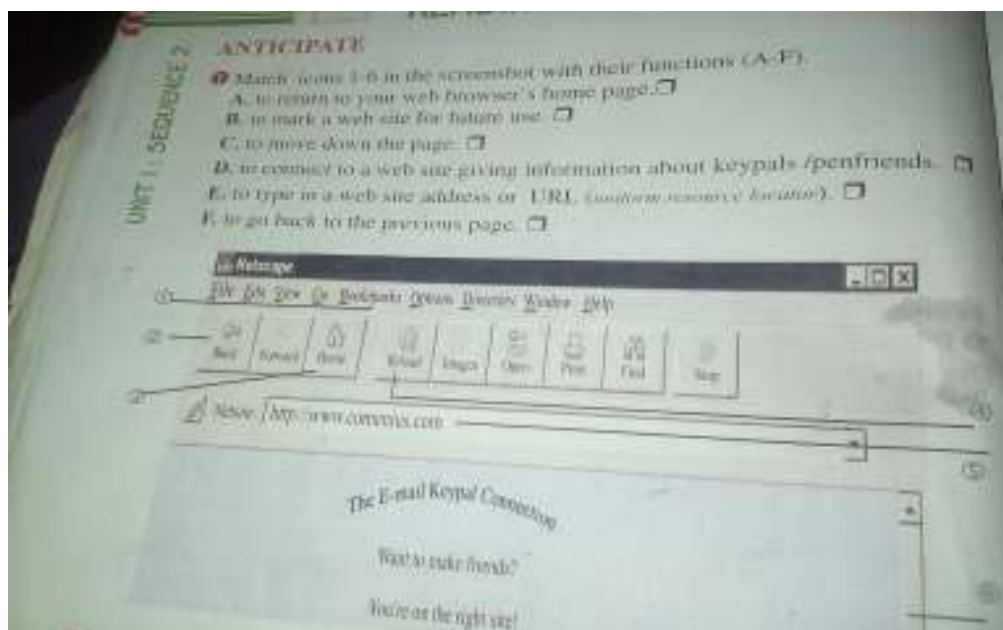
I think that the Internet is a two-edged sword (it means it is a useful invention and dangerous at the same time). It is useful because it can be used in navigation and therefore searching for information. It also enables us to correspond with key pals. Send and receive messages, listen to music, play games and so on...

On the other hand, Internet can be very dangerous because it wastes time and lot of people fail in their lives because they spend all their time on it. It also may cause sight problems and backaches.

Finally, all the users of the internet should benefit from its advantages and avoid its dangers.

1. look at the presentation and match icons 1-6 with their functions A-F in the screenshot below

5 min.



Read and check

10 min.

The answer:

a - 3 b - 1 c - 6 d - 4 e - 5 f - 2

the T provides learners with handouts that contain an e-mail

To introduce the e-mail.

10 min.

2. Look at the hand outs you have, and guess who is the sender, the recipient and the subject of this e-mail?

the sender: KIRSI
the recipient: AMEL
The subject: ASKING FOR FRIENDSHIP

Class correction (done orally)

5 min.

Task 1: read the e-mail you have to complete the table below.

Name	
Age	
Nationality	
Reason	

5 min.

10 min.

Task 2: Complete the same table with your own information

The teacher goes around and checks the students' answers and corrects them.

Task 3: answer the following questions from the e-mail.

- Who found the address for kirsi?
Herself
- Whom does she introduce?
Herself

Discovering the language

5 min.

The teacher explains what a reflexive pronoun is and gives examples, then projects a practice.

Practice: complete the sentences with the appropriate reflexive pronoun.

The learners answer and share their responses to the whole class.

10 min.

The teacher projects the answer on the board and learners copy down it on their copybooks.

to check pps' understanding

To introduce reflexive pronouns and their

10 min.

The teacher greets learners: good morning
 How are you today?
 Can u remind us what we have seen together last time?
 Learners interact and answer

20 min.

Now today we are going to study adverbs
 The T. projects the presentation on the board and explains simultaneously.
 1. First, she explains what an adverb is, then specifies adverbs of frequency.
 She presents the arrow that classifies the adverbs of frequency.

5 min.

- never	Not at any time
- occasionally	} done, happening at very few tome
- seldom	
- rarely	} from time to time, not all the time
- sometimes	
- often	many times
- usually	most of the time but not regular
- always	at all times and regular

10 min.

After that, she explains the placement of frequency adverbs:

10 min.

Note:
 -Frequency adverbs take placebetween the subject and the verb.
 -Exception: When the main verb in the sentence is “to be”, all frequency adverbs are put after the verb “to be”.
 Learners copy down the rule on their copy books

Practice: Pair work: the T asks learners to take the hand outs they have about frequency adverbs and start answering the questions

Write it out

15 min.

2. The teacher introduces the 2nd kind of adverbs which is the degree adverbs.

She provides the definition and some examples

Learners read the examples and identify the degree adverbs.
 The T projects a figure that illustrates the degradation of these adverbs and asks learners to copy it down.
 The T asks learners to guess the position of the degree adverbs from the previous example.

To make the learners familiar with the use of adverbs of frequency.

Learners infer the position and the T projects the rule for them to be jotted down.



10 min.

Use Kirsi's e-mail as a model and write a short reply following the plan below.

Plan:

30 min.

- a- Say thank you and introduce yourself briefly.
- b- Describe your regular activities using frequency adverbs.
- c- Introduce your family
- d- Describe your country briefly using degree adverbs (you can use the table below)

Questions	Answers
1. Which continent is your country?	It's situated in/ located...
2. Which countries border it?	To the east, it's bordered by...
3. What's the average temperature in summer/winter,	The average temperature in summer is and in winter is...
4. What is it famous for?	It's famous/well known...

The T & learners discuss the steps and the content of the table, and learners add other ideas.

Learners start working at class, but they will complete the work at home so that they can use dictionaries or ask for help.

After discussion and working, the T asks learners to read their work for their mates in order to benefit and correct any mistakes.

To make the learners re-invest what they have learned before to write a reply to the e-mail message that they have read in the Read and check rubric.

The teacher chooses one piece of writing and asks the learner to write it on the board for his/ her classmates. And the others copy down the answer.

Possible outcome:

Dear Kirsi

Thank you for your e-mail which I received last night. Me too, I want to know more about you and your family. But I have to introduce myself first.

My name is Amel and in Arabic it means hope. I am sixteen years old. Nearly everyone of my age goes to school. I want to be a pilot in the future so I have to study hard for many years.

Everyday, I always get up at around 6:45 to go to school which is just near my home. So I always go on foot. We have classes from 8 to 12 in the morning and from 13 to 17 in the afternoon. Every night I revise my lessons from 20.30 till 22:00. I sometimes go to the theatre because I like watching plays.

My family is a bit large, Father, mother and three brothers. Sami is 28 years old. He is a journalist. Amine is 22 years old. He is at the university. He studies Mathematics and Houssam is 11 years old. He is still at the primary school. My father is a teacher and my mother is a nurse. We live in a flat of five rooms. We like reading and listening to

Sequence 3
Developing
skills

10 min.

Task 1 Match texts 1.2.3 and 4 with messages A-D in the box below

- A. an informal invitation
- B. an informal acceptance of invitation
- C. a formal invitation
- D. an informal refusal of invitation

November 2nd, 2007

Tom and Edora Smith would like to invite you to their *HOUSE WARMING* on Saturday 12th November, from 7, 00 p.m to 9, 00 p.m.

We look forward to showing you our new house

R.S.V.P ①

May 14th, 2008

Dear Peter,

We'll celebrate Anne's success at her exam on Thursday 21st, from 6 to 9 p.m. come and share with us the celebration if you're free.

Regards,

Sam

②

To be able to identify the different types of messages.

15 min.

September 9th, 2007

Dear Mr. George,

Thank you very much for your invitation. It will be a real pleasure for me to meet you again.

I am looking forward to seeing you on Friday at 8 p.m.

Yours sincerely,

John Smithson

③

Dec. 16th, 2007

Dear Nora,

Thank you very much for your invitation. I'm afraid I can't come to the party because my father has the flu and I have to attend him.

I hope you'll have a good time anyway.

With my best wishes,

Maya

④

April 27th, 2007

Dear Mr. Johnson,

Please excuse Tim from school next week. He will have to spend one week in hospital in order to have an operation on his foot.

Yours sincerely,

Tom Jackson

⑤

June 10th, 2008

Dear sir/Madam,

I am writing to apologise for the absence of my daughter Melinda from school yesterday. She had to take care of her little sister because of her mother's unexpected absence.

Yours faithfully,

Lynn Roberts

⑥

Aug. 13th, 2008

Dear Kenneth

I am sorry I haven't written earlier. I've heard about your accident from Henry. I hope that it's not serious and that you are following the doctor's advice and staying in bed. I'm coming to see you next week.

Love

Jenny

⑦

Key to task 1:

- 1 → a formal invitation.
- 2 → an informal invitation.
- 3 → an informal acceptance of invitation.
- 4 → an informal refusal of invitation.

10 min.

Task 2 : Read text 1 on the previous page then answer these questions.

- a. What is the meaning of a **'house warming'**?
- b. What day is the house warming?
- c. What time is the house warming?
- d. 'R.S.V.P' is a French abbreviation. What is the full expression in French? Why do you think the English use it?

Key to task 2:

10 min.

- a. "House warming" is a celebration of the occupancy of a new home. "House warming" is a party given when a family moves into a house for the first time.
- b. The house warming is on Saturday.
- c. The house warming is at 7p.m.
- d. Répondre S'il Vous Plait. The English use the expression because of the Norman conquest to Britain in 1066 and because of the French influence on the English language.

Pair work: write a letter of invitation to your friend

November 1st, 2001

Dear Meriem

We're going to celebrate Israe'e birthday party on Thursday 3rd, from 20:00 to 22:00. Come and join us. We'll enjoy ourselves.

Yours,
Amel

10 min.

Task 3 : Read texts 5,6 and 7 and match them with messages A-C in the box below.

- A. a formal letter of apology
- B. a formal note to ask for leave of absence
- C. an informal note of apology

Key to task 3:

- 5 → a formal note to ask for leave of absence.

To deduce meanings of words from context and to read for specific information.

- 6 → a formal letter of apology.
- 7 → an informal note of apology.

The T gives some examples of formal and informal letters.

10 min.

	Salutation
Personal	Dear George/ My Dear George/ Dear Mr./Miss/ Mrs. Kane
Formal or routine (Business letters)	Dear Sir /Dear Sirs/ Dear Madam/ Dear Sir or Madam
Informal (Business)	Dear Mr/Miss/Mrs Kane

10 min.

Personal (Formal to informal)	Yours sincerely/ Sincerely/ Yours/ With best wishes/ All the best/ With all my love/Love
Informal (business)	Yours sincerely/ Yours truly
Formal or routine (business)	Yours faithfully,

Pair work:

Imagine you made a mistake. Write a letter of apology to whom it may concern. Use letters 5 and 6 as models.

Key

10 min.

September 22nd, 2011

Dear sir

I am writing to express my deepest apology for the unexpected absence from work without asking for permission. My child has caught flu and I had to take him to doctor and take care of him.

Yours faithfully,
Mrs. Samia Ousalah

5 min.

Stop and consider
1. Double Conjunctions

The T projects the examples on the board and asks learners to jot them down

Learners read the examples

Examples

1. He wants a computer made by **either** Dell **or** IBM.

2. **Neither** students **nor** teachers look forward to the start of the school year.

3. **Both** lunch **and** dinner will be served.

10 min.

The T discusses with learners the use of each conjunction separately. After that she projects the uses of the conjunctions in a diagram and asks learners to copy it down.

. We use **both... and ...**, **neither... nor ...** and **either...or** to talk about two things.

‘**Either ...or**’ is used to express the choice

‘ **Neither ... nor**’ is used to express negation (both things are negatives)

‘ **both ... and**’ are used when two things are similar (they have something in common)

10 min.

Practice : Join the pairs of sentences below with both...and, neither...nor..., or either... or Make the necessary changes.

1. A. Hichem is not late for class. B. Fatima is not late for class.

2. A. Farid likes learning languages. B. Foued likes learning languages.

3. A. We can leave today. B. We can leave tomorrow.

Key to the practice:

1. Neither Hichem nor Fatima are late for school.

2. Both Foued and Farid likes listening to music.

3. We can leave either today or tomorrow.

To
consolidat
e the use
of the
double
conjunctio
ns
both....an
d
,neither....
nor
either.....
.or

2.Prepositions

The T projects some pictures that illustrate prepositions.
She projects a practice about fill in the gaps with the appropriate prepositions
After discussion, learners answer the practice.

Sequence 4
Consolidation
and
extension

10 min.

write it out

10 min.

Warming up:

Ts ask the students the following question: when you finish your study in the university, and you will get your diploma what are you going to do?

PPs: I will look for a job

Ts: where do you find the jobs advertisements?

To offer the
learners a
model of
adverts

10 min.

PPs: In newspapers
 Ts: Ok, to be a teacher what are the requirements that you must have?
 PPs: you must be patient, tolerant, have a wide range of knowledge and understanding.
 T directs the PPs attention to the advert and helps them interpret the text.
 Qs: what is the text about?
 What is it?
 Where is it taken from?
 Who can be interested in reading it?

Task 1 Read the 'Help Wanted' ad below. Then pick out the characteristics potential candidates required to have.

<p>HELP WANTED</p> <p>Camp leaders for 7-10 years old during school vacation.</p> <p>The job requires tolerance, patience, open-mindedness, cheerfulness and understanding.</p> <p><u>Duties: dealing with children, organising & participating in daily activities.</u></p>	<p><u>Activities include: swimming, singing, dancing, cooking, drama, telling stories & sports.</u></p> <p>Apply to:</p> <p>Mr. Michael Armonstrong, Director, Haryton Bay Summer Camp, 2178 Mountain Street Miami, Florida 60306</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key to task 1:

- ① The applicant must deal with children.
- ② The applicant must organize and participate in daily activities such as swimming singing dancing cooking.
- ③ The applicant must be tolerant and patient.

Task 2 Read the letter of application below and decide whether the applicant has a chance or not to be hired as a camp leader.

Key :

The applicant is suitable for the job of a camp leader because she says that she often volunteers to work in infant hospital wards. She is a member of the photography and music club. She often takes care of her brothers and sisters when her parents are absents.

The T explains for learners what the different parts of an application letter are.

Learners draw the map in their copy books.

Warming up:

When you want to apply for a job, they often ask you to give them your CV i.e. curriculum vitae. It means a paper on which you write your personal information, your previous work experience and so on...

-to draw the students attention to the way of getting a job.
 -to make the students understand what do we mean by advertisement

5 min.

5 min.

10 min.

10 min.

T refers students to look at the sample of the CV projected on the board.
T explains the different steps (content) of the CV

Task 3 Fill in this résumé (curriculum vitae) with information from Joy's letter of application.

15 min.

RESUME

Name:first.....middle.....last.....

Address:

10 min.

Place of birth:

Age:

Education:

Languages:

Previous work experience:

Interests:

References:

Key to task3:

RESUME

Name: Joy J Parfit.

Address: 46 Regent Street. Madison, Wisconsin.

Place of birth: Columbus

Age: sixteen years old.

Education: Arts and philosophy at Thomas Jefferson High School.

Languages: English.

Previous work experience: infant hospital wards.

Interests: Photography and music.

References: Mr. John Clarke and Miss. Emma Smithson.

Learners copy down the resume on their copy books.

Stop and consider Articles

T asks learners to read the question, then to do the exercise below

- Fill in the blanks with an article (a, an, (Ø), or the).

1. _____ **America is _____ richest country in _____ world.**

2. _____ **Atlantic Ocean separates _____ Europe from _____**

America.

3. He's _____ architect and she is _____ lawyer .

4. We usually have _____ lunch at 1.30 pm

The answer:

1. (Ø), the , the

2. The , (Ø), (Ø)

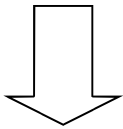
3. An , a

4. (Ø)

After that, the T provides learners with the following handouts to practice the uses and examples of prepositions.

ARTICLES

INDEFINITE ARTICLE A / AN



Read the three examples:



A pear



An orange

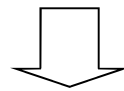


Grapes



GRAMMAR STUDY

DEFINITE ARTICLE - THE



Read the two examples:



Can you give a book?



Can you give the book?

- We use a / an for singular nouns
- We use a when the noun begins with a consonant.
- We use an when the noun begins with a vowel.

- There are three books there. A book = book one or two or three.
- The chair = there is only a book so we know which book.

1. Fill in the blanks with a , an or _

- A) _____ umbrella
- B) _____ apple
- C) _____ onion
- D) _____ books
- E) _____ eye
- F) _____ glasses
- G) _____ kiwi



HOMework

2. Fill in the blanks with the definite article (the) or indefinite article

a/an) when necessary.

- A) Mary is _____ nice girl who lives on _____ first floor.
- B) My father is looking for _____ job in neighbourhood, near our _____ house.
- C) _____ students in _____ next classroom are making _____ noise.
- D) We have _____ English lesson three times _____ week.

A) Ann is _____ clever students and she has got _____ good memory.

Unit Two: Our Findings Show

UNIT THREE (2): COMMUNICATION: THE PRESS (OUR FINDINGS SHOW...)

In this unit my pupils will learn to...

SEQUENCE ONE

- listen and respond to an interview;
- read the horoscope and report orally and in writing what the stars say;
- mark stress in compound nouns and shift stress from noun to adjective;

SEQUENCE TWO

- read and interpret a graphic display, a questionnaire, a survey...
- report questions;
- pronounce the sound /h/ in unstressed syllables;
- turn direct speech into reported speech;

SEQUENCE THREE

- conduct an interview;
- read and interpret a newspaper article;
- summarize what people say: orders, requests, greetings...

STOP and CONSIDER

- to transform direct speech into reported one;
- use reported speech with statements and questions;
- use adverbs of manner;
- form and pronounce adjectives ending in '-ful' and '-less';

SEQUENCE FOUR

- write a report;
- identify problem letters (silent letters) in words;
- pronounce final's' and 'es' in different words;

PROJECT

-pupils will conduct a survey about...

- * Newspaper reading habits;
- * Different uses of the computer;
- * TV viewing habits.

Sequence one: listening & speaking

Anticipate: students are exposed to pictures projected power point presentations about different types of media and means of communication. They are asked to guess their names.

Listen and check: students listen to an interview, then they are asked to do the listening comprehension activities.

Say it clear: students are going to study stress in compound words and stress shift from noun to adjective. The teacher projects different tasks on slides about stress rules and practices.

It's your turn: the teacher will introduce the notion of horoscope and star sign to students and asks them to interpret the horoscope orally and in writing in pairs.

Sequence Two: Reading & Writing

Anticipate: aims at allowing students to identify the various graphic displays. The teacher projects different kinds of graphs and students match them with the appropriate labels.

Read & check: the teacher provides students with an article from a newspaper or magazine, and asks students to do comprehension tasks.

Discover the language: the teacher introduces the reported speech to students; starting with examples, rules of transformation and practices.

Write it right: learners are asked to write an article about sports in Algeria.

Sequence Three: Developing Skills

The teacher presents both the interview and the questionnaire and asks students to make distinction between them.

The teacher also projects some suffixes to form nouns and adjectives (-ness, -full, -less) and practice them with students.

The teacher also projects few situations where students are asked to summarise them using different reporting verbs.

Stop & consider: learners are going to practice more sentences from direct to indirect speech and vice versa.

They will also learn adverbs of manner and practice them.

Sequence Four: Consolidation & Extension

Write it Out: students are given a short passage and asked to supply the necessary punctuation and capitalization.

The teacher asks students also to imagine a situation where they are witnesses of an accident, then to report what they saw using the hints and pictures projected on the board.

Work it out: learners are going to learn some language forms as silent letters and the pronunciation of final's'.

Project: Conducting a survey about:

- ✓ **People's newspaper reading habits;**
- ✓ **TV viewers and TV programmes;**
- ✓ **The different uses of the computer.**

Task 1:Designing the questionnaire:

- a. Decide which topic and which aspects you would like to investigate;
- b. Decide who will be your informants (age group, sex ...);
- c. Fix a reasonable number of informants (20 is a good number to aim for);

d. Write a first draft of your questionnaire.

Task 2: Conducting the interview:

- a. Prepare your interview and rehearse it with group members;
- b. Start interviewing your informants once you are ready.

Task 3: Collecting data and interpreting the results:

- a. Ask yourselves questions;
- b. Give statistics using different types of graphic display.

Task 4: Writing the report:

Your report should include:

- ✓ Introduction;
- ✓ Method;
- ✓ Results;
- ✓ Analysis of the results;
- ✓ Conclusion: Our findings show.... Therefore, we suggest/recommend...

Unit Three: Back to Nature

UNIT FIVE (5): ENVIRONMENT / POLLUTION / THE WORLD of ANIMALS (Back to Nature)

In this unit my students will learn to...

SEQUENCE ONE

- listen and respond to a radio interview;
- write an SOS about pollution;
- express feelings, opinions and suppositions;
- mark stress in words ending in [-tion] and [-ssion];
- recognise and mark intonation in complex sentences;
- use the conditional with –if.

SEQUENCE TWO

- read and respond to a newspaper article about pollution;
- deduce the meaning of words from context;
- express cause and effect;
- write an expository paragraph about pollution.

SEQUENCE THREE

- conduct a meeting;

- read and respond to an advertisement;
- write an advertisement;
- recognise and mark intonation in yes/no and wh- questions;
- write the minutes of a meeting.

STOP and CONSIDER

- use conditional types 0, 1 and 2;
- form adjectives using suffixes [-al], [-ic] [-cal]...
- use quantity words: most, all...

SEQUENCE FOUR

- read and respond to a letter of complaint;
- write a letter of complaint;
- read and respond to a memo;
- write a memo.

PROJECT

Pupils will:

- make a consumer guide;
- make posters and notices;
- develop a composition about pollution.

Sequence One: Listening and Speaking

Anticipate: students are exposed to a range of pictures that show reasons, types and sources of pollution. The aim is to activate their background knowledge about the topic and prepare them to the coming tasks.

Listen and check: students listen to a dialogue about climate changes and global warming and asked either to answer comprehension questions or fill in the table.

Say it clear: students will learn intonation in yes/no questions and stress patterns in words ending with -ssion/-tion.

It's your turn: students will practice the use of conditionals in pairs where they will exchange roles asking and answering questions about the causes and effects of pollution.

Say it in writing: students learn how to write an SOS (Save Our Soul) message.

Sequence Two: Reading & Writing

Anticipate: students are exposed to pictures and asked to interpret them.

Read and check: students read a newspaper article and asked to answer comprehension questions.

Discover the language: the teacher introduces the notion of cause/effect relationship on the boards in power point slides, and practice with students some exercises.

Write it out: students will fill in the texts with the missing words from the jumbled words projected on the board.

Sequence Three: Developing Skills

Students learn what is a meeting, how to conduct it and its components. They will learn how to complete the minutes of the meeting too.

The teacher discusses the different types of texts with learners and shows them some examples. After that, she asks them to design a green advert (eco-friendly).

Stop & Consider:

Students learn how to form adjectives out of verbs and nouns using suffixes. They learn also what quantifiers are and their uses.

Sequence Four: Consolidation and Extension

Write it out: students watch pictures about renewable energies and discuss with their teacher its usage and benefit for the environment.

Work it out: students discuss the 3Rs (Reduce, Recycle and Ruse) with their teacher and this latter provides them with some examples.

At the end, students will see how to form opposites using prefixes.

Project:

-making a consumer guide;

-making posters and notices;

-developing a composition about pollution.

Pollution is the actual problem that is threatening all forms of life on earth. It has many different types. Choose one form of pollution, and write a composition about it. Follow the plan that follows:

§1: introduction (definition, kinds of pollution, ...)

§2: Causes of the form of pollution chosen.

§3: Consequences of the kind of pollution chosen.

§4: Some suggested solutions.

Unit Four: Eureka

UNIT FOUR (4): INNOVATION & TECHNOLOGY (EUREKA!)

In this unit, students will learn to :

SEQUENCE ONE

- Listen and respond to a presentation about an invention.
- Mark intonation in indirect questions.
- Mark stress in names of sciences and adjectives derived from them.
- Speak about inventions, discoveries and developments in technology.
- Write a short paragraph about an invention.

SEQUENCETWO

- Read and respond to a text about the development of telecommunications.
- Express concession using however, although, etc.
- Write a paragraph out of a flow chart.

SEQUENCE THREE

- Listen and respond orally to the presentation of a product.
- Read and respond in writing to the presentation of a product.
- Read a newspaper article from an opinion page.
- Write a paragraph giving your opinion about technology.

STOP AND CONSIDER

- Use definite and indefinite articles.
- Express result using so + adjective + that.
- Describe an object: shape, colour, ect..
- Use the future perfect to predict completed actions in the future.

SEQUENCEFOUR

- Write a paragraph out of a flow chart about an invention.
- Write an inventor's biography.
- Identify problems related to video-games.
- Identify problems sounds : /n / and /n/.

PROJECT workshop

To make an invention profile on :

- A household appliance.
- A means of transportation.
- An electronic device.
- Telecommunications .
- Or any other invention.

To write a biography of different inventors.

Sequence One : Listening & Speaking

Anticipate: students watch a presentation about how people used to wash their clothes in the past and now.

Listen & check: the teacher reads a presentation about the washing machine for students and asks them to complete the table with specific information.

Say it clear: students will learn intonation in wh-question, then study stress on words ending with -y and -al.

It's your turn: the teacher projects a presentation about some famous inventors and their discoveries and asks students to match each inventor with his discovery.

Write it right: students will write a short biography of one of the previous inventors using the information seen before.

Sequence Two: Reading & Writing

Anticipate: the teacher provides students with a presentation about the development of means of transportation and asks them to do the tasks.

Read & check: students are asked to read the text and answer the comprehension questions.

Discover the language: the teacher discusses with her students what concession is and how to express it. She projects some examples to illustrate, then asks them to practice.

Write it right: students are asked to write a short presentation of the one of the projected devices on the board.

Sequence Three: Developing Skills

Students will learn how to describe an invention using its advantages and drawbacks.

They will also study how to talk about the color and the shapes of things.

The teachers presents and revises the relative pronoun 'whom' with her students and practice with them some sentences.

Finally the teacher introduces the link word 'so...that' and asks students to practice its uses.

Sequence Four: Consolidation & Extension

Students learn how to express an opinion and report facts.

Project WORKSHOP

Making an invention profile.

The project is already explained and given to PP during the different sequences of the unit.

Steps: - students are divided into groups of 5 or 6 . (they can work individually)

- Each student is given a task.

- students draw an outline including:

1- Selecting an invention.

2- Writing a presentation of the different models of the invention.

3- Writing the biographies of the different inventors.

- The group leader gathers the rough copies.

- Students correct for each others.
 - Group leader types and prints the project in the form of scrapbook or a wall sheet.
 - Students include pictures of the different forms of the invention and of the inventors.
 - Students act out their projects in class in order to give them a performative dimension.
-

All this is just an over view of the content of each unit. The detailed lesson plans and documents will be attached the thesis in the CD.

4.2.2. The Results of the Pre-test, Post-test and the Three term Exams

As discussed in the previous section, the sample of the study consists of thirty five first year scientific stream students at Oued Taga secondary school. The students are selected randomly from the whole population. They are 17 females and 18 males; they are aged between 15-17 years old. They are from different social classes and share different backgrounds. That's why the researcher opts for the quasi experiment design, since experimentation cannot control the entire extra variables that may affect our study.

The study uses the pre-test and post-test as means of gathering quantitative data. The students' scores in the pre-test are as follow:

Students' Names	Scores
1. M. Nihel	16
2. F. Zina	11
3. H. Riad	5
4. B. Abed samia	10
5. Y. Amina	10
6. M. Rayen	12
7. A. Soufiane	12
8. M. Abed Alhak	12
9. B. Chaima	4
10. B. Rayen	16
11. A. Zakaria	6
12. T. Souhil	12
13. Kh. Zoubir	9
14. Z. Bouthaina	7
15. B. Aya	14
16. B. Younes	6
17. M. Fatima Zohra	10
18. B . Okba	4
19. Kh. Aymen	8
20. L. Abed razak	4
21. T. Rabia	18
22. H. Chaima	11
23. T. Aymen	5
24. B Kawther	8

25. M. Sara	10
26. M. Tinhinane	13
27. M. Nabil	12
28. B .Soundous	10
29. B. Ikaram	8
30. M. Aymen	9
31. B. Hana	5
32. B. Hamza	8
33. Z. Khaled	5
34. B. Hani	4
35. S. Salima	11

Table 5.39. The Pre-test Scores.

Students' Names	Scores
1. M. Nihel	18
2. F. Zina	13
3. H. Riad	15
4. B. Abed samia	11
5. Y. Amina	12
6. M. Rayen	13
7. A. Soufiane	13
8. M. Abed Alhak	15
9. B. Chaima	14
10. B. Rayen	18

11. A. Zakaria	13
12. T. Souhil	12
13. Kh. Zoubir	13
14. Z. Bouthaina	11
15. B. Aya	11
16. B. Younes	10
17. M. Fatima Zohra	17
18. B . Okba	11
19. Kh. Aymen	16
20. L. Abed razak	11
21. T. Rabia	12
22. H. Chaima	9
23. T. Aymen	13
24. B Kawther	10
25. M. Sara	14
26. M. Tinhinane	14
27. M. Nabil	11
28. B .Soundous	12
29. B. Ikaram	15
30. M. Aymen	16
31. B. Hana	11
32. B. Hamza	12
33. Z. Khaled	12
34. B. Hani	14
35. S. Salima	17

Table 5.40. The Post-test.

As the tables illustrate, students' scores are between 4 and 18. The main interest of study is to make average students improve their level and thus their marks. As a result, we have chosen to analyse those students whose marks are between 4 and 12 and check their progress throughout the whole academic. This is done by means of their scores in the three official exams. After the selection we have got 30 subjects under study, as the table below shows:

Students' Name	Pre-test Scores	Post-test Scores
1. F. Zina	11	15
2. H. Riad	5	11
3. B. Abed samia	10	14
4. Y. Amina	12	14
5. M. Rayen	12	15
6. A. Soufiane	4	10
7. M. Abed Alhak	12	15
8. B. Chaima	4	10
9. A. Zakaria	12	14
10. T. Souhil	6	12
11. Kh. Zoubir	4	11
12. Z. Bouthaina	9	13
13. B. Younes	7	11
14. M. Fatima Zohra	4	10
15. B . Okba	6	11
16. Kh. Aymen	10	16
17. L. Abed razak	8	11
18. H. Chaima	11	14
19. T. Aymen	5	9

20. B Kawther	8	13
21. M. Sara	10	13
22. M. Nabil	9	14
23. B .Soundous	8	11
24. B. Ikaram	5	12
25. M. Aymen	12	15
26. B. Hana	10	16
27. B. Hamza	8	11
28. Z. Khaled	5	12
29. B. Hani	4	12
30. S. Salima	11	14

Table 5.41. Students' Scores after Selection

After the selection is made, we have compared the pre-test results with students' marks in the first term examination as the table below explains:

Students' Name	Pre-test Scores	1st term scores
1. F. Zina	11	11
2. H. Riad	5	7
3. B. Abed samia	10	10
4. Y. Amina	12	12
5. M. Rayen	12	13
6. A. Soufiane	4	6
7. M. Abed Alhak	12	12
8. B. Chaima	4	7
9. A. Zakaria	12	11
10. T. Souhil	6	7

11. Kh. Zoubir	4	5
12. Z. Bouthaina	9	11
13. B. Younes	7	8
14. M. Fatima Zohra	4	4
15. B . Okba	6	7
16. Kh. Aymen	10	11
17. L. Abed razak	8	9
18. H. Chaima	11	11
19. T. Aymen	5	6
20. B Kawther	8	10
21. M. Sara	10	10
22. M. Nabil	9	11
23. B .Soundous	8	9
24. B. Ikaram	5	6
25. M. Aymen	12	12
26. B. Hana	10	10
27. B. Hamza	8	9
28. Z. Khaled	5	7
29. B. Hani	4	4
30. S. Salima	11	11

Table 5.42. Students' Pre-test Scores VS First Term Exam Scores.

As the above table indicates, there is a little improvement in students' score after exposure to a short period of treatment; the first term examinations are held at the end of November and the treatment starts at mid September. It is about one month that is why we do not notice a big difference in results.

The first term exam marks are compared also to the second term exam scores and here are the results:

Subjects	1 st term exam scores	2 nd term exam scores
1	11	13
2	7	8
3	10	10
4	12	13
5	13	14
6	6	8
7	12	13
8	7	8
9	11	12
10	7	9
11	5	6
12	11	12
13	8	9
14	4	7
15	7	10
16	11	13
17	9	11
18	11	12
19	6	9
20	10	11
21	10	10
22	11	12
23	9	10
24	6	8
25	12	14
26	10	13
27	9	10
28	7	9
29	4	5
30	11	13

Table 5.43. Students' First Exam Scores VS Second Exam Scores

As the results demonstrate, there is indeed a remarkable advance in students' marks in the second term exam comparing with those of the first exam. The reason is that students have passed the second term examination at the end of February so they were studying with the new technique for three months. These results reflect students' influence and benefit from learning via power point presentations.

The same thing is done for the third (last) exam. To check the effectiveness of our treatment we have compared students' second exam scores with those of the last exam and the results are as follow:

Subjects	2 nd term exam scores	3 rd term exam scores
1	13	15
2	8	10
3	10	14
4	13	13
5	14	15
6	8	10
7	13	13
8	8	9
9	12	14
10	9	11
11	6	10
12	12	13
13	9	10
14	7	10
15	10	10
16	13	15
17	11	11
18	12	14
19	9	9
20	11	13
21	10	13
22	12	13
23	10	11
24	8	11
25	14	15
26	13	15
27	10	11
28	9	10
29	5	11
30	13	14

Table 5.44. Students' Second Exam Scores VS Third Exam Scores.

As clarified in the previous table, again there is an improvement in students' third exam scores in comparison to those of the second exam. The final exam is taken in mid May so the

students benefit from about 2 other months of contact with the new technology (power point presentations). As a consequence, more progress of students' level and scores.

For more valuable results, we have used the paired T test to compare the results of each period of time. The facilitate the work, the researcher uses the SPSS programe Version 24 to calculate the means and the T of the pre-test, post-test, the 1st exam, 2nd exam and the 3rd exam scores. The following table will explain more:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Exam 1	8.90	30	2.551	.466
	Pre-test	8.07	30	2.935	.536

Table 5.45. Paired Samples1.

		Paired Differences				T	Df	Sig. (1-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Exam 1 – Pre-test	.833	.913	.167	.492	1.174	5.000	29	.000

Table 5.46. Paired Sample T test 1.

As the first two tables show, we have compared the results of the pre-test with those of the first exam, and then we have calculated the means and the t –test. As we can see, ($X_0 = 8.07$, and $X_1 = 8.90$), the mean for the pre-test is almost the same as the mean for the first exam and the $t_{(29)} = 5.000$ at 0.05 level of significance.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Exam 2	10.40	30	2.415	.441
	Exam 1	8.90	30	2.551	.466

Table

e 5.47. Paired Samples2.

		Paired Differences					T	Df	Sig. (1-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 2	Exam 2 – Exam1	1.500	.820	.150	1.194	1.806	10.019	29	.000

Table 5.48. Paired Sample T test 2.

As the above tables explain, there is indeed a significant difference in students' means of the first and second exams: ($X_1 = 8.90$ and $\bar{X}_2 = 10.40$) and the $t_{(29)} = 10.019$. These results realize our anticipations about our research hypothesis that there is in fact a significant difference between teaching our students using innovative methods and using the common (old) way.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 3	Exam 3	12.10	30	2.023	.369
	Exam 2	10.40	30	2.415	.441

Tab

Table 5.49. Paired Samples 3.

		Paired Differences					T	Df	Sig. (1-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 3	Exam 3 – Exam2	1.700	1.368	.250	1.189	2.211	6.805	29	.000

Table 5.50. Paired Sample T test 3.

Again, the results gathered from the second and third exams confirm the effectiveness of the treatment given to students. As presented in the tables above, the means from second and third exams are: ($X_2 = 10.40$, $\bar{X}_3 = 12.10$ and $t_{(29)} = 6.80$). There is definitely a significant difference between the scores.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 4	Post-test	12.63	30	1.956	.357
	Pre-test	8.07	30	2.935	.536

Table 5.51. Paired Samples 4.

		Paired Differences					T	Df	Sig. (1-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 4	Post-test /pre-test	4.567	1.675	.306	3.941	5.192	14.933	29	.000

Table 5.52. Paired Sample T test 4.

As shown in the above tables, when comparing the results of the pre-test and the post-test we can see that there is indeed a considerable difference between them: ($X_0 = 8.07$ and $X_4 = 12.63$). This reflects the progress in students' level and improvement in their scores. Thus, the required value of t at 0.02 level of significance, and for 29 degrees of freedom, $t = 2.462$. As the obtained t (in the pre and post test) is 14.93, the level of means in the pre-test, the students got 8.07, and in the post-test they got 12.63, the difference is indeed significant.

We can say the results are globally significant, in other words, the results of our study are in the direction of our hypotheses. Another thing worth mentioning here is that the sample is taken from Oued Taga secondary school and the results of this study can be generalized only for this school.

Conclusion

This chapter exposed the practical phase of the research work. It endeavors to answer the research question applying different research methodologies. The obtained results from the various research gathering tools confirm our research hypotheses that there is a difference between teaching first year secondary school scientific stream students with power point presentations and with using the traditional way of teaching. The findings demonstrate the effectiveness of the educational technologies to motivate students to learn English.

The teachers' questionnaire has helped us to identify the different teaching strategies and techniques used by teachers from different regions that all aimed at motivating students to learn English and improve their level.

The students' questionnaire as well has revealed some insights about students' needs and preferences in addition to what motivates them and the difficulties they face. It also has confirmed students' liking and benefit from using power point presentations in teaching.

The findings gathered from the classroom observation had proved that both teachers and students appear to support and use the audio visual aids as an attractive didactic tool to motivate and raise students' interest to learn English.

Hence, since teachers' role is very important in the teaching/ learning process, they should bear a great responsibility to build up lessons that are based on technology implementation to facilitate transmitting information to learners.

Both students and teachers should learn how to employ technologies in the classroom for a global benefit. However, they should not neglect the traditional way of teaching and learning which is proved to be very efficient too. This chapter paves the way to the concluding remarks, and subsequently to the practical recommendations and pedagogical implications about the use of technology in education for both students and teachers.