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University of Djillali Liabes - Sidi Bel Abbès
Faculty of Letters, Languages, and Arts.
Department of English



**Improving Middle School Teachers of English Proficiency
Using Information and Communication Technology (ICT).**

The Case of Fourth Year Ben Badis Middle School Pupils, Chlef.

**Thesis Submitted to the Department of English in Fulfilment of the Degree of
Doctorate in Sciences: Didactics of English as a Foreign Language.**

Presented by:

Mr. El-hadj BOUROUINA

Supervised by:

Prof. Hind Amel MOSTARI


Jury Members

Prof. Mohamed Melouk	(President)	UDL of Sidi Bel Abbès
Prof. Hind Amel Mostari	(Supervisor)	UDL of Sidi Bel Abbès
Dr. Nabil Aziz Hamadi	(Internal Examiner)	UDL of Sidi Bel Abbès
Prof. Habib Yahyaoui	(External Examiner)	University of Mascara
Dr. Amar Benabed	(External Examiner)	University of Tiaret
Dr. Fatema Zohra Imane Omari	(External Examiner)	University of Tlemcen

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Declaration

This work is original and has not been previously submitted in support of a Degree, qualification or other course.

Signed.....

Date: January 9 th, 2022.

Dedication

-I dedicate this work to my family and friends who believed in me and kept supporting me.

-Je dédie ce travail à ma famille et mes amis qui ont cru en moi et m'ont soutenu

-اهدي هذا العمل لعائلتي واصدقائي الذين امنوا بي واستمروا في دعمي

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Abstract

The notion of being proficient in EFL teaching has as fundamental pillars some basic teaching skills and language proficiency. As teaching evolves over time and so do some teaching situations, the need for a new teaching approach is a must. Therefore, the present study sets out to scrutinize the extent to which the incorporation of Information and Communication Technology (ICT) in the EFL teaching would enhance the EFL teachers' proficiency at Ben Badis middle school in Chlef. To reach out this aim, the current research implies the need of a descriptive mixed method approach. Thus, this investigation is carried out by means of a classroom observation, teachers' document analysis, and electronic survey handed out to 60 EFL middle school teachers and four EFL inspectors from Chlef. The findings reveal that although middle school EFL teachers in Chlef do not very often use ICT in their language classrooms, they were found in the classroom observation sessions mastering the use of some e-devices effectively. After comparing the classroom observation findings with those reported on the EFL teachers' electronic survey, the attained results have stressed the importance of using ICT not only to improve the quality of teaching, but also to raise the EFL teacher proficiency as well. The study ends with some recommendations and pedagogical implications that attempt to help EFL teacher modernize his/her teaching. The latter entails awareness of some aspects such as self-efficacy, beliefs and attitudes as well as, it provides suggestions for applying feedback from different teaching situations in order to improve the EFL teacher proficiency. All in all, the expertise of some pedagogical and methodological skills solely does not assist the unfolding of the teaching/learning process. Hence, the need for some modern teaching e-devices to update those skills, and consequently better the EFL teacher proficiency, is one of the 21st century target educational tasks.

Key words: EFL learner, ICT, Language teaching, Middle school, Proficiency, Self-efficacy.

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List of Abbreviations

- APS:** administrative process at schools
- CBA:** Competency Based Approach
- CLT:** Communicative Language Teaching
- CBA:** Content-Based Approach
- CD-ROM:** Compact Disc Read Only Memory.
- DA:** Digital Age
- DW:** Digital World
- EFL:** English Foreign Language
- ELT:** English Language Teaching
- ESL:** English as a Second Language
- GA:** General Administration
- LCA:** Learner Cantered Approach
- ICTBA:** Information and Communication Technology Based Approach
- LS:** Library System
- MSCs:** Middle School Classes
- MSTs:** Middle School Teachers
- MS4:** Middle School Four
- PET:** Pupil Evaluation of Teacher
- PD:** Proficient development
- PPPs:** PowerPoint Presentations
- PRM:** Personnel Records Maintenance
- SET:** Student Evaluation of Teaching)
- TE:** Teaching Education
- TELL:** Technology Enhanced Language Learning
- TPCK:** Technological Pedagogical and Content Knowledge
- TQ:** Teacher Quality

General Introduction

General introduction

Proficiency in English language teaching requires from the language teacher some teaching skills and language proficiency as basic skills in the field of education. However, being proficient in teaching does not require only some teaching skills, and being proficient enough in language mastery, but also some measures related to the context where the language is taught. In other words, teaching proficiency is not only skill-based teaching, but rather context-based teaching. The 21st century has revolutionised the field of education under the umbrella of globalisation. Today, the language classroom knows the use of some digital tools as modern aids to improve the teaching/learning process and emphasize the teacher's role in the era of digital learning environment.

In contexts where English is taught as a foreign language such as in Algeria, understanding approaches and procedures in order to integrate technology successfully in the language classroom requires skills while being a proficient teacher in language teaching entails the necessity of using digital tools in order to face new challenges in today's digital connectivity. Nowadays, a teacher has more chances to present a lesson using technology than ever before. Pupils are in constant interaction with technology in their personal lives, and it is important for EFL teachers to reflect this reality on their language proficiency development.

Technology has an important role in promoting activities for learners and has a significant effect on the teaching methods of the teachers. If EFL teachers do not use technologies in their teaching, they will not be able to keep up with them. Thus, it is very important for teachers to have a full knowledge of ICTs in teaching language skills. The use of technology has remarkably changed English teaching methods. In fact it provides so many alternatives as making teaching interesting and more productive in terms of advancement. It has also brought some changes to the language teacher's roles. Such changes are the building blocks of today's language teacher proficiency.

Previously, EFL teachers stand in front of learners and present lesson, explain and instruct through using blackboard or whiteboard. Using technology can create a teaching atmosphere in which the teacher proficiency can be deduced from the different positive changes that shape the lesson procedure, and may help the language teachers to develop their higher order teaching skills. It can be concluded that the true combination of

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multimedia and teaching methodology is very important in order to attract the learners' attention towards

English language learning. Hennessy (2005) states the use of ICT acts as a catalyst in motivating teachers and learners to work in new ways. For teachers, the use of technology is regarded a professional resource, a model of delivery, while for students; it offers more opportunities to communicate. Therefore, Teacher proficiency development should be specifically considered in order to change the attitudes of teachers unfamiliar with the advantages that technology provides. Meanwhile, they should seek the guidance from their colleagues who can help them teach better through technology use.

Often, the Algerian Middle School EFL teacher used to struggle in order to improve his/her teaching skills in informal situations, and with beginners whose linguistic competence is restricted, compared with modern situations of teaching. Technology has completely changed the atmosphere of those traditional situations by offering opportunities to change. When it is used appropriately, can provide comprehensible input and output, help learning and teaching become more student-centered.

Based on the implementation of Learner-Centered Approach, (here after LCA) as a new approach of language teaching, classroom observation was found as authentic tool to decide on the teacher proficiency. A situation in which the language teacher can be judged in terms of some teaching skills and the ability to use modern technology in an effective way. Such conditions are in the mind of some scientists considered as norms of evaluating the language teacher proficiency. Moreover, they are considered as one of today's contemporary problem in that how to improve the former on behalf of the latter. The teaching process involving the use of technology differs from the traditional way of teaching: one can use different tools, different types of resources at different time whereas the traditional teaching methods integrate limited tools from a given resource at almost the same time.

Additionally, the EFL teacher's documents serve efficiently to underline the different stages that help teacher reach the stage of being proficient. An effective lesson presentation depends on an effective lesson plan. Little is known about the effectiveness of teacher's documents that integrate language teaching into the language practice. Yet, their effectiveness does not depend on the teacher proficiency development alone, but also on

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the development of the educational system as a whole. To successfully support proficiency development, teachers need to possess specific kinds of knowledge and command specific skills (Bunch, 2013; Fillmore & Snow, 2000). However, most teachers are not ill-equipped to address teacher language proficiency (Bunch, 2013). The Algerian middle schools infrastructure does not respond to the modern equipment of a language classroom. Yet, Ben Badis middle school in Chlef does not make the exception. Poor language classroom equipment has always been a barrier to see real teaching proficiency development.

The current investigation intent is three-fold. First it aims at examining the use of ICT by EFL teacher at Ben Badis middle school in Chlef to update one's teaching. Secondly, the study focuses on exploring the rationalisation of using ICT before and while lesson presentation. The use of ICT before lesson presentation entails lesson plan under the use of some related e-devices in order to frame the lesson procedure, lesson objectives, classroom management and the necessary digital tools. Dealing with ICT while presenting a lesson entails how the EFL teacher manages to put into effect his/her lesson plan.

Finally, this investigation tends to reveal how reflective teaching can enhance teacher proficiency development on the one hand and how the use of technology can assure variable feedback to remedy every single weak teaching point on the other. Reflective teaching plays a big role in stimulating critical thinking. One of the main reasons for the interest in it is the ability of individuals to reflect on their experiences, which is a fundamental skill necessary for improving one's proficiency and decision making (Bell et al., 2011). Virtually, practitioners begin reflection when there is a problem that cannot be resolved or when they wish to reconsider an educational situation or a conclusion they have previously reached.

Yet, it is evident that even when always using sophisticated material and doing the necessary job before and after the lesson is done, still remains a crucial task to be done so that we can decide on a positive lesson interpretation. We came to an end with an idea that in the absence of one of those two paradigms (using technology to prepare and present a lesson, and reflecting on one's teaching), teacher proficiency remains questionable in this digital world.

General introduction

The study seeks particularly to examine the usage of the modern technology by middle school teachers in the Algerian middle schools in the process of improving one's proficiency. For that purpose the following questions need to be asked.

Question One:

-What is the nature of the current teaching proficiency development of the EFL teachers at Ben Badis middle school, Chlef?

Question Two:

-How do EFL teachers at Ben Badis middle school perceive proficiency in language teaching?

Question Three:

-To what extent do EFL teachers use technology to enhance one's teaching proficiency there?

Question Four:

-What are the consequences of using technology to achieve proficiency in language teaching?

On the ground of the above-cited questions, the following hypotheses are formulated:

Hypothesis One:

-If the current EFL teacher proficiency development at Ben Badis School in Chlef is founded only on some teaching skills and language proficiency, this wouldn't suffice the modern EFL teacher proficiency development.

Hypothesis Two:

-Since language teaching proficiency evolves over time, the need for a vision of a future teaching proficiency development is a must.

Hypothesis Three:

-To update one's method of teaching and modernize the level of teaching proficiency development, EFL teachers at Ben Badis middle school are concerned with the use of a multimedia Approach.

Hypothesis Four:

- Excessive use of technology to improve one's teaching proficiency might deprive the EFL teacher from his/her identity as a language teacher.

Thus, our aim in this study is to examine how technology assists the foreign language teacher to improve his/her teaching proficiency and also determine whether features of

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effective teacher proficiency development lies at the heart of using technology only, or there must be additional feature(s) to judge an effective use of such.

The present thesis is made up of an abstract, general introduction, general conclusion, six chapters, a bibliography and nine appendices. The chapters are divided into two main parts; the theoretical one which includes the three first chapters and the practical part consisting of the fourth, fifth and sixth chapters. Chapter one provides the review of the related literature of the study and also deals with the general theoretical issues about the notion of EFL teacher proficiency development in the traditional language classroom. It tends to shed light on some efficient pedagogic and methodological tasks done before and while the lesson develops by the EFL teacher in the language classroom. Part of those done before the lesson is lesson plan, and the necessary aids (traditional aids) used in demonstrating the lesson.

We acknowledge here the use of some traditional aids such as pictures, real situations and some objects. However, for those implemented inside the language classroom we can consider tasks like teacher's roles, teacher's strategies and classroom management. Chapter two discusses the implementation of multimedia technology in language teaching. Our intent behind doing so is to shed light on the language teacher proficiency development in the digital era, and then consider the types of digital challenges and consequences resulted from the teaching process. Chapter three sheds light on a design of an MS4 English course using ICT at Ben Badis middle school, Chlef. The latter has been suggested by the author in order to examine the current teaching situation in the middle schools of Chlef.

We believe that the EFL teacher language proficiency development requires more than some teaching skills and language proficiency. Yet, using some authentic tools remains crucial for fusing those teaching skills with language proficiency. Such factor did not use to have a great importance in the early teaching methods because they did not prove to bring clear demonstration in the language classroom.

Chapter four is concerned with the methodological framework. It covers the different research tools and the rational choice for using them. It tends to highlight some of the methodological considerations about the present study and tries to present the different steps this research has undergone to investigate the effect of using technology to enhance the EFL teacher proficiency development. This part also describes the study of the

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population and sample which include teachers from different middle schools in Chlef, and, tackles the various instruments used for data collection and highlights the data analysis.

The last two chapters (five and six) are dedicated to the discussion and interpretation of our findings. Chapter six also includes on its own pace some implications and recommendations to enlighten some darkened areas in the field of education. Some suggestions for further researches are also addressed in this study accordingly.

On the basis of the obtained data through different observations from the experimental class of teachers' performance via technological tools such as PowerPoint program smart phone and their electronic survey as well as the teacher's document analysis, important findings were gained to decide on an effective teacher proficiency development and also suggest a feedback for each teaching area of inquiry. From the experimental class, the classroom observations, have served as a very interesting research tool with regard to the other research tools. The latter helped us clear up the darkened areas where teachers find it challenging in using digital tools in the language classroom. Furthermore, it has worked as a genuine tool to verify the teachers' electronic survey responses. Hence, the current investigation and under the use of the three research tools (teachers' electronic survey, teacher's document analysis and classroom observation), the case study method on the other hand have helped us recording a very important picture about the target population.

In sum, the research tools together and the case study, in particular helped us during our journey of investigation gain insights about EFL teachers at Ben Badis middle school in Chlef, in using digital tools to perform tasks in the language classroom, and also how modern technology affects the over all of their outputs. More importantly, the dramatic impact left behind on their teaching proficiency development. The thesis ends with a general conclusion which synthesises the various procedures being opted for during the conduction of this research, tackles some pedagogical implications, and further research suggestions. In addition to the general conclusion, a list of references and appendices are provided. At last, it is worth mentioning that the whole work is written following the APA style 6th edition.

Chapter one

Chapter One: The Notion of the EFL Teacher Proficiency Development

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Chapter One: The Notion of the EFL Teacher Proficiency Development

1.1. Introduction

This chapter highlights the main components of EFL teacher proficiency. The latter concerns the subject knowledge which is the basis of a teacher professional experience, and an essential component of effective teaching (Pachler 2007:10). It is only when EFL teachers have an extensive knowledge of subject matter that they are able to represent and formulate their knowledge so that it can be easily understood by learners (McNamara 1991:121).

For the EFL teacher in general, subject knowledge has a number of components, either novice or experienced. These include knowledge of Second Language acquisition theory, pedagogical knowledge, curricular and syllabus knowledge, cultural knowledge, as well as teachers' proficiency in the target language and an awareness of the structure and features of the target language, (Pachelor, 2007). Pedagogical tasks on the other side remain crucial endeavors to the language teacher proficiency.

Yet, the EFL teacher typically focuses on developing teacher's knowledge and skills in how and what to teach, as well as fostering an understanding of the theories that inform practice. In most schools, teachers care only about language awareness and very few about language proficiency while the latter is the outcome of the former.

1.2. The Notion of Proficiency in Language Teaching

Proficiency in language teaching is generally seen as an alternative to more traditional educational roles in which teachers may/may not acquire proficiency in a given role or academic subject. The primary role of a teacher proficiency in the mind of any human being is to lead his/her pupils from the darkness of ignorance to the light of knowledge. Moreover, teacher's role is first reflected in society, since s/he is the first element in setting the norms that define the future of that society. Consequently, the notion of proficiency in teaching takes as a starting point his/her position in society, and the level of influence on preparing that society for the future.

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The second importance of competent teachers to the nation's school

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system can in no way be overemphasized. Teacher's proficiency is a key component that would enable and empower him/her to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education Teacher's proficiency means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

1.2.1. The EFL Teacher's Role in Education

The role of the teachers in controlling the rhythm of change and development of a given nation cannot be overestimated. Considering the vital role of teacher in the society, it can be asserted that, for the welfare of the youth and society, there is need for teaching to be established, improved and upheld by society as a full profession. The Algerian education authorities; therefore, have an obligation to seek and provide opportunities for teachers to grow professionally. According to Stone and Schneider (1971) Orology (1998), "a teacher must be the best educated". This includes his/her academic qualification and character. It must not be forgotten where the ultimate power to change is and always has been in the hands, and hearts of the educators who work in our schools.

True reform must go where the action is, i.e. in the classroom. The rise of asking questions about how to improve the profession of language teaching should be the concern of every single responsible in the field of education. What makes teachers successful at improving instructional practices? What kind of thinking and decision making underlie their practice? Engaging teachers in the process of rising question and answering questions about how to improve the practices of teaching is essential. The teachers presently teaching in the Algerian middle and secondary schools face a challenge in keeping barest of development in teaching and being able to ascertain their potential contributions for the improvement of instrument at the classroom level. These teachers face the challenge of dealing with today's youth who become more curious, more sophisticated and more demanding in their approach to learning, thereby complicating the teaching function.

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1.2.2. Knowledge and /or Ability that Determines Language Teaching Proficiency

To be an effective teacher requires different adjectives to describe what a teacher must be like, but in all cases there are different points of view that must be respected. The following description summarizes what indeed a good teacher should be like.

Good teaching isn't about technique. When students around the world are asked to describe their good teachers. Some of them describe people who lecture all the time, some of them describe people who do little other than facilitate group process, and others describe everything in between. But all of them describe people who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied (Palmer, 21).

Although effective teachers in general may have some characteristics, there are certain qualities that differ among them depending on the subject matter they teach. Some researchers believe that it is the nature of the subject matter that makes EFL teachers different from teachers of other fields (Hammadou & Bernhar, 1987). Some others even go further, and claim that diverse subject matters are not the only distinction between teachers of various subjects (Borg, 2006). Rather a teacher's beliefs, perceptions and assumptions about teaching and teacher efficacy affect the way s/he understands and organizes instruction (Chacón, 2005).

It is also important to study the perceptions of learners about learning and teaching, a feature which remains as serious obstacle in front of many pupils in a nonnative context where the target language is learnt. Sometimes this target language is confronted with the learners' traditions and beliefs. Their beliefs about language learning seem to have obvious relevance to understanding their expectations of the course, their commitment to the class as well as providing them with the opportunity to be successful and satisfied with their language learning program (Horwitz, 1988). Moreover, investigation of the student beliefs about different behaviors in the language classroom is useful in informing teachers about different types of learners that need to be catered for (Cotterall, 1999). In all cases, in the mind of most of the students, whether good or bad. Clever or stupid, an effective teacher should have the following characteristics:

1.2.2.1. Teacher Quality

Teacher Quality (henceforth TQ) is a common concern in daily life, education policies, and academic literature. TQ in English teaching involves qualifications, experience, methodology/teaching practice, knowledge, beliefs, attitudes, and behavior. Some external factors are also linked to TQ like students' attitudes, available resources, adequate time-on-task, class size, and teacher work assignment (Darling-Hammond & Bradford, 2005; Handshake & Rivkin, 2007; Johnson, 2006; Wright, 2012). In education discourse, TQ often has different definitions. Kennedy (2008) points out that TQ has become a ubiquitous term without clear meaning and mentions five different connotations:

- (a) Tested ability, test scores used as an indicator of TQ for recruitment.
- (b) Credentials, in the form of licenses and certificates that prove knowledge and experience.
- (c) Quality of classroom practices, referring to the work teachers do inside their classrooms.
- (d) Teachers' effectiveness in raising the level of student achievement.
- (e) Beliefs and values.

Likewise, there are three different but widespread terms associated with a quality teacher: good teacher, effective teacher, and highly qualified teacher (Paone, et al, 2008). The first term refers to daily school discourse and concerns teachers who "teach well." However, the concept of good teacher is not limited to what s/he does in the classroom. The second term is common in education researchers and authorities referring to students' achievement on tests resulting from teaching (Clotfelter et al 2006; Coggshall, 2007)

This is a very narrow conception of effectiveness (Kennedy, 2008), and there is still lack of agreement on how best to identify and measure effective teaching (Kane, et al, 2011). The third term 'highly qualified teacher' is also usual in educational legislation. The teacher possesses the appropriate pedagogical and assessment strategies. The teacher's skills and expertise fall in the areas of pedagogical content knowledge, planning instruction, and skills and strategies to engage students. These skills are developed through time and are usually called experience.

1.2.2.1. A. Knowledge of Subject Matter

Since the first day of teaching English as a foreign language in the Algerian schools, the program of teacher preparation was called training. It prepared teachers as mechanics or technicians. It had a narrow focus being only on skill training. The perspective of teacher education was very narrow and limited in scope. Research in Teaching Education (TE) has gradually shifted in focus since the 1970s, the research was mainly concerned with what has been referred to as process-product designs which examined teaching in terms of the learning outcomes it produced, and its aim was to understand how teacher's actions led or did not lead to pupil learning and it was generally believed that learning to teach involved mastering separately the specific content to teach and the methodologies for teaching the content to the learners (Freeman, 2002 ; Ong'ondo & Jwan, 2009, NCTE, 2010).

From the mid- 1970s to the 1980s, Ong'ondo and Jwan argue that questions began being raised about the efficacy of the process product approach to research in TE considering the recognition that teaching is a complex phenomenon argues for a shift from the process-product approach towards the recognition that teachers are active, thinking decision-makers who play a central role in shaping classroom events. Thus, the mid 1980s through to the 1990s saw research in TE shift from the process-product paradigm to investigation of teacher's knowledge, thinking, reasoning, perceptions, beliefs, etc. Before and after the 1980s The Algerian EFL teacher used to join the Institute of technology and education to learn linguistic items referring to the language, such as grammar, vocabulary, and both oral and written expression. Furthermore, the trainee has to be trained on teaching skills, professional skills and a sound pedagogical theory (Ong'ondo and Jwan, 2009).

Teaching skills which include providing training and practice in different techniques, approaches and strategies that would help the teacher plan and impart instruction, provide appropriate reinforcement and conduct effective assessment; effective classroom management; preparation and use of instructional materials and communication skills. Professional skills which include the techniques, strategies and approaches that would help teachers grow in the profession and also work towards the growth of the profession. It includes counseling, information retrieving, and management, soft and lifelong learning skills. Professional skills were not in the true sense learnt in the Institute, but rather in the

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classroom, because these kinds of skills are supposed to be learnt by doing, in other words, professional skills are part of the teacher's experience.

Pedagogical theory which includes the philosophical, sociological and psychological considerations that would enable the teacher to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. A blend of teaching skills, professional skills and pedagogical theory would serve to create the right skills, attitudes and knowledge in teachers, thus promoting holistic development of the EFL teacher.

1.2.2.1. B. A Sense of Purpose

Any EFL teacher or teacher in general should have one common significant purpose. S/he must teach students to read, write, and think in a way that allows them to access power and helps them transform their lives and the world. Teachers are not the only ones committed to learning. Pupils also come to school with strong sense of purpose and responsibility. Many of them are older siblings' conscious of being role models to younger brothers and sisters. In the Algerian context, the majority of them are from low-income families, and most will be the first in their family to have the opportunity to go to college. As a result of these facets of their identities, they have an intrinsic purpose for coming to school: to make a difference in their lives and the lives of their families; to change their future prospects for the better.

Effective teachers should raise their expectations towards their pupils so as to see them as young people with potential to be explored; they should hold the idea why these pupils cannot or should not want to learn. High expectations keep pupils for deeper learning. It boosts them for accessing the lessons and skills that can have the most significant impact on their lives, from using their sense of purpose to achieve their goals. Teachers cannot neglect the fact that, just like them, pupils have a profound purpose to fulfill in the classrooms. Unless teachers are able to tap into that purpose, create support systems, and hold them accountable for achievement, they are committing an injustice and failing at their own important purpose. All pupils deserve to be honored for being present and reminded that they are capable of fulfilling their potential. And they deserve teachers who both recognize their pupils' sense of purpose and hold them to high expectations in the classroom. A teacher must know what his/her pupils expect, and make plans to meet those

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expectations. Teacher too, has expectations about what happens in his/her classroom, based on the goals s/he trying to achieve (Andrews. & Gutwein, (2017).

1.2.2.1. C. Expectations of Success for all Pupils

A good teacher constantly challenges their pupils to do the best they possibly can. You should aim to bring out the very best in your pupils. Setting high expectations can be difficult; if you don't do it in the right way, it could lead to burnout from both you and your pupils. One good way to set high expectations is to always react to changes in performance. If a pupil who normally gets good grades starts turning in poor quality work, you need to send a strong message about their performance. You should explain to the pupil that you know they're capable of much better quality work. If the student has respect for you, this kind of feedback can be very effective in getting their work back up to standard. On the other hand, you should also be sure to praise students when they perform better than usual. Pupils can become much more motivated when they feel like their hard work has been properly recognized.

This is the great paradox of teaching. If we base our self-evaluation purely on the success of our pupils, we'll be disappointed because we cannot assure such result at a rate of 100%. At all levels there are simply too many factors in students' lives for a teacher to be able to guarantee success to all. At the same time, if we give up on our students, adopting a fatalistic, "it's out of my hands" attitude, and students will sense our lack of commitment and tune out. The happy medium can be achieved with a simple question: Did I do everything that I could in this class, this time, to meet the needs of all my pupils, assuming that complete success was possible? As long as the teacher can answer in the affirmative, s/he is creating a climate for success.

1.2.2.1. D. Adapting and Changing for Pupil Needs

In the absence of manageable teaching situations most of EFL teachers in Algeria do not persist to bring change to their classrooms, either because they lack the skill of doing so, or they find it quite tiring. Choosing the right course books to meet the expectations of the syllabus and the pupils' local needs is becoming more and more important at all levels of ELT. With these developments, course book adaption has evolved as a pedagogical activity included in the teacher's pedagogical tasks, though most classroom teachers may

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not be involved in the production of the syllabus and the course books, they have the responsibility for course book adaption. The term course book is widely used to refer to selected text books used by teachers and learners to facilitate the learning of language. However, reference to this term has evolved from books as referred to in traditional pedagogy into a great variety of resources used in ELT, such as audio cassettes, videos, CD-ROMs, flash cards and other authentic materials such as, photographs, advertisements and radio/TV programs.

In this case, the term material and course books may be used interchangeably. To make classroom teaching attractive and captivating to the learners, teachers should strive to vary stimuli by use of a variety of teaching materials. A common introduction in English language classrooms goes under the form “Take out your text books and turn to page ... Read the passage silently and do the exercises that follow”. The book referred to by the teacher, is usually the day in day out reference material in that particular classroom. The pupils may well be comfortable with this approach but after a while, many of them will start to wonder why they have to attend classes when they have no additional knowledge other than their text book. They soon lose interest in the subject, since they see no reason when they could do most of these exercises at home or elsewhere other than a confined classroom environment. Followed to the later, a teacher’s creativity and innovativeness is highly recommended (Lyons, R., McIntosh, M., & Kysilka, M. (2003).

Majority of teachers tend to rely on only one textbook for syllabus coverage. However, text books, no matter how good they maybe, have been written for the average group of learners and different learners have their own unique learning differences, interests, needs and objectives (Recite 2014). Many teachers have taken to an ‘easy do kind of practice’ because they do not have time to prepare for their lessons. Lack of motivation and financial support by the government has been commonly cited as reasons why teachers do not invest their full energy when it comes to lesson preparation. They stick to one course book prescribed by the school as the class text and do not give a chance to course book adaption.

1.2.2.1. E. Adapting Course Books

Adapting a course book refers to the choosing of materials and activities that can be useful, meaningful, interesting, and motivating and works to suit the pupils' needs. According to Uddin (2009) just as a piano does not play music, a course book does not teach language. It is only a stimulus or instrument for teaching and learning. Many activities and examples given in text books are not culturally relevant to the learners since they are drawn from foreign environments. A teacher should therefore, elicit activities and examples which are relevant to the pupils' lives. S/he should also encourage pupils to create their own. In some cases, teachers may not be willing to invest in both time and effort to adapt a given course book. Algerian EFL Teachers are expected to meet predefined objectives, teach to the test, and follow a given curriculum.

It prescribes content, sequencing, gradation, activities and assessment, limiting teachers' choices and freedom in the classroom. According to Reinders & Balcikanli(2011) there is very little information on how teachers can adopt course and develop this skill. It seems that teachers are expected to develop this ability over time, with experience. Teachers should not be slaves-like to the use of course books, since most of them are great teaching tools. However, they should not solely rely on them to carry out their teaching practices. They should take total responsibility for the content of their classes and realize that good teaching is a balancing act between conformity and creativity. In many cases, pedagogical concepts are universal. However, practical application and development of activities is very demanding to take into account the context of the classes and pupils' locality. Although, finding and choosing materials to use in the classrooms can be a challenge, teachers must take into account a number of things, including authenticity, the original source, the learner's language levels and ages.

After choosing materials, teachers must then decide if the material needs to be further adapted to fit the needs of their learners. Course books are a basic requirement in the teaching/learning process. However, Teachers should use them creatively by bringing change to their own personality and teaching style. They should not follow the script of a course book inflexibly. According to Edge & Wharton (1998), they should add where coverage is not adequate, include topics that are of interest to the pupils, delete where it is irrelevant and change or reshape content that is not engaging enough in

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response to the needs of the pupils and the syllabus. To make classroom teaching /learning a success, teachers should modify and simplify the content. It is possible that the linguistic content in the textbook is adequate, but its presentation is not. Teachers should consider making their content modern or current. For example, the use of technology which is the current mode of teaching. Teachers should update all the content that is outdated such as the language, the cultural settings, the pictures and examples given that seem out of date. The teacher should simplify and reorder content to suit the demands of the syllabus and the learners' needs.

1.2.2.1. F. Reflective Teaching

A reflective approach to teaching involves changes in the way teachers usually perceive teaching and their role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as future teachers, as well as improve the kind of support they provide their pupils. Unskilled EFL teachers do not apply such approach in their teaching, because of having the idea in mind that a foreign language has its own myth of teaching, and the teacher should only respond to the rules, as well as they fear risks of wasting time while applying such method, Among those risks, journal writing, self-reporting or making recordings of lessons can be time-consuming. (J Human Psychol. 1983; 23:99–117).

Teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development. As an EFL teacher, one might find, as s/he progresses, that there is an area of knowledge you need to know more about. So never be afraid to ask for help or advice. There's nothing wrong with asking, "How can I do it better?" Doing this is not a sign of being an underwhelming teacher; in fact it's quite the opposite: It shows you are brave and professional.

This may be the only infallible, absolute characteristic of all good teachers, because without it, none of the other traits that have been discussed can fully mature. Good teachers routinely think about and reflect on their classes, their pupils', their methods, and their materials. They compare and contrast, draw parallels and distinctions, review, remove and

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restore. Failing to observe what happens in our classes on a daily basis disconnects us from the teaching and learning process, because it's impossible to create connectivity if you've disconnected yourself.

The purposes of reflective teaching are three-fold:

- 1) To expand one's understanding of the teaching / learning process
- 2) To expand one's repertoire of strategic options as a language teacher,
- 3) To enhance the quality of learning opportunities one is able to provide in language classrooms. To these ends, those interested in reflective teaching take steps to deepen awareness of teaching and learning behaviors by working to improve their abilities to:

- Gather information on whatever is taking place within a language course.
- Build awareness and deepen understanding of current teaching and learning behaviors.
- Locate and collaborate with others interested in process of reflective teaching.
- Pose and refine questions tied to one's teaching that is worth to further exploration.
- Locate resources that may help to clarify whatever questions are being posed.
- Make informed changes in teaching, even if only modest changes.
- Continue such efforts over time and share emerging insights with others¹.

1.2.2.1. G.A Good Role Model

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone who admires and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth we look to them for advice and guidance. The teacher must assume a role model to create an atmosphere where they follow pupils through each pivotal stage of development .They are poised to become one of the most influential people in the pupils' life, after their parents. They will guide pupils through yet another transition in their life. They will answer their

¹ Extracted from the book' of Teaching English as a Second or Foreign Language: Third edition, Marianne Celce-Murcia, Editor.

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questions, listen to their problems and teach them about the phases of their lives. Much of what pupils learn from their teachers is not included in the national syllabus. Teachers teach their pupils to grow aware of how to be independent and develop lessons from friendship at school. Yet, the school is as much a place of social learning as academic learning. (Aronson, E., and S. Patnoe. 1997).

The role of the teacher is often considered ineffective, especially when emphasizing learning by exploring, rather than learning from others. In other words life requires us to do, more than it requires us to know, in order to function; so it may be related to learning by doing. From this perspective, pupils will better perform useful tasks, if we let them do it while teachers serve as role models in classrooms worldwide, especially, when English is not the native language of the teacher. Recently, efforts to develop software programs which could be applied to independent and individual learning have increased, and it is through these programs that learners can discover words and thereby increase their vocabulary (Tozcu & Coady, 2004).

Evidently, researchers and scholars are continuously emphasizing the potential of using technological developments in language learning (Chang & Lehman, 2002). It exposes learners to models rather than to their teacher as the traditional source from whom they can learn. The task-based approach, where teachers are generally the primary role model, is based on the relations that teachers build with their pupils, and on the attitudes of the pupil toward learning, as well as their motivation and achievement. Given this, the role of the teacher may be seen to increase, depending on the way that they apply improvements to the classroom education process, as well as seeking out opportunities for professional development that affect the quality of their pupils' experiences.

1.2.2.1. H. The EFL Teacher's Attitudes towards Learners and Work

This may seem obvious, but it's easy to lose sight of its importance. Teachers who enjoy their work and their pupils are motivated, energized, and creative. Notice, too, that enjoying your work and enjoying your learners may be two different things. Focusing too much on content may make pupils feel extraneous, misunderstood, or left out. Focusing exclusively on pupils, without an eye to content, may make pupils feel understood and appreciated, but may not help them to achieve their educational goals as quickly as they'd like. Achieving a balance between the two extremes takes time and attention; it demands

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that you observe closely, evaluate carefully, and act on our findings. * Palmer, Parker. (1999).

Teaching proficiency refers to a combination of expert and didactical knowledge, practical teaching experience, skills that have been learnt and practised, insights and attitudes, above all with respect to interaction with pupils and the teacher's own role. What counts are the attitudes a teacher has towards teaching, the stance s/he adopts towards pupils, and their willingness to adapt lessons to the conditions, abilities and expectations of the students. In this context, Duxa talks about "The ability to act in a way that is appropriate to a specific situation" (2001: 66). Hattie describes this teaching proficiency as follows: "It is the teachers who are open to experience, learn from errors, seek and learn from feedback from students and who foster effort, clarity and engagement in learning"(2009: 35).

This requires a willingness and ability to reflect time and time again on one's approach to teaching and is not simply knowledge that can be learnt. It evolves as teachers consciously design their lessons to the needs of the pupils and their specific dispositions and then watch carefully how their pupils respond. The teachers communicate with their pupils and repeatedly adjust their lessons to the latter's needs and learning progress, combine theory and practice using the knowledge that comes with experience, "explore" their own classroom, and plan and implement practical research projects.

The current review of the national literature reveals considerable confusion about what EFL teachers should know and know how to do. This confusion is compounded by the varying interpretations of teacher "proficiency" and its relation to linguistic proficiency. This literature review is a selective analysis of the current debate within some middle school teachers (MSTs) from the region of Chlef, while exercising our job as an EFL teacher or as an inspector. With regard to many published sources in the field of foreign language teaching, it becomes evident that at an international level, there is considerable academic and intellectual debate about the conceptual issues involved in EFL teaching. A holistic approach incorporates concepts such as teacher knowledge – the skills and knowledge which a teacher needs to have in order to teach his/her learning area effectively. The aim of this review is to identify a range of options, to inform the current debate and enable the relevant educational jurisdictions to make meaningful decisions

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about the direction of foreign language teaching and how to grow proficiently in the Algerian language classrooms.

1.2.2.1. I. Relationship with Pupils

The most frequent response is that a great teacher develops relationships with pupils. The research literature agrees with them: Teachers need to be able to build trusting relationships with pupils in order to create a safe, positive, and productive learning environment. For example, most of pupils believe that great teachers are willing to listen to pupils when there is a problem. Researchers like Deiro (1996) and Noddings (1992) found that teachers who genuinely care about their pupils have a significant impact on the pupils' attitudes, motivation and behavior.

These pupils work harder and are more successful learners. They learn English faster and display stronger skills. It is essential that you earn your pupils' trust early on in the year. A trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities. Some teachers are more natural at building and sustaining positive relationships with their pupils than others. However, most teachers can overcome a deficiency in this area by implementing a few simple strategies into their classroom on a daily basis. Here are some strategies to try.

- a) Provide Structure
- b) Teach With Enthusiasm and Passion
- c) Have a Positive Attitude
- d) Incorporate Humor into Lessons
- e) Make Learning Fun
- f) Use Pupils Interests to Your Advantage
- g) Incorporate Story Telling into Lessons
- h) Show an Interest in Their Lives Outside of School
- i) Treat Them with Respect

1.2.2.1. J. Good Listener

An effective classroom leader or teacher is not only a knowledgeable and skilled teacher. S/he must be good active listener. Listening is a two-way process: the teacher does most of the talking but must also learn to listen to the pupils; the pupils spend a lot of time

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listening to the teacher, and will also benefit from improved listening skills. Both teacher and pupil must learn to respect each other, while pupils must comprehend that teachers are not the “fountain of all knowledge». Pupils must develop their own educational plan which involves searching for and finding solutions to their everyday problems or queries (An Interdisciplinary Journal. 2010, 2(3), pp. 167-173).

Classrooms in non-native contexts with pupils from Non-English speaking backgrounds whose native language is not English may find it difficult to comprehend aspects of learning, but teachers should attempt to spend some quality time with each of these pupils , so as to establish a good liaison and achieve a better understanding of their particular individual needs. If teachers are to build constructive relationships with all their pupils, they must get to know their pupils by spending quality time with them, while attempting to learn ways to enhance communication between different people.

Apart from being a good communicator, a good teacher should also have the characteristic of being an even better listener. As Turkish proverb says:

“If speaking is silver; then listening is gold». Remember, a good listener will always have many friends and fans. Because people do not want to hear every time, they need people who can listen to them as well. And when a good teacher develops this patient quality in him, s/he starts to become a great teacher.

1.2.2.1. K. Caring Personality

A favorite teacher usually is recalled by name by his pupils. If you ask what they remember most about this person, a frequent response is that this teacher genuinely cared about each pupil. Teacher-learner relationships are founded on the fundamental human need of knowing that another person genuinely cares. Pupils know when they are recognized, understood, and respected for their unique abilities and interests by their teachers. Teachers are effective when they deeply care about the learning of each pupil. As Noddings (1992, 27) emphasized, “Caring is the very bedrock of all successful education.” Teachers who believe in their pupils’ abilities demonstrate that they care by placing the learners at the center of the educational process.

With this focus on caring foremost, teachers engage pupils actively in the learning process. This engagement is essential for learning to be fun, meaningful, and enduring. The

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caring teacher continually reflects on and refines his/ her instructional approaches to ensure that the needs of each pupil are met. This kind of skill is however, sometimes confronted with some shocking barriers which do not allow some teachers to make it practical in their classrooms. In some developing countries like Algeria, the socio-economic of the teacher as well as the type of his personality remain a crucial barrier towards the development of that skill in the Algerian classrooms. A third barrier which is always present in the Algerian classrooms is the overcrowded classrooms, where caring is an impossible choice to be reached.

The theory of the Pygmalion effect, or self-fulfilling prophecy, when applied to education posits that if teachers continuously show that they believe in pupils' abilities, almost all pupils will respond with greater effort. Pedersen, Faucher, and Eaton (1978) described the long-term impact on pupils learning, that despite their challenging life circumstances, they achieved at higher levels than other pupils throughout their years in school. They emphasized that the teacher's confidence in their abilities helped them believe in themselves and become productive citizens. Caring teachers speed up relationships with pupils through affirming pupils' efforts and talents.

These teachers realize that learning is much more likely to occur when positive, reinforcing comments outnumber critical comments. While teachers will, at times, provide constructive critiques of the performances of pupils, caring teachers persistently reward the efforts of pupils, their learning from mistakes, and their not-giving-up even though they sometimes struggle to learn. Caring teachers' expectations contribute to learners' feelings that their efforts will be rewarded as learning becomes more meaningful. For a better confidence between teachers and their pupils there must be that kind of relationships in the classroom.

Caring teachers believe in every pupil's ability to achieve and shape the teaching-learning process by placing the learner at the center. Effective teachers actively engage pupils' minds while transferring to them greater responsibility for their learning. The teacher who cares is dedicated to a lifelong quest to become the proficient teacher possible in order to create the optimal learning environment for pupils. When teachers genuinely care, pupils sense it and respond by optimizing their commitment to learning and putting for the immense efforts to reach their potential.

1.2.2.1. L. Knowing the Learners

The smart teachers are those who have knowledge about what is happening around them (knowledge of the pupils, the school, the community, and the cultural environment), and they combine this knowledge with common sense to solve problems. Street smart teachers are also politically savvy in that they are familiar with their institutional culture and they know which materials and topics to avoid both in class and in the workplace, and which battles to fight.

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how pupils learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.

1.2.2.1. M. Dedication to Teaching

Dedication refers to a love of teaching or passion for the work, which includes commitment to pupils' success. Responses often referred to loving the subject matter or simply being dedicated to the work. To a pupil, this means a teacher should be "Always willing to help and give time." A good language teacher is not only skilled at creating assessments for his/her class, but s/he can also use those assessments to figure out how successful his/her teaching methods are.

The teacher who understands some things work better than others and some things do not work at all will be able to make changes in his /her own teaching methods. Committed teachers are concerned with the improvement of their pupils and they profoundly struggle how to keep students' learning. They invest in pupils' curiosity and interest in learning. Showing commitment to pupil learning can be an important factor in motivating pupils. Committed teachers recognize and endeavour to fulfil their responsibilities to their pupils. The degree of loyalty of committed teachers have, towards their job is one of their distinguished characters.

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The concepts ‘dedication and passion’ are sometimes used interchangeably in teaching, while the latter is meant to be known as a motivational factor that affects teacher performance. It drives the teachers for a better pupil accomplishment. Passionate teachers invent an effective learning environment and increase learning potential of pupils. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in an easy way. “Those who feel the call to teach, who sense teaching is a profoundly meaningful part of their life, have a passion for teaching” (Garrison, Liston, 2004, p.1). Passionate teachers are committed and dedicated to their schools and a good education achievement is a result of this commitment and dedication.

1.2.2.1. Activating the Pupils in Learning

Teachers should choose to employ a particular type of language or strategy and technique in order to improve the level of language learners for various times of their language learning development. Studies showed that there are some connections between language use and the level of language of pupils in a class could be made but whether this was deliberate or planned for. It was suggested that this might be attributed to the types of professional development that those teachers with language teaching undertook. One relevant strategy widely used in the language classroom by proficient teachers nowadays to activate pupils’ learning is the learner centered approach.

Lesson presentation under the use of such approach often involves the teacher front loading information for it pushes pupils to work independently on inquiry. It can be concluded that language learners need to be exposed to different types of language and working with pupils in different ways such as whole class, pair and group or individually provides the greatest method of doing this. Finally, teacher beliefs were considered as a factor which might influence the types of language and strategies and techniques that a teacher used. Pupils also said that teachers should be able to engage and motivate pupils to learn. Researchers talk about three types of engagement that are required for pupils to learn: cognitive, emotional, and behavioral.

Proficient teachers are those who motivate pupils to succeed in and out of school. For many, if teachers possess the requisite qualifications and years of teaching experience, then, they are likely to be deemed as proficient. However, being a good teacher is not exclusively based on teaching experience, but rather on what has been deduced as

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advantages and drawbacks from those teaching years. Knowing your content area and being able to present effective lessons matters are also a step towards proficiency. Study after study confirms that pupils who have high quality teachers make significant and lasting learning gains. Those with less effective teachers play a constant game of academic catch up.

1.2.2.1. O. Good Communication Skills

There is a saying that “a teacher is only as good as his knowledge is”. One of the very important characteristics of a good teacher is his communication skills. He should be a very good speaker. This characteristic will provide benefits in several ways. For example: If the communication skills are good, a teacher can convey his lessons with better skill and results, and; if he is a good speaker, his class strength increases automatically. People love to hear a person who he can speak well enough. There is always a shortage of good speakers in the world. Highly effective teachers must be good communicators as they are required to articulate ideas, talk about issues, and express their beliefs and values about teaching.

Because teachers take on numerous roles in their classrooms and in the workplace, they must be skilled at conflict resolution as well. Highly effective teachers must be good communicators as they are required to articulate ideas, talk about issues, and express their beliefs and values about teaching. Because teachers take on numerous roles in their classrooms and in the workplace, they must be skilled at conflict resolution as well. For teachers to be considered effective, they need to believe in their own ability to make a difference in their pupils’ lives. Their expectations of their pupils are always high. Moreover, they show a willingness to inspire and motivate them through examples.

1.2.2.1. P. Commitment to Lifelong Learning

Lifelong learning is now recognized by educators, governing bodies, accreditation organizations, certification boards, employers and the general public as one of the most important competencies that people must possess (Collins, 2009). Effective teachers are concerned with their self- and professional development and regularly reflect on what they do in their classrooms. They also engage in strategic career planning, which, for many teachers, means assuming a leadership position.

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A multitude of sources in the professional and self-help literature cite the importance of not being too consumed by the job. Research also shows that people with hobbies and friends outside of their profession suffer less stress, which in turn increases an individual's productivity at work. So my final thoughts on this are that teachers should find something else that defines them outside of the workplace.

A Commitment to Lifelong Learning Education is one of the of society's part of change. The teacher in the classroom is faced with new challenges and obstacles. Pupils come to the classroom with different life stories. Every pupil has strengths and weaknesses that cause the teacher work with them. Teachers must understand and focus on utilizing each pupil's strengths and work to improve weaknesses. The classroom must be a safe place that appreciates pupil's desires and hosts their mistakes. When topics in the classroom are related to "real-life" experiences pupils learn from one another. The teacher should play the role of a mentor which means several things. A mentor sets guidelines by the actions that they take. A teacher can create an environment in which expectations are insured.

A teacher can show interest in a pupil's life inside and outside the classroom. A mentor is a person that pupils can look up to. Creating a safe environment, being one of the teacher's role model, and learning to appreciate the pupil as a whole are all parts of being a mentor. The teacher is the key to a pupil's attitude towards learning. The teacher has the ability to make from his pupil the one who can continue for the rest of his life. The environment in a classroom can be the only determining factor to the success of a pupil. The teacher has the responsibility of maintaining a safe learning environment that hails new ideas. Pupils must have behavioural expectations that are backed up by consequences. Expectations must be set early in order to insure classroom success.

Some studies went further and argued that the roles and responsibilities of a teacher in the field of lifelong learning sector are varied according to the situation where the learning teaching process is taking place. Ideally the teacher should have the ability to combine roles and responsibilities in a way, which firstly benefit the pupil, the education system, but also the community and ultimately the state and its economy. Teachers in education must provide significant assistance in training people, either along with or after completion of compulsory schooling. In the Algerian context it is important to note that currently pupils at the middle school need to be backed up with supportive ideas to maintain lifelong learning. The

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teacher's role for this, contributes to the transformation "creation" of pupils aiming for them to become active citizens and the creation of social cohesion.

1.2.2.1. Q.A Good Sense of Humor

It is now widely recognized that to communicate effectively in a foreign language, learners, mainly beginners need to know much more than just the vocabulary and grammar of the target language. Besides linguistic knowledge, learners have to have acquired sociolinguistic and sociocultural input/skills to be able to comprehend and use a second language effectively in social interactions. Among those skills is humor, which is one of the most potential strategic skills that can enhance the learner's communicative competence. It can also offer beneficial functions to L2 instructors in language classes. Examples of verbal or word-based humor include wordplays, funny stories, puns, jokes, comic irony, metaphor, teasing, riddles, tongue twisters and, funny examples/stories. Humor is an interdisciplinary phenomenon and is often defined based on its immediate context of use. Generally, humor is understood as something that is appreciated, enjoyed, and shared by all people to be funny. (Raskin, 1985; pp. 1-2).

Word-based humor refers to utterances the speaker intends to be amusing and where the presence of linguistic and contextual clues is necessary to support understanding (Norrick, 1993; Holmes, 2000). Some teachers and mainly female ones fail to bring humor in the Algerian classroom because they feel afraid of losing control over their pupils, and bring the classroom into chaos. The degree of chaos varies, of course, from rural schools to those of the town. A good teacher should also have the quality and characteristic of having a good sense of humor. It is a logical fact that a person generally teaches the next generation and as they are younger than their teacher, they are expected to have more fun in the class too. So, a good teacher is the one who can keep up with his sense of humor, and with his strong communication skills and personality, can also maintain the discipline of the class.

A fundamental supposition is generally made that verbal humor offers opportunities to benefit second language learning and teaching. This derives from the view that communicating humor in a foreign language entails execution of various linguistic and cultural 'knowledge resources' (Raskin & Attardo, 1994). That is, besides the primarily linguistic input transmitted through the textual devices/means (e.g., semantic, syntactic and

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phonological elements) in the language, verbal humor hosts various sociocultural and sociolinguistic nuances which foreign language learners must acquire in order to communicate effectively. In light of this, it can be said that infusing verbal humor into foreign language instruction can benefit learners' foreign language development and their overall "communicative competence" (Hymes, 1972).

1.2.2.1. R. Encouraging English Conversations & Involvement outside the Classroom

Pupils who are more actively engaged outside the classroom in extracurricular or community activities cultivate friendships and interests which help with broadening language acquisition. When pupils feel more confident and have some degree of language skill, they can be encouraged to join other school- and community-related activities. These can be based on the pupils' interests. Maybe a pupil enjoys the outdoors and scouting is a good option; sports, music and art might be other avenues; some pupils might be befriended by native speakers who invite them to participate in something they are engaged in.

Another suggestion is joining groups and clubs that build on an international focus like language clubs and service organizations. Being active and also volunteering to help towards some larger purpose can also build relevancy to learning and involvement. The last but obviously one of the most important characteristics to have in his box of qualities: s/he should be a gentle, kind, chivalrous, and benevolent person. Pupils should love him, and when they do love him, they idolize him. Then ultimately, they will respect him, will do the homework, and eventually will bring greater outputs and results.

1.2.2.2 Competence

Talking about teaching competences implies the way teachers develop their teaching practice. This reflection leads to an understanding of the teachers' views on education, their performance in the classroom, and their objectives. Teachers who are committed with their practice, their social environment, and, overall, with their pupils allow themselves time to reflect on their performance and on what can be done to be developed more. They also have to establish objectives of constant learning. Developing competencies allows teachers to perform better in the classroom, and better performances imply, most of the

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time, higher quality in education. That quality can only be acquired by means of a reflective teaching practice where teaching competencies are developed by EFL teachers who apply all their knowledge, use their abilities to promote and motivate learning, and evaluate the result of their performance.

Teaching competencies can be defined as the ability to respond successfully to a complex requirement that involves attitudes, values, knowledge, and capacities in a meaningful and effective way. In other words, it is the way in which knowledge, beliefs, capabilities, abilities, values, and strategies that teachers possess and that determine the outcome of his/her performance are articulated. According to Roegiers & De Ketele (2001), a competence can be measured by the ability to perform a task, whether it is professional or school nature and it complements other competencies that an individual possesses and has acquired through an empiric or a systematic learning process. Competencies can be integrated through interdependence and dynamic mobilization whose objective is the solution of different teaching-learning situations.

Perrenoud (1997) establishes that a competence is a ‘savoir mobiliser’, it is not a matter of knowing “something else” it is the ability to mobilize resources; to know, to know-how to do, to know-how to be, to understand processes of evaluation and of action, and to use tools to face complex and new situations. It is not enough to enrich the obtained resources for the competencies to be extended immediately; in fact it is necessary to go through a process of integration and adaptation of these resources in a determined situation. Facing complexity means being a reflexive practitioner (St-Arnaud, 1992; Schön, 1994; 1996), who possesses multiple knowledge, can cooperate with colleagues and, overall, is able to analyze and guide observations, interpretations, and regulations.

It is important to point out that teaching performance allows us to establish a dynamic that involves behavior competencies, functional competencies, and basic knowledge competencies that any teacher must possess. That means that any teacher should be a professional who knows, internalize, applies, and evaluate the activities that lead to a process where abilities and capabilities are integrated, mobilized, and adequate for the teacher to use them appropriately in order to gain a successful professional development. Schön (1996), points out that continuous learning is the result of reflection and analysis of our abilities and performance.

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Each professional should base his/her principles on professional development by means of a systematic process found in the principle of knowledge-action that determines the way in which a teacher makes decisions related to his/her performance: s/he learns, unlearns, reaffirms how to teach, and organizes substantively his/her teaching practice. In other words, the teacher considers his/her knowledge, ethical values, and context, and more importantly is aware of her/his teaching competencies.

According to Fulquez (2007), competencies are organized in six categories that represent diverse aspects to describe and evaluate the teaching practice:

- Pedagogical knowledge (Use technology, explanation of the social reality, logical mathematical thought.
- Social Interaction (socializing and conflict- solving social participation, interculturality)
- Teaching organization (planning and assessing)
- Psychopedagogical Intervention (attention to needs and interests, strategies and ways to work).
- Communication (listening. Speaking, Reading and writing)
- Professional development (continuous formation) On the other hand, Fulquez (2007) mentions that nowadays any teacher has a big challenge, to fulfill with the ten requirements of teaching competencies:
 - To make a plan for the teaching-learning process
 - To select and develop the curriculum contents
 - To convey simple, comprehensible, and well organized information (communicative competence)
 - To use technology
 - To design and organize different kind of activities.
 - To interact and communicate with colleagues
 - To provide tutoring
 - To assess
 - To reflect and research
 - To adapt to the organization of the school and to be willing to work in teams.

According to a European study (2004), the Profile for Language Teacher Education is a document whose purpose is to serve as a referent in the area of teaching education based

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on competencies that include four main guidelines: knowledge, strategies, abilities, and values. It is true that competencies in language teaching are derived from general teacher education competencies but it is also true that they have some specific characteristics due to the nature of its purpose. We could place the competencies mentioned below among the general areas of: knowledge, abilities, capabilities, values, and attitudes.

- To use the foreign language in oral and written form.
- To know the culture of the target language.
- To handle the metalanguage.
- To identify the theories, approaches, methods, teaching and evaluation techniques.
- To know the philosophy behind autonomous learning
- To use the appropriate teaching method according to the context.
- To establish successful links with international institutes of education.
- To design learning units.
- To design teaching programs and lesson plans.
- To design and apply learning strategies for the different learning styles and needs.
- To perform good classroom management.
- To be able to identify pupils' needs
- To be able to identify class integration problems.
- To handle unexpected situations.
- To promote learner autonomy
- To coordinate group projects.
- To enhance pupils' self-evaluation
- To involve pupils in their own learning process
- To know and use new information and communication technologies
- To promote ethic values
- To accept and respect diversity
- To be responsible and fair when making decisions
- To accept his/her own mistakes
- To design and apply assessment instruments
- To sustain dissertations and projects promoting action research.
- To present and publish research papers.
- To take part in activities related to his/her professional development.
- To participate in projects with colleagues.
- To participate in teacher training

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- To reflect and evaluate his/ her own teaching practice.

(Adapted from Perrenoud, .1996, Vidales, 2005, The European Profile for language Teacher Education: a Frame of Reference 2004)

The former guidelines describe an ideal model. It is pertinent to point out that not all teachers are able to develop all the competencies; however, through reflection teachers can reach to a point within the teaching process where they can question, evaluate, and argue over those factors that intervene in it. The results that come out from this reflection should be faced with creativity and innovation in order to provide a great benefit to the pupils. According to Bruner (1998) reflection that does not fulfill the requirements for a standard professional development, often results on the lack of the essential capacities for an optimal teaching performance. Lack of competence is not always visible, and each teacher with problems will look for excuses and will try to justify his/her incompetence arguing that every person has the right to be different or free to perform.

Teaching competencies are part of a cognitive system that leads teachers to reflect on what they do, how they do it, how it works, and where they apply it. This reflection implies a big benefit that determines the very difficult and complex teaching practice and allows teachers to value objectivity without losing sight of the relationship between the performed task and the performer. In other words, teaching competencies cannot be considered abstractly but as a result of social intervention. Thus for competent professionals to become aware of the importance of their task and to perform it effectively, it is necessary that they start reflecting over their teaching practice, their values, their doings and sayings.

This constant reflection and every day evaluation lead teachers to a specific contexts where it is important to know the obstacles that limit their teaching practice and overcome those obstacles through real actions designed to build possible worlds and not only those that are product of forms of expressions and language (Bruner, 1998). Despite all the obstacles that teachers might find in their everyday tasks, it is possible to change, as long as that change is founded in reflection over the practice and the practice itself. It is true that the process is long, but it is also true that the results will be reflected in their professional development and therefore in the acquisition of teaching competencies.

1.2.2.3 Proficiency

Proficiency in the context of foreign language teaching and learning, Chastain (1989:48) suggests that, ‘The term seems to fall into that category of words that are commonly used without conscious attention to exact meaning. The result is fuzzy thinking that characterizes the current discussions and carries over into our teaching’. The literature in Algeria reveals those terms such as ‘quality’, ‘proficiency’ and ‘competency’ are used almost interchangeably and with imprecise definition. Kennedy (2008) points out that teacher quality (TQ) has become a ubiquitous term without clear meaning and mentions five different connotations:

- (a) Tested ability, test scores used as an indicator of TQ for recruitment.
- (b) Credentials, in the form of licenses and certificates that prove knowledge and experience.
- (c) Quality of classroom practices, referring to the work teachers do inside their classrooms.
- (d) Teachers’ effectiveness in raising the level of pupils achievement.
- (e) Beliefs and values.

Because the development of the teacher’s proficiency depends on the method(s) being used to teach a foreign language, methods like “the audio lingual method and the direct method that were used to teach English as a foreign language in the Algerian schools during the 19th and 20th century and also the quality of visual aids did not sufficiently assist teachers to develop their proficiency. The reason behind so, and under the use of a mechanical drill which is the vehicle of pouring knowledge in the pupils’ minds, is simply the teacher finds himself repeating utterances and so do his pupils, instead of creating them. Such policy restricted the teacher’s proficiency.

It becomes clear that the teacher needs new material that is assistant for the development of his/her proficiency. According to Johnson (1995) and others, the language classroom represents a specific context in which teachers do work that draws on certain types of communicative abilities. The announcement of Communicative Language Teaching (CLT) methods, also called Communicative Approach has led to classroom situations in which teachers are usually expected to teach entirely in English. Yet many teachers may not do so for myriad reasons, for example lack of specific language knowledge or confidence in that knowledge, doubt that their pupils will understand, perceptions of pressure to meet curricular and assessment goals.

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In most public discourse and policy interventions, however, it is assumed these reasons stem primarily from teachers' lack of proficiency in the language. Therefore, the challenge of improving instructional quality in English classrooms has generally focused on improving teachers' 'command of English'. The argument is based on the generally held perception, embodied in CLT but rooted in the Direct Method, that if the teacher uses English in the classroom, pupils are more likely to see it as 'real'. The teacher's 'command of English' is typically defined in operational terms as increased general English proficiency, fostering the assumption that increasing the teacher's general capacity in the language will lead to improve classroom teaching, and thus to pupil learning.

Based on the concept that language is meant for communication, CLT remains as the appropriate method for developing the language teacher proficiency, the widespread influence of CLT, has urged teachers to provide models of the target language and at the same time to structure learning opportunities for their pupils to use that language. Most initiatives to improve teaching attempt to address these dual responsibilities through a single notion of language proficiency as 'command of English'. The teacher's 'command of English' is typically defined in operational terms as increased general English proficiency. Proficiency definitions have been very useful, particularly in distinguishing between knowledge and use of the language.

In the language classrooms; we are more or less concerned with the use of language, rather than knowledge itself. However, the broad statements and frameworks do not address or specify the specific demands of language use in the classroom (nor, frankly, is it their intention to do so). In contrast, the Competency Based Approach (CBA) which focuses on using language in specific situations based upon the pupils' competence is more helpful for solving problems and raising the level of creativity of the pupil. Through a CBA approach, we can recognize that situational differences in language use have implications for defining the language teachers need in the classroom.

1.3 Proficient Development of EFL Teachers

Proficient Development (PD) on the whole is the development of a person in his/her professional role (Reimers, 2003). According to Reimers, the notion of PD is linked to two similar but narrower concepts: career development, as the maturity teachers attain through their professional career, and staff development, as the in-service programs aimed at

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promoting the growth of teachers. For Richards and Farrell (2005), PD is one of the two views derived from two general objectives in teacher education: *training* and *development*. Training encompasses the initial or pre-teaching teacher education, in a BA program, for instance; development refers to the in-service and long term development of teachers. For the authors, teacher training usually establishes short-term goals linked to the teachers' present or immediate needs, new changes in the approach of teaching, as well as the new course books. Teacher training typically involves comprehending theory, gathered from pedagogical days and seminars, organized by inspectors almost each trimester, and then applying it to teaching until skills in demonstrating the principles and practice are developed and observed. (Jack C. Richards and Thomas S. C. Farrell, 2005)

In turn, teacher development is designed for long term periods whose goal is to facilitate teachers' self-understanding and to include a reflective component as a basis of the program. PD improves the performance of teachers, pupils, and the school itself which Richards and Farrell consider a bottom-up process. Furthermore, regarding the distinction between teacher training or education and teacher development, Edge (as cited in Wallace, 1991), asserts that: "The distinction is that training or education is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself" (p. 3). Wallace (1991) discusses two previous models of professional education: *craft* and *applied science*, and proposes his own, *reflective*. The craft model is based on experiential PD; in it, expertise is demonstrated by a master practitioner and imitated or practiced by the novice language teacher. This imitative practice is supposed to lead to professional competence. Wallace criticized this model as simple, static, imitative, and disregarding the growth of relevant scientific knowledge.

Schön's (1987) applied science model analyzed teaching problems using scientific knowledge to achieve clear objectives, underscoring theory and seeing practice as instrumental. Wallace disapproved this model because it separates theory (research) and practice. In opposition to those models, Wallace (1991) proposed the reflective model that balances both experience and scientific bases of teaching carrying out professional development through a combination of "Received" and "Experiential" knowledge; the first one includes the disciplinary theory that supports language, teaching, and learning, while the second one is related to the teachers' ongoing experience and expertise.

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In general, PD has moved from an initial focus on training to modern views that include the teachers' personal and professional dimensions, knowledge, experience, working conditions, and agenda (Cárdenas Beltrán & Nieto Cruz, 2010). The training perspective has been considered a "deficit model," opposite to the second one, seen as a cooperative process view (Richardson & Anders in Cárdenas Beltrán & Nieto Cruz, 2010). The former aims at fixing teaching practice deemed outdated or somehow defective; it is focused on the academic knowledge to be transmitted by the teachers, and its methodology seeks that the teachers apply in their settings the knowledge learned in the training courses.

The cooperative-process perspective pursues the relationship between theory and practice, giving importance to reflection and building teachers' analytical and critical awareness. Specifically, teachers' PD is "the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Villegas-Reimers, 2003, p. 11), comprises formal (e.g., attendance of workshops, pedagogical days, seminars and the like) and informal experiences (eg: reading professional publications), which is not widely displayed as an educational culture in the Algerian educational system, and it is necessary to consider the experiences, processes, and the contexts in which teachers' PD takes place.

Recent trends in PD are based on constructivism rather than on transmission-oriented models (Villegas-Reimers, 2003). It means that, in PD, teachers are active learners. Likewise, for Darling Hammond (1998) a PD is related to the daily activities of teachers and learners and it should be based on schools. To summarize, we consider that professional development of language teachers should involve permanent reflection, theory and practice, knowledge and skill, learning and re-learning, science and craft in any combination as proposed in the various abovementioned perspectives.

1.4 Pupil Evaluation of Teaching (PET: the problem of validity)

It has been deemed that professionalism was and still is considered as the concern of the teacher and the one who is meant to evaluate this teacher is the inspector or headmaster. The latter may totally neglect the role of the pupil in evaluating his teacher. A paramount that is almost neglected in the Algerian grid of evaluation, not only when it comes to evaluate the language teacher, but also in all subject matters. Yet in other

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countries like America, the role of the pupil in evaluating the teacher and sharing the pedagogical staff in the evaluation of the teacher's professionalism remains crucial. Contemporary Pupil Evaluation of Teaching (PET), with its origins in North American high schools in the 1960s, was implemented during a period of social turmoil and increasing demand for pupils' voices to be heard that in turn provided schools with an additional measure to enhance accountability and legitimacy (Valsan & Sproule, 2008).

The continued use of PET, on the part of researchers and administrators, is largely due to its presumed strength as a valid and reliable data source, hence "a valuable tool designed to improve both pupil learning outcomes and teaching performance" (Zabaleta, 2007: 53). Berk (2005) claims that 'pupil ratings' are a 'necessary source of evidence of teaching effectiveness'. In contrast, the argument developed below will challenge the idea that teaching 'effectiveness' can be gauged by use of PET. The starting point of an analysis of effectiveness would surely establish what delineations of a concept of professionalism being evaluated whether that is attitude, knowledge, competencies, and processes or in an outcome.

The activity of teaching would then be something universally understood and the practice is easily assessed on those assumptions. Pupils feedback on teaching would provide perfectly legitimate data and questions of validity rely solely on statistical inferences on criteria seemingly so obvious they are rarely called into question. However, and based on our humble experience as former inspector in the field of middle school language teaching, we have noticed that in some teaching contexts in Chlef , pupils have always been overlooked by so many teachers. These teachers believe that their pupils are not matured yet, and they do not display sufficient knowledge to comment or to give viewpoints about their teachers' level of proficiency. Such assumption is a big mistake made by so many teachers because it underestimates the quality of the teacher as being proficient, on the one hand, and the quality of the feedback, essential substance for the teacher to improve his/her way of teaching on the other.

Numerous quantitative studies have maintained the 'technical' validity of the pupil measure based on the outcomes of their research which supposedly control for features such as biasing (e.g. Spoooren and Mortelmans, 2006; and Douglas, Douglas and Barnes, 2006). Berk (2005: 50) even suggests that pupil ratings are the only consistently valid data. However, he does concede that pupil ratings should not be the only source of data when

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considering summative decision-making (p. 50), a variety of data should be gathered including amongst many others, peer review and self-evaluation (p. 51). Pupils' data tend to raise the question of whether it is possible to have correlations between opinions on the one hand and an educational outcome on the other. Without even considering the conceptualisation of 'effectiveness' and its relation to outcomes while the subjective account should not be overlooked.

It has been shown that the interaction of pupil evaluations with other variables, especially with pupils' grades, with years of experience of the instructor, and with whether the instructor is a professional or an apprentice, is complex and, to some degree, unexpected. For instance, inexperienced teachers obtained better evaluations than expert teachers. According to some researchers, pupils' grades appeared to be correlated with evaluations when they were low, but not when they were high. Yet, one can say that pupil evaluations should not always be considered as a measure of teaching performance, whilst 'outside' variables might be considered deviations they cannot be disregarded if correlations are confirmed or even compromised by such factors.

It is not always deemed that enthusiasm and even effectiveness about the pupils' evaluation of their teacher's teaching effectiveness, a term which in most cases leads to proficiency, can be subjectively laden concepts. Sproule (2000) identifies two 'conceptual fallacies' in the Pupil Evaluation of Teaching (PET) dataset (US). These are:

- a) That students are, or alternatively are the only, source of reliable information on teaching effectiveness.
- b) There exists a unique and immutable metric termed "teaching effectiveness". Indeed, as Valsan and Sproule (2008: 941) state, PET as a measure of teaching effectiveness is inadequate as what is 'effective' has yet to be empirically demonstrable in practice. The classroom is the only metric situation where pupils can take decisions on the quality and effectiveness of their teachers' teaching. .

Teaching effectiveness as measured by PET is not simply a value-free evaluation of what the teacher does, it is inherently reductionist and assumes what is effective is a matter of opinion and that opinion is the truth. Of course, these assumptions can be challenged especially when considering pupils' opinions versus 'The public good argument' (Sproule, 2000: 5). The advocates of the PET process would argue: The school is a business and the

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pupil its customer. And since the customer is always right, customer opinion must drive the business plan. Mainstream economists would argue that this is a false analogy. Their reason is that these same advocates are assuming that the provision of tertiary education is a "private good." This (economists would argue) is not so: It is a "public good." As such, pupils are not solely qualified to evaluate course content, and the pedagogical style of a faculty member.

1.5 Teacher Proficiency under the Impact of the Teaching Strategies.

Teachers possess a strong power in their own capacity to direct the learners in becoming responsible citizens. Their communal hard work act as a driving power by which the goals and objectives of an educational scheme are being achieved. As such, teacher quality must be taken into account to make such goals reachable. Teaching strategies on the other side are considered as crucial manner towards the development of the teacher's proficiency.

A teaching strategy is the way teacher delivers the subjects to pupils by using certain methods corresponding to the characteristics of pupils that were encountered. Each pupil has different characteristics, known also under the name of learning styles by which the pupil prefers to have his lesson accomplished. Therefore, a teacher must be able to apply the teaching strategy in accordance with the characteristics. Teaching strategy helps determine the success or failure of learning and teaching activity and it is a unity in teaching system. The more precise strategy used by teachers in teaching is expected to be more effective, the more the achievement of learning goal is.

But the factors that affect the teaching strategies are: learners' goal, situation, facilities, and teachers. The term of teaching strategies should be able to bring the atmosphere of teaching interaction becomes instructive or educative, putting learners to take active learning, as well as foster and develop interest in learning and increase learning spirit, it can improve the learning outcomes and live up teaching process which is on-going (Rohani, 2004). According to Djamarah (2010) the strategy of teaching is a teaching method to achieve the expected goals..

When teaching strategies and learning styles are fully respected in the classroom, goals of the learning process are set forwards accordingly. Thus, this is the appropriate learning atmosphere which is not only limited to the rowdy of classmates, but the

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interaction of teachers and pupils, interaction of pupil and pupil, the state of the building (air ventilation, room lighting, wall hangings and the state of the floor, walls) also become a part of the learning environment in the class. The influence of the teaching strategies does not only impact the learning process, but also the teacher's competency, and more importantly his/her developing teaching skills, which in turn moderate the teacher's proficiency as a proficient teacher in the academic career.

1.6 Language Teacher Socio-cultural Status vs Proficiency Development

Since the teacher is considered as an independent variable and the pupil is the dependent, it is clear that s/he is directly affected by his teacher's behaviour. The EFL teacher with variable knowledge is free to perform various activities for providing learning experiences to pupils. Pupils are the dependent variables. The pupil is required to act according to the planning and organization of the teacher using his/her potential to better perform in the language classroom. Teaching activities of the teacher influences the learning of the pupils. Meanwhile, it reflects the teacher's proficiency development. Proficiency does not only mean the professional way of conveying units of knowledge applications and skills to the pupils. More importantly, it is a period where the teacher is concerned with the indoctrinate of some ethical behaviour.

Teachers do not fully understand the distastes of their profession and have a low opinion of it. Their work falls into three broad categories intellectual, behavioural work and organization work. When all these areas are kept in mind, the teacher should be responsive in classroom and school environment which is not possible if s/he is poorly paid, socially distressed, and psychologically distributed.

Causes of low quality of teacher's competence will then affect the overall system of the teaching, learning process. To develop such strategies that would bring together the key components of society in the teaching learning process, behaviour is an important criterion of teaching and learning process in classroom as well social and economic problems adversely affect the teaching performance of middle school EFL teachers in terms of competency or proficiency. Professional development is everywhere and mostly it affects their teaching competency.

Since the number of EFL teachers at the middle schools is dominated by female teachers, (1/3 is a male teacher), one might say that the levels of proficient development

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are different between the two genders. Some teachers are not living near the schools so they face many problems to reach them in the meantime. The latter might also impact their teaching competency.

Based on our case study, a majority of EFL middle school teachers are not using audio visual aids due to their carelessness and non-availability of audio visual aid. They use different skills in the classroom which are taught during their training sessions but recycling techniques and latest ones received during pedagogical days or seminars are not used in the classroom. It is because the lessons have already been prepared and now they feel exhausted to prepare the same course with new techniques.

Lack of respect is the major social problem. The reaction of the head mistress/master about most of the performance of teachers is not good. Yet, teachers agreed that their performance may be improved if their problems will be solved but misbehaving among the colleagues does not create problems in teaching competencies. They were also agreeing that lack of discipline effects on their teaching competency. All these factors surely affect in one way or another, the development of any teacher's proficiency.

1.7 Proficient Tasks Determining the Proficient EFL Teacher

The primary goal of teachers is to help learners learn effectively and efficiently. They have to be proficient in the usage of various essential tasks in the classroom to comply with this pursuit. One of the ways to boost learning and to achieve the learning objectives is to understand the importance of individual skill and to cater for the most relevant tasks underlying the learning process. A teacher has to conduct some tasks in such a way as to motivate the learners in discussions, use some activities to move ahead and interact, change the sensory focus with the help of teaching aids and, above all, use adequate activities to help pupils learn. In addition to this, systematic presentation of content matter is another requisite for teaching effectively.

To bring forward the instruction in a logical sequenced manner, proficient teaching is essential. Even experienced teachers need to refine this aspect and add value to maximize the effect of teaching in the classroom (Sharma 2000). In a foreign context where English is taught as a foreign or second language, the use of tasks vary from one region to another, either in terms of the nature of those tasks or the way they are conducted. In the Algerian language classrooms, for instance, the most important tasks that the language teacher

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should care about in order to achieve the already planned goals, and for a better teacher's proficiency development, are:

1.7.1 Managing the Classroom

Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning. This requires an ability to analyze the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction. The most important job a language teacher should assume is perhaps to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of a course. An interesting part of this is to do with the teacher's attitude, intentions, personality and his relationships with the learners. However, s/he also needs certain organisational skills and techniques. Such items are often grouped together under the heading of "classroom management" (Marzano, Pickering, & Pollock, 2001).

Classroom management involves all the actions taken by the teachers to create and maintain appropriate learning environments conducive for successful instruction (Everston and Weinstein, 2006). It is the orchestration of the learning environment of a group of individuals within a classroom setting. (Encyclopedia of Education, 2002). It refers to the teacher's roles, skills, and techniques to maintain a learning environment which facilitates learning and enhances the pupils' behavior and performance during the learning process. According to Wong (2001), it refers to all of the things a teacher does to organize pupils, space, time, and materials so that the learning can take place.

1.7.2 Lesson planning

Planning is often viewed as a key aspect of teaching a successful lesson. It is essential for efficient language teaching and learning. Furthermore, it ensures success for the teacher as well as for the pupil. Thanks to lesson planning, the teacher with a picture of how much s/he has done and how much remains to be done. Lesson planning enriches the teacher's experience in organization and administration, and it tells him what changes s/he should make when s/he gives the lesson again a year later. Changes that shape the learning process in its deep content on the one hand and that of the language classroom atmosphere on the other.

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On the pupil's part, lesson planning encourages the teacher to progress gradually without feeling bored or uninterested, and without wasting time and effort, which is impossible in the absence of planned work. More importantly, it contributes significantly to systematic knowledge, his linguistic ability, and his maturity. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and other aspects of the lesson. Harmer (1991) includes the following elements in a lesson plan:

- a. Description of the class
- b. Recent work
- c. Objectives
- d. Contents (context, activity and class organization, aids, language, possible problems)
- e. Additional possibilities

Even though a lesson may have already been planned (by the textbook writer), a teacher will still need to make decisions that relate to the needs of his or her specific class, adapting the lesson from the book in different ways to make it better suit the class. This process of planning and adaptation is a crucial dimension of teaching because during this process the teacher makes many decisions that are essential for a successful lesson.

Lesson planning involves decisions about the pedagogical dimensions of the lesson. But another important aspect of a lesson concerns the management of learners during the lesson. This includes eliciting pupils' attention, maintaining their engagement in the lesson, and organizing them into pairs or groups. If these aspects of a lesson are not well handled by a teacher, much of the time available for teaching can be lost in nonproductive activity. Classroom management, as discussed previously, refers to the ways in which teachers manage a class in order to make it maximally productive for language learning. Farrell discusses the processes involved in the planning, implementation, and evaluation of a lesson.

At the planning stage, teachers need to think about questions such as what the objective(s) of the lesson will be, what materials and activities will be used, what type of interaction will be encouraged, and how the learning will be monitored. At the implementation stage, the teacher's job is not simply to carry out the lesson as previously planned. During the lesson, interactive and evaluative decisions will often have to be made

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in response to the dynamics of the class. It may be necessary for teachers to adjust or even change the original plan when the lesson is not going well.

Having implemented the lesson, the teacher must evaluate the success or failure of the lesson. This phase is important as it provides an opportunity for the teacher to reflect on what has gone on in the lesson vis-à-vis the objectives of the lesson. Important questions to ask at this phase include what the pupils learned in the lesson, which tasks were successful, whether the material was appropriate, whether the pace of the lesson was right, and what changes need to be made in future lessons.

Farrell (2002) concludes by saying that carefully thought-out lesson plans are likely to result in more efficient use of instructional time and more fruitful teaching and learning opportunities. Lewis describes how classroom learning can be more effectively managed to produce the desired outcomes of language learning, that is, for learners to use the new language for a variety of communicative purposes and contexts. Three aspects of classroom management are to be focus on:

- (1) Motivation,
- (2) Constraints,
- (3) The teacher's role.

Lewis offers numerous practical ideas of how to deal with low learner motivation, which often results in off-task behavior, how to overcome classroom constraints such as large classes and limited resources, and how to help teachers better understand, their new roles in the communicative language classrooms. Effective management of these three aspects, Lewis points out, can lead to a classroom atmosphere that helps pupils “make the most of the opportunities for learning and practicing language.”

1.7.3 Objectives of a Lesson Planning

When preparing for any session with a group of learners, a very useful first question to ask is, ‘What do I want the learners to have achieved by the end of the session?’ This is not the question that many teachers, even very experienced ones, usually ask. They are more likely to think, ‘What do I know and how can I get it across?’ or ‘which slides shall I use and in what order?’ However, for more effective teaching and learning it is more helpful to consider where you want the learners to get to by the end of the session.

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The term ‘objectives’ is the ‘umbrella word’ to describe what the teacher wants the learners to achieve. It may well be that in his institution the term ‘outcomes’ or ‘learning outcomes’ is prescribed. In a sense, what term is used does not matter, as long as the teacher begins with the question, ‘What do I want the learners to achieve?’ Objectives are usually worded as follows: ‘by the end of this session, you will be able to:

1.7.4 Conducting a Lesson

Proficiency can also be the outcome of the teacher’s reflection on his lesson presentation. For each presentation, the teacher should consider the followings.

1. What was the aim of the presentation?
2. How successful this presentation was, or would be, in getting pupils to attend to, perceive, understand and remember the target material?
3. How appropriate and effective would a similar procedure be for you, in your teaching situation (or in a teaching situation you are familiar with)

Acting a dialogue, the main objective at the beginning, is to achieve a good working knowledge of the dialogue in the textbook, so that it can be altered or elaborated afterwards

1. Read out the dialogue, utterance by utterance, and ask the pupils to repeat it in different formations, acting out the roles in the following ways:

- a) Teacher - pupil
- b) Pupil - teacher
- c) Pupil - pupil

1.7.5 Purpose of Planning

Perhaps this is the most challenging question language teachers may ask. ‘Why should I bother writing plans for every lesson?’ Some teachers write down, elaborate daily plans; others do the planning inside their heads. After they graduate, many teachers give up writing lesson plans. However, not many teachers, namely proficient ones enter the classroom without some kind of plan. Lesson plans are systematic records of a teacher’s thoughts about what will be covered during a lesson.

Richards (1998) suggests that lesson plans help the teacher think about the lesson in advance to ‘resolve problems and difficulties before they take place in the classroom’, to provide a structure for a lesson, to provide a ‘map’ for the teacher to follow, and to provide

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a record of what has been taught” (p. 103). There are also internal and external reasons for planning lessons (McCutcheon, 1980).

Teachers plan for internal reasons in order not to feel lost in front of pupils, to learn the subject matter better, to enable lessons to run more smoothly, on the other hand, they plan for external reasons in order to satisfy the principal or inspectors. Lesson planning is especially important for pre-service teachers because they may feel more of a need to be in control by the headmaster before the lesson begins. Daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.
- A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of a classroom.
- A plan is a log of what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher cannot teach. (Purgason, 1991)

1.7.6 Principles of Lesson Planning

There are many questions that must be addressed in the design of teaching-learning situations. They include: how to adapt content/activities to learner’s specific needs; how to plan corrective feedback; how to fit teaching-learning assessment techniques to a specific educational context; how to choose the educational tools more appropriate to a teaching-learning-assessment method; how to choose a language to express a pedagogical model. Currently, EFL teachers are faced with those questions and therefore the development of teaching-learning systems is vital to help them in the design of learning situations in order to alleviate their burden in preparing lessons or teaching-learning activities. In addition, reflections on educational material design, teaching-learning activities more specifically, are also introduced. Among the most important principles to be kept in mind while drawing up lessons plans for a foreign language class are:

1.7.6.1 Knowing the Subject Matter:

The teacher should have a thorough knowledge of the subject matter. S/he should carefully examine each unit of work in advance, focusing on the learning problems that his/her learners will confront in the lesson. In addition s/he has to plan for the new language function, language forms that he will teach, and the techniques and methods he will use. Relevant visual aids on the other side remain crucial for the language teaching situation to help nonnative learners perform successfully. The teacher's knowledge should exceed what of the textbook contains.

More importantly, s/he should be able to adapt the textbook to the needs of his pupils. Furthermore, s/he should keep in mind that the textbook is not the only source of the lesson. Yet, workshops, wall charts, libraries, slides, ICT, and the like are ought to be considered also as important sources for the language class. One of the Algerian teachers' dogmas when preparing a lesson, not only for the language class, but probably in all subject matters, is that a unique lesson is made for three or four classes with the same level. Hence, individual differences do not receive any consideration from the teacher.

Experience reveals that EFL learners differ in their ability to learn a language under apparently the same conditions of learning. Ado (1964:50) suggests: some individuals, for example, may learn three times as much as some of their classmates in eight weeks of intensive study of a second language. There is then concern with the job of trying to lift the less able pupils to a level closer to their peers. Lesson planning should be based on the pupils needs rather than on whim. It not only helps the teacher to select the exercises and drills appropriate to those needs; it also saves time and effort.

1.7.6.2 Defining the Objective(s) Clearly

There are no immutable and ideal objectives in language teaching, but they should be ideally defined in some order of priority. Objectives are set in relation to the particular teaching situation with which the teacher is faced. This means that as far as circumstances allow, it is necessary to predict what kinds of language skill will be of greatest value to the learners (Wilkins 1975:58).

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In a course that has been built round objectives, each lesson is planned according to how we expect the pupil to respond at the end of it. In other words, the way to judge whether the objectives have been achieved is to observe whether the pupil's response has actually occurred. Objectives stated in extremely broad terms with no specific reference are of little value to the systematic planning of a lesson. Carefully stated objectives should convey precise information about pupil performance.

1.7.6.3 Yearly, Monthly and Weekly Plans

The teacher must be an artist, for teaching is an art. The English language teacher must also be a scientist. It is equally important that he should be a good administrator and efficient organizer. For the teacher, it is important at the personal as well as the professional level. S/he must plan his/her year's work and his/her week's work so that s/he can check from time to time whether s/he is ahead of his/her plans or behind them. The yearly distribution is concerned with how the sequences of the textbook are divided among the months of the school year.

Meanwhile, the monthly distribution is the representation of the sequence(s) over the four weeks. The weekly plan concerns how the lessons of each sequence are distributed over the teaching hours of the week. The teacher should be ready to make necessary changes in his plan while he is carrying it out. S/he should be willing to adapt his plan to the unexpected difficulties (or lack thereof) that s/he did not think of when drawing up the plan. However, s/he should not make changes without a good reason.

1.8 Conclusion

This chapter has been framed in terms of what might be called a case discussion between knowledge and some pedagogical tasks underlying how a competent EFL teacher might become a proficient teacher. We have suggested that the difference between a competent and a proficient teacher lies in the ability to show his/her readiness to apply some effective rules underlying principles that forge the style of being proficient. Some of them are institutional while others are personal. Among the personal are those shaping the teacher's presence in the classroom, such as his/ her personal way of dealing with the lesson and coping with the pupils, conducting tasks, while the institutional ones concerns the syllabus and course books. Such characteristics differ from one teacher to another.

Objectives to be achieved are the same, though the way of achieving them varies from one teacher to another. Language teachers must have content mastery in Basic English, literacy, social studies and science. This is because in most cases school curricula are designed with different topics that cover almost all disciplines they study in this school. Teachers also need to know how children learn. They need to know the expectations in development for children of different ages. Skills of a teacher also include proficiency in teaching strategies and disciplinary techniques. Variables of EFL teacher proficiency development depend on the different sorts of material used in the language classroom, for that end; in the next chapter we will shed light on the EFL teacher proficiency development in the Digital Era.

Chapter

Two

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2.1 Introduction

The current chapter tends to shed light on the utility of modern technology in the field of teaching and its impact on both the pupils' achievement and the language teacher proficiency development. At present, different teaching methods have been experimented to see the effectiveness of English language teaching. The use of technology in the form of films, radio, TV and tape recording has been there for a long time. Of course, technology has proved to be successful in replacing the traditional language teaching. The modern language teachers have new challenges and duties given by the new era.

Technology provides so many options as it makes teaching interesting and productive because it has capability to attract the language learners. David Graddol states that "technology lies at the heart of the globalization process; affecting education work and culture". Thus, technology is one of the most significant drivers of both social and linguistic change. The future method involves the use of technology in English language teaching in order to create English contexts, especially areas where English is taught as a foreign language. Technology isn't something that pupils need to be separated from; rather it's something that pupils need to embrace.

2.2 Using Multimedia Technology in Language Teaching

As the popularity of English in the digital era is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. Modern approaches of EFL teaching think of new ways to teach the language in a virtual environment in order to facilitate the job on the one hand, and the learning process for pupils on the other. Yet, the use of multimedia technology in the language classroom remains crucial. However, The Algerian schools still manage the teaching process in a traditional way. Yet, this research does not claim that none of these traditional ways are bad or damaging the pupils, but rather seeks determine how well the EFL teacher might develop his/her proficiency using those technological products. In principle, these digital tools are proving to be useful, especially in countries where English is taught as a foreign language. Many opportunities are offered to pupils to gain confidence in learning English. To keep pace with the language teaching and gain more confidence, teachers have to stride into the world of multimedia technology.

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In Algeria, multimedia technology refers to the possibility of using smart phones or computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound. The twenty first century is the age of globalization and information technology as Harry Samuels argues, “Much more recent developments in social media and information technology are taking foreign-language education in new directions. English is one of the important mediums of communication in the world, so it is important to learn the language. As a result, EFL teaching has been one of the important subjects in education. In fact, there are more non-native than native speakers of the language. With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of pupils and teaching effect in the classrooms.

Educational institutions all across the globe have already started implementing technology in education, and responsible in the field of education in Algeria also need to understand that. There's no way to stop the evolution of technology; and rather than working on ways to separate technology from education. Thus, technological innovations should go hand in hand with the growth of English and change the way in which we communicate. In fact, the growth of the Internet has facilitated the growth of the English language.

Especially in countries where English is taught as a foreign/second language. In this sense, computers are no longer the exclusive domains of a few individuals, but rather they are available to many. As the English language teaching models change rapidly, there has been a significant growth of literature regarding the use of technology in English language teaching. These literatures unequivocally accept technology as the most essential part in teaching. Such a tendency has emphasized on an essential role of technology in pedagogy in which technology has been dominant over the teachers.

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Teachers will never be able to catch up with the new world far from the use of modern technology. Teachers need to stop following the same old ways of teaching and experiment because the world is changing and we need education that augments that change. For this and to have all information of what is available in any given situations. Teachers can use multimedia technology to create more colorful and stimulating language classes. The principle of teaching should be to appreciate new technologies without taking over the role of the teacher and without limiting the functions of traditional teaching methods. There are various reasons why all language teachers and learners must know how to make use of the new technology. Most importantly, the new technologies have been discovered and disseminated so quickly that we cannot avoid their use.

2.2.1 Using Technological Tools in the Language Classroom

The use of modern technology in the language classroom has therefore replaced the traditional tools, teachers used to use years ago. However, in the Algerian language classrooms the notion of using digital tools is not yet widely spread. The main reasons behind this phenomenon lie in the first place in the teachers' lack of digital competence, and second, reforms in the syllables didn't include any attempt of giving importance to the applicability of such tools. The Algerian educational system needs to know a technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way.

“If we teach today as we taught yesterday, we rob our children of tomorrow”. -
John Dewey -

“We need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time and it is the lens through which we experience much of our time”. -David Warlick-

It is hoped that by using modern technology in the language classroom, pupils' interest in learning the language could be gained and eventually their teachers' proficiency could be improved. In recent times, social media and ICT have met every aspect of every citizen life and, consequently, the way teachers exercise their job needs to be profoundly

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transformed. Therefore, the teaching of digital natives cannot be conceived without including digital competence in the process. This will provide teachers with new opportunities to make pupils interact and learn by using the tools which are already familiar to them in order to look for and obtain information which will later be turned into knowledge. It is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes should be specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

Evidences show that “there is a gap between older and younger users of digital media”. The reality is that these younger users are constantly exposed to social media and ICT tools, a fact which sometimes clashes with the reality of teachers, referred to as technophobic teachers who are less used to making use of these new technological advances. Thus, these advances can be a demanding task for teachers. One can find very few of teachers in the Algerian middle schools use social media and ICT tools in the classroom. Their use doesn’t make a starting point as to consider this as an evolution in the Algerian system of education, but rather as a strategy to break routine in the classroom.

Yet, it should be the duty of responsables and researchers in the field of education to justify the utility of those tools in the language classroom in order to teach and promote a responsible use of all these tools, as well as to make pupils aware of the risks they may imply. Thus, the integration of these technological tools becomes an essential part of the curriculum, and teachers and educators must find a way to implement them in a meaningful way in the classroom. However, even though the introduction of these digital devices seems to mark the path for future steps in the way education is being shaped, it is not easy to reach an agreement on how to implement them unless there must be that kind of sharing the responsibility towards reshaping the path of education in the Algerian schools on the assumption that the role of education would serve the country needs first and respond to the World market change in the second place. Among the different kinds of these technological devices that the Algerian teacher might implement in the classroom are the followings:

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2.2.1.1 PowerPoint Program

Traditionally, the EFL teachers used to use what was called chalkboard or black /green board to present a lesson. Every single word was written on that device in a distinct place. Such device was pedagogically divided into three parts, and to each part corresponds a particular task. The left side for instance was reserved to list the new vocabulary being presented in every new lesson. The middle part, which is the largest part compared to the two others, was reserved to the most important parts of the lesson while the right side of the blackboard was dedicated to some keywords the teacher uses to run the lesson of that day. As evolution has covered all the domains of education, material inside the classroom was not an exception. From the interactive board to the other devices of pedagogy that were used to present new materials in the language classrooms and with the rise of new technological products there was a birth of smart tool that has replaced the green board nowadays known under the name of Microsoft PowerPoint, a software presentation technique that adds colour, images, sound, animation, and hyperlinks to other documents, including Web documents. PowerPoint Presentations (PPPs) help teachers improve the quality of teaching and also help the learners absorb teachers' messages.

Szaboa and Hastings (2000) hold that PowerPoint based classroom instruction helps learners focus attention and reduce distraction and observe that learners want PPPs to be adopted in English language classroom instruction. Cashman and Shelly (2000) find that learners learn most effectively when their five senses are involved. The PPPs appeal to learners' diverse learning styles, such as visual, auditory, kinaesthetic, and creative by employing multimedia methods, such as sounds, images, colour, action, design, and so on. Scholnik and Kol (1999) confirm that PowerPoint is a tool that allows learners to experience a world of real language opportunity.

The middle school of Ben Badis School, Chlef , where the current lesson was conducted knew the use of Microsoft PPP of the first lesson of the first sequence entitled "I listen and I speak". Although from the title of the lesson, one can understand that during this lesson much of the learners' task is dedicated to speaking; however, the role of that tool in the classroom was not underestimated. Yet, its use served in a number of ways. First, the colourful picture that was used to help pupils having an idea about the film of the

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lesson was indeed authentic and caught the pupils' attention during forty-five minutes of the lesson.

Second, the items of the lesson that were mentioned on every single slide were listed in a smart way, the latter created a smooth way for the learners to move from one point to another, while for the teacher it reduced his movements between the desk and the green board as it was so in the early years of traditional teaching. One of the most noticeable disadvantages of this tool is that it doesn't offer the pupil an opportunity to produce a writing message, an activity which mustn't be neglected by the language teacher. Because at the end of the each lesson, each pupil is supposed to produce a single message, an activity that interprets what the pupil has learnt in today's lesson.

Didactically speaking, the use of this software presentation in a friendly, non-threatening classroom atmosphere encourages the integration of all four skills. Fisher (2003) explains that PowerPoint "can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests." However, Towndrow and Vallance (2004: 109) argue for the necessity of organizing PPPs based on a proper lesson outline that specifies clear and achievable language learning objectives. The show should support the design of language learning tasks which are

not context-free and stand-alone exercises. Catherina (2006) indicates that learners think PowerPoint based lessons are more interesting than traditional lessons (p. 4). According to Gaskins (1984) PPPs improve effectiveness of presentation and improve clarity of complex material. Roblyer (2003) indicates that highly effective use of PPP helps learners to attend to and retain much of what they see on these slideshows (p. 179).

Another important benefit of PPPs for the instructors, according to Lanius, C. (2004) is that instructors can have face to face communication with learners contrary to the conventional chalk board teaching where instructors often face the chalkboard with their back to the class. Then, the format of creating a title and bullet points on a PP slide helps learners identify main ideas and their supporting details and there by helps learners structure their thinking. Further, the strength of PP is its ability to allow an instructor to import graphics, audio, quotes, and music or to link to simulations or Web pages and thus create an enriching learning experience.

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2.2.1.2 Smart phone

When smartphones started to appear in pupils' hands in the classroom, many teachers felt irritating. Yet, many of them often had to resort to taking pupils' phones away from them in order to keep them focused on the class. Some schools collect all the pupils' phones in a box before the lesson can even begin! However, if used in the right way, smartphones can be a very useful tool to support and extend language learning opportunities, precisely because they are designed as communication tools.

Being one of the most widely used technological device among youths, the increasing development of mobile phone technology has been unbelievably swift: Mobile devices, in particular internet-capable smartphones and tablets Mobile devices, in particular internet-capable smartphones and tablets, have become an integral part of everyday life for many people in most parts of the world. This is particularly the case for young people, for whom mobile devices have become an essential means for connecting with the world in general and with their social environment in particular.

Pupils at the Algerian middle schools with a lesser extent compared to those of the secondary schools, use their phones as all learners in the World to stay in constant contact with friends and family. Yet when they enter the classroom, there is more often than not the expectation or, in fact, the absolute requirement that phones be switched off, or at least not used during class. The sentiment is widely shared among educators that mobile devices anthem classroom function as a serious distraction, taking pupil attention away from learning (O'Bannon & Thomas, 2014). The banning of phones in the classroom, however, cannot be easily and effectively controlled by the teacher for several reasons:

- A good number of pupils will likely continue to use their phones, but secretly, possibly resulting in classroom conflict.
- Prohibiting phones leads pupils to view what happens in their language classroom as separate from their 'real' lives.
- Students don't see their devices as potential learning tools, in particular for language study.
- Classroom instruction does not take advantage of the wealth of tools and resources available or language practice on mobile devices.

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However, judicious use of mobile devices in the language classroom can, in fact, have a number of positive outcomes for pupils and teachers. These include

1. Integrating into instruction multimodal language learning tasks involving use of images, audio and video;
2. Enabling collaborative classroom activities using mobile devices for group writing, listening or speaking;
3. Enriching classroom activities with authentic language resources through apps and online sites;
4. Leveraging individual preferences on mobile devices to personalize learning and develop learner autonomy;
5. Enhancing students' digital literacy and other 21st-century skills needed for the workplace;
6. Encouraging out-of-school and lifelong language learning.

One of the most obvious and effective ways of using smartphones in the class, the teacher in the experimental class, in Ben Badis School, Chlef has had enormous success with, is to use them to allow pupils to go on a mini-webquest when he is introducing something or activating schemata about a topic. For example, in the second lesson "Read and consider" where the text was about "Big Ben" the teacher was asking the class "have you ever heard of Big Ben?" and right there and then, using their smartphones the pupils can quickly do a search for the great monument in London, and find out enough about it to move into the next stage of the task.

Pupils who already know about the topic can still benefit from this by checking certain facts, and then of course the group discussion can take place as usual with smartphones safely back in the pupils' bags. The teacher had unexpected benefits from this approach, with regard to the traditional way, when the teacher used to present the monument with a picture. The use of the digital device helps the teacher to conduct his task quickly and more appropriately, this is what Freda Mishan (2005) calls 'currency' to the tasks; an element of authenticity which is dependent on time-relevance.

Smartphones are not only potential tools for use during the class; they can also be very useful for self-access learning and homework type activities, some teachers may have

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accounts with apps such as Quizlet, which allows the creation of vocabulary flash-cards and multiple-choice questions. Teachers can set up classes in Quizlet which their pupils can join. This has many advantages, such as very accurate monitoring and instant feedback. The teacher can check who has done the tasks and what their score was without having to do any marking or checking of homework with a red pen.

A further advantage is that these activities can be done whilst busy pupils are on the move, although this may have implications for the amount of cognitive engagement they can invest and retention. Although mobile learning is a popular buzz-word and has some success reported in the research (Cavus & Ibrahim, 2009; Stockwell, 2007), some teachers are still rather sceptical about how deeply they can learn something while on the move. However, having the option allows for a more flexible approach and accommodates pupils with different life-styles and learning preferences.

2.2.1.3 Video Gaming

The idea of teaching with video games is an exciting concept leading to a challenging practice. Video games today have turned into an important commodity with the use of course design, especially when planning lesson for children, the case of the current research. Video games can offer types of motivation such as competition, diversion, enjoyment, fantasy, interest with game, social interaction, and application (Cianfrone, Zhang, & Jae Ko, 2011), Video games provide extrinsic and intrinsic motivation and they satisfy players' psychological needs (autonomy, competence, and relatedness independently). Video games have the possibility to teach both formal and informal academic and non-academic skills, and, as fun tools, they motivate pupils to be more collaborative, promote social learning, share information, and increase their achievements (Kebritch, Hirumi, & Bai, 2010).

Teachers should use video games as an integrated technology tool in their classroom as long as games are also a preferred technology at home, since the technology encourages pupils to enjoy learning in school (Patriarca, Di Giuseppe, Albano, Marinelli, & Angelillo, 2009). Video games enhance pupils' cognitive skills, particularly with respect to problem solving. Some teachers, namely technophobic ones may not have enough experience with video games and their features to know that they may not help as a tool in the classroom.

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Yet, those teachers avoid using video games in class as they consider this to be a waste of time. They refuse to use video games in class because they consider them to be just a form of entertainment. This is typically due to the lack of experience in this area and information from social media. The latter regularly report cases of children's aggression tied to playing video games.

On the other hand, the specific application of gaming in education generates a lot of benefits in the learning process. Generally, educational video games and simulators teach many skills such as, computer programming and, drawing and word formation. In particular, simulation games can develop the children's soft skills. They indeed may increase the children's sense of self-esteem and improve socialization skills, leadership skills and team building. Teachers are invited to implement gaming so that they may comprehend the potential of integrating an educational gaming learning platform into their classroom. Using video gaming under the umbrella of education technology addresses many broad issues that remain stumbling blocks for education in the developing world, for example lack of infrastructure, poor resources and poorly trained teachers are serious challenges towards a safe implementation of that means of teaching. Computational systems can help those pupils who are most isolated and vulnerable, especially when these systems provide personalization, address educational boundaries and support social learning. However, much work remains to be done. Software needs to be ported to appropriate hardware, and can't depend on rapid and consistent connection to the Internet.

In consideration of some constraints that might affect the idea of using video games in the language classroom, inexpensive technology provides an exciting opportunity to engage pupils in learning through informal and playful methods. Technology provides learning materials that help pupils move between formal and informal learning situations and also supplying ubiquitous learning, available everywhere and anytime. Video games on the other side help the language teacher to reflect on his teaching and think about new ways of using this kind of technology in the classroom since it is widely used by young people. The nature of the video games preferred by many pupils helps the language teacher to decide on the type of the topics to be taught inside the classroom and consequently, there will be a steady move towards future design of the syllabus and a hailing idea of integrating such tool in the foreign language teaching curriculum.

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2.3 Advantages of Using Technological Tools

It is a common belief that today technology becomes more readily available to all of us. Yet, it seems appropriate that the language teachers should integrate it into their teaching assessment, lesson planning in the same way they have been doing with traditional tools in the traditional way. Nowadays, pupils are surrounded by technology and this technology can provide interesting and new approaches to language teaching because the use of technology for teaching and learning is moving their institution in the right direction (Healey et. al. 17). In this way, the teachers of English can take full advantage of technology to teach English in the non-native speaking countries. The followings are some of the important advantages of using multimedia technology:

2.3.1 Expanding Pupils' Digital Literacy

Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other media on various digital platforms. Digital literacy is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology. While digital literacy initially focused on digital skills and stand-alone computers, the advent of the internet and use of social media, has caused some of its focus to shift to mobile_devices. Similar to other expanding definitions of literacy that recognize cultural and historical ways of making meaning, digital literacy does not replace traditional forms of literacy, and instead builds upon and expands the skills that form the foundation of traditional forms of literacy.

Digital literacy should be considered to be a part of the path to knowledge. Digital literacy is built on the expanding role of social science research in the field of literacy as well as on concepts of visual literacy, computer_literacy, and illiteracy. Digital literacy share many defining principles with other fields that use modifiers in front of literacy to define ways of being and domain specific knowledge or competence. The term has grown in popularity in education and higher education settings and is used in both international and national standards.

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Schools around the Globe are continuously updating their curricula to keep up with accelerating technological developments, since it is a must nowadays. This often includes computers in the classroom. Pupils are often taught literacy skills such as how to verify credible sources online, cite web sites, and avoid plagiarism. Google and Wikipedia are frequently used by pupils "for every single research," because they are the only two common tools that facilitate modern education. Digital technology has impacted the way material is taught in the classroom. With the use of modern technology rising over the past decade, educators are altering traditional forms of teaching to launch course material on beliefs related to digital literacy.

Educators have also turned to social media platforms to communicate and share ideas with one another, the latter, have also been widely used in the classroom as tools of presenting new lessons. New standards have been put into place as digital technology has augmented classrooms, with many classrooms being designed to use smart boards and audience response systems in replacement of traditional chalkboards or whiteboards. The development of Teacher's Digital Competence (TDC) should start in initial teacher training, and continue throughout the following years of practice. All this with the purpose of using Digital Technologies (DT) to improve teaching and professional development.

2.3.2 Developing Nonnative Pupils' Communicative Competence

Developing the communicative competence has become of huge importance for EFL/ESL teachers in classes since it is the way in which students can convey information and negotiate meaning in different contexts (Brown, 1994). Institutions, teachers and students nowadays recognize that "graduates with good communication skills are in a better position to explore new avenues in this highly economized society" (Saeed & Congman, 2013, p. 202). The need to help learners to develop satisfactory communicative competence in the target language is the primary goal of the language teacher to promote the learner's potential to negotiate meaning

Communicative competence is a "dynamic, interpersonal construct that can only be tested thanks to the overt performance of two or more individuals in the process of negotiating meaning" (p. 227). In this sense, it is possible to say that when there is interaction and meaning conveying, the participants are using their communicative

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competence. Richards (2008) suggests that a teacher needs to set appropriate environments in order for the learners to interact with the target language. This can be achieved through tasks, workshops, presentations, and different activities.

It is hard to achieve the goal of learning English language through the traditional teaching because it hampers the pupils' capacity to understand the structure, meaning and function of the language. Such teaching method makes the pupils passive recipients of knowledge. But, now, multimedia technology has been a great help to integrate teaching and learning and provides the pupils greater incentives, carrying for "pupils' future competitiveness at the workplace"(Healey et. al. 11). The teachers' instructions lead to the pupils' thought patterns and motivate their emotions.

The utilization of multimedia technology" breaks the monotony of traditional class teaching and is enjoyable and stimulating. For example, the use of PowerPoint template activates pupils' thinking and the capacity to comprehend the language. Its audio and visual effects help them to transform English learning into capacity cultivation. It creates a positive environment for the classroom activities such as group discussion, subject discussion and debates, which can offer more opportunities for communication among pupils and between teachers and pupils. Thus, multimedia technology encourages pupils' positive thinking and communication skills in learning the language.

Studies in the field of communicative competence and the use of ICT for foreign Language Learning believe that the technological environment is an ideal instrument to facilitate interaction and communicative exchange in language learning" especially for ESL/EFL learners and that they also contribute to creating communicative contexts, where there possibility for the learners to use the target language communicatively (p. 87).

Information and communication technologies transform the way students think and learn as they support risk-taking and knowledge and knowledge sharing. These technologies are fast and automated, and interactive and multimodal, and allow students to control how and when they learn. Specific requirements change according to the needs of individuals to find solutions to problems or to construct and communicate their learning. (p. 1)

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2.3.4 Enhancing Pupils' Learning.

Since the advent of technology and its integration in the field of education, the flow of information knew a massive and steady change. Learners today are confronted with new systems of learning. They have been independent from their teachers and their learning is nowadays typically learner-centered. Thanks to modern technology the learner can manage his learning himself. A technology-based teaching and learning offers various interesting ways which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that will make the learning process more fulfilling and meaningful (Finger & Trinidad, 2002).

On the other hand, pupils will benefit from ICT integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course is designed to help them to stimulate their understanding about the subject. There is widespread belief that ICTs can and will empower learners, transforming learning processes from being highly teacher-dominated to student-centered, and that this transformation will result in increased learning benefits for pupils, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills. However, there are currently very limited, unequivocally compelling data to support this belief.

ICTs are seen to be less effective (or ineffective) when the goals for their use are not clear. While such a statement would appear to be self-evident, the specific goals for ICT use in education are, in practice, are often only very broadly or rather loosely defined. The latter might impact negatively the pupil's cognitive as well as behavioural development. Studies in the field of using technology in education went further and argue that the relationships between in-class pupil computer use, out of class pupil computer use and pupil achievement are unclear. However, pupils in most countries believe that the greatest amount of computer use outside school is seen in some studies to have lower than average achievement.

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The presumption is that high computer use outside of school is disproportionately devoted to computer gaming, an activity which is not reasonably conducted by many of today's learners. In this respect, the use of technology outside the classroom should be supervised by the learners' parents so as to keep a balance between the use of technology in the classroom and outside it. Research has shown that the appropriate use of ICTs can catalyse the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower pupils for lifelong learning.

When used appropriately, ICTs—especially computers and Internet technologies enable new ways of teaching and learning rather than simply allow teachers and pupils to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning to one that is learner-centred.

It is not about the technology; it's about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools.

These are the key responsibilities of all educational leaders.”

Marion Ginapolis

Yet, the 21st century is known as the century of technology, but we cannot hold this truth to be self-evident unless we should care about the consequences that might undergo the use of this technology. It is not about the technology one might hail, but rather about the knowledge and information retrieved from every single source of those different websites. For learners, there must be learning communities so as to share ideas on the nature and source of information navigated on the net, and also to develop the culture of professionalism in order to be protected from any kind of slips, be it educational, or behavioural.

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2.3.5 Boosting Teaching Efficiency

Using multimedia technology in the language classrooms improves teaching contents and makes the best of class time. It breaks the teacher-centered traditional teaching method and fundamentally improves the teachers' teaching efficiency and has become "central to language practice" (Motteram.5). The traditional teaching techniques only emphasize on teachers' instruction and provide limited information to the pupils. But multimedia technology goes beyond time and space, and creates more real-life environment for English teaching. It stimulates pupils' initiatives and economizes class time, providing more information to the pupils.

With the rapid speed of modern technology, there has a shift from a traditional environment to a modern, from using traditional ways of teaching to modern ones. This new environment also involves a change in roles of both teachers and learners. The role of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometime as co-learner. The new role of teachers demands a new way of thinking and understanding of the new vision of learning process. The major shifts have been described in a tabular form below.

Changes in Teacher's Roles

From	To
Transmitter of Knowledge	Guide & Facilitator of Knowledge
Controller of Learning	Creator of Learning Environment
Always Expert	Collaborator & Co-learner
Learning to use ICT	Using ICT to Enhance Learning
Didactive / Expository	Interactive / Experiential / Exploratory

Table 2.1: Changes in Teacher's Roles

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Besides the change that modern technology has imposed on the teacher's roles, there was also an exceed in the change of the curricula, because teachers' and learners' roles as well as the curricula designs are three-dependent aspects of the teaching learning process. Meanwhile, and since the implementation of modern technology in education, the syllabus design on its side knew some modifications as indicated in the table below:

Changes in Curricula & Delivery

From	To
Memorizing Facts	Inquiry Based
Artificial Teaching Exercises	Authentic Learning
Rigid Deliver (Fixed Time & Space)	Open & Flexible Delivery (Any Time & Anywhere)
Single Path Progression	Multi Path Progression

Table 2.2: Changes in Curricula & Delivery

All these modifications taking place in learning and teaching call for a new learning environment to effectively harness the power of ICT to improve learning. ICT has the potential to transform the nature of education: where, when, how and the way learning takes place. It will facilitate the emergence of responsible knowledge society emphasizing lifelong learning with meaningful and enjoyable learning experiences.

2.3.6 Improving Teacher Pupils' Interaction

Gary Motteram is one of the scholars who worked on the effectiveness of technological use in the language classrooms. He says that it is still "the case that most teachers work in physical classrooms and looking at ways that these spaces can be augmented with digital technologies is a very good starting point" (7). In fact, multimedia technology in teaching focuses on the active participation of pupils, and enhances the importance of interaction among pupils and between teachers and pupils. One of the main uses of multimedia technology in the classrooms is to improve pupils' ability to listen and speak, and thereby develop their communicative competence.

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In this process, the teacher's role as a facilitator is particularly prominent. The utilization of multimedia technology can create a context for the exchange of information among pupils and between teachers and pupils, emphasizing "pupil engagement in authentic, meaningful interaction" (Warschauer 2). This opportunity improves on the traditional classroom teaching model. In doing so, the teachers in the classrooms no longer force the pupils to receive the information passively. Thanks to the wide dissemination of technology in the field of education, the language classroom today is shaped by a shift from a passive reception of information to a dynamic mood of reception. Vivid interaction between pupil-pupil and pupil- teacher has been one of the most noticeable characteristic of modern teaching in different technological environments.

Studies have found that they can foster the development of effective relationships between pupil and teacher, through email communication, for example, resulting in greater involvement of teachers in their children's education in general work can be transferred more readily between home and school and pupils can receive support when absent from school, accessing a range of curriculum resources via the school website. Most pupils spend a lot more time using ICT at home than at school, with greater autonomy (Condie et al., 2005; Livingstone et al., 2005).

2.3.7 Creating a Conductive Teaching Environment in the Classrooms

The use of multimedia technology in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, Healey et.al. Say, "Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technology to help learners achieve their goals. This technique makes the language class lively and interesting, motivating the pupils to participate in the classroom activities. Multimedia technology has its own features such as visibility and liveliness that produce special effects on the participants.

While teaching English language through it, the sounds and pictures can be set together that enhance the active participation of both teachers and pupils. The teachers can show pictures and images of native speaking situations to enrich the sharing of information effectively. They also imagine different contexts while preparing for the lesson. In the similar way, using the multimedia technology, the pupils in the class can receive abundant

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information about the language clearly. Thus, using multimedia technology in English language teaching is effective in cultivating pupils 'interest in learning, improving the teachers' interest in teaching. True reforms in the field of modern education, namely those focusing on the use of modern technology in the classroom believe that roles of the language teacher in the classroom are affected on a number of ways. Unfortunately, such claim of the teacher's role could not be accommodated into the ICT-based educational environment where the teacher and the pupils become partners in a community of learners (Fairman, 2004). In this connection, Fitzpatrick and Davies (2003, p. 13) inform that there are three skills that teachers should acquire in order to be able to function properly in an ICT-based educational environment.

i) **Technical Skills.** Teachers need to acquire enough computer skills to be able to troubleshoot arising problems.

ii) **Organisational Skills.** This type of skills is assumed to enable the teacher to "build and sustain language communities" which s/he dismantles "when they have exhausted their function"

iii) **Conceptual Skills.** Teachers should consider substituting "the well-trying, controllable" educational media, e.g. the textbook, for the more open web-based resources where their own pupils can outperform them. However, in traditional classrooms, these web-based resources reinforce rather than replace the traditional one.

Having presented arguments on the modern roles of the teacher, it is legitimate now to ask if advocates of the traditional classroom might wish to argue that by including the roles of "information provider", the ICT-based educational environment does nothing more than confirming the classical view of the teacher as "a dispenser of knowledge". This argument can be rejected on the ground that there is no implication whatsoever that the teacher is the end source and thus the only provider of information in the classroom.

2.3.8 Providing Opportunities for English Teaching outside the Classroom

Teaching English with multimedia technology is flexible that focuses on "how English language teachers, teacher educators, and administrators can and should use

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technology in and out of the classroom" (Healey et. al. 2). This means that multimedia technology provides opportunities to have English teaching not only within the classroom situations, but also outside the classroom situations, especially environments where English is taught as foreign/second language. It creates a multimedia language environment for teaching English.

Teaching should be handled by the teachers, but it should be pupil-centered, which is one of the principles of good language teaching. Sometimes, the pupils' problems are addressed in the classroom teaching, but other times they should be handled outside the classroom contexts, which is "usually carried out using asynchronous tools, such as e-mail or conferencing systems" (Warschauer 4). In such circumstances, the pupils can take the advantage of multimedia technology, contacting the teachers through internet and having their problems resolved thereby.

Because Time for reflection and interaction is a casualty of the digital age, and one of the primary goals of education, and if critical thinking matters, then developing it needs to be one of today's learning goals, too. It is at best a paradox, at worst appalling, that although we say we want to develop critical thinking skills, we structure most of modern education around delivery of content. Such concepts are the outcomes of an individual learning having as practical environment classroom outdoors. The latter can be developed by using different online means of putting them into effects. Online materials can provide more examples to pupils than the teacher could in class, and they can review them as much as they need and want. This ability to create redundancy and alternative explanations or ways of presenting content is very a powerful teaching tool. Also, advanced pupils can skip through basic material and easy examples and quickly get to the parts that matter to them.

Email, Twitter or Texting, Facebook, Online Discussion, Virtual Class and Small Group Meetings and Online Peer Feedback are programs that have emerged with the rise of the digital era to be used by individuals in order to exchange ideas, and for pupils to fulfil school tasks and learn far from the classroom atmosphere. Traditional methods assume that analysing, reflecting, synthesizing and caring will happen when pupils are alone and away from the classroom and teacher. Technology offers the chance to invert this model: get the concepts while away, and then apply them in a safe-to-fail, supervised environment in which pupils get expert feedback, in the classroom.

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2.4 Disadvantages of Using Technological Tools

There are many disadvantages of using multimedia technology in English language teaching despite it has facilitated the language teachers to improve their efficiency in teaching. The following are some of the disadvantages that this study has found in the context of non-native speaking countries:

2.4.1 Lack of Communication between Teachers and Pupils

It is important that there should be a lot of communicative activities in the language classrooms. The teachers should teach the pupils on how to pronounce certain words, to comprehend the sentences, to improve thought patterns and to express what they have learned. Though the use of multimedia technology in the language classrooms enhances the interest of the pupils through audio, visual and textual effects upon the students, it lacks interaction among the pupils and between teachers and pupils. For example, Healey et. al. claim, "teachers used pen pals before they had access to key pals, print magazines and newspapers before they had online news, and work in groups face to face before they collaborated in virtual worlds" (17).

In fact, it replaces the teachers' voice by computer sound and teachers' analysis by visual image. Thereby, the pupils will have a very limited time for speaking communication. The sound and image of multimedia technology affect the pupils' initiative to think and speak. The English language class turns into a show case and the pupils are considered only as viewers rather than the active participants in the classrooms.

2.4.2 Lack of Real-Time Teaching

Language teaching requires lots of discussion formed through questions and answers between teachers and pupils. The teachers ask real-time questions and guide the pupils to think, and to build up their capacity to give the answers. For example, "pupils need to be given maximum opportunity for authentic social interaction" (Warschauer 3). However, the teachers, with the help of multimedia technology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the pupils become unable to give feedback to their teachers. It ignores the spontaneity in the pupils' mind that includes pupils' thinking, strengthening their learning capacity and solving

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problems. Thus, the cultivation of pupils' thinking capacity should be the major objective in teaching and using of multimedia technology. The pupils should be given opportunities for thinking, analyzing and exploring their own world.

According to Pelgrum (2001), the success of educational innovations depends largely on the skills and knowledge of teachers. Education is impossible without the teacher's involvement. Real time teaching takes place when the teacher can read on the faces of his pupils how well his/her teaching is going, a feature totally ignored by a robot teacher. Yet, one can say that there is no place for emotions except with a human being teacher who deeply caters about the pupils needs and fetches the most reasonable conditions of learning.

Teachers' main target is to make the lesson understandable to the pupils. So using ICT in the classroom depends on the pupils' attraction, for it must call for a teacher intervention to adapt the material being used in the classroom according to the pupils' needs and desire. However, successful use of ICT can improve pupil-centered active learning (Ellis et al., 2008), engage pupils in collaborative learning as well as enhance their social interaction (Dodge, Colker, & Heroman, 2003), improve their cognitive development, increase creativity and improve their problem - solving skills (Khan, Hasan, & Clement, 2012). From the above discussion it is clear that CT is very much useful for teaching and learning. It becomes quite evident that the use of ICT in the classroom depends on the teacher, while the reverse doesn't hold.

2.4.3 Loss of Pupils' Logical Thinking

The use of multimedia technology in teaching makes the pupils understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away. In fact, the process of acquiring knowledge goes through perceptual stage and then rational stage, "developing critical thinking and autonomous learning while maximizing beneficial interactions" (Healey et. al. 9). So the teachers should understand that knowledge of something from perceptual recognition to rational apprehension is very important in the pupils' learning process. So if the pupils only perceive the images and imagination shown on the screen, their abstract thinking would be restricted and logical thinking would fade away.

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Thinking is an internal mental process which may occur at any time, and is used to make sense of experiences as it enables us to integrate new experiences into our existing schema to make sense of the world around us. This is supported by Kizlik (2012) when he asserts that thinking is a process of arranging a series of transactions between items that are perceived to be information. All pupils know how to think but as educators we need to teach the pupils to develop a higher level of thinking which would allow them to learn more from their experiences and make better use of their intelligence. Nowadays, the diminishing process of acquiring knowledge has been the major concern for today's pupils. Because textual words are replaced by sound and image, and handwriting is replaced by keyboard input. Here, again, multimedia technology should be used as an assisting tool for language teaching and should not replace the dominant role of teachers. In addition, it is not a mechanic imitation of teaching rather it integrates the visual, textual display with teachers' experience for effecting English language teaching. In this way, keeping in mind the pupils 'process of acquiring knowledge, the teachers can improve the pupils' listening, speaking, reading and writing skills of the language.

Additionally, requirements for active learning and critical thinking skills associated with the use of technology made the teaching and learning process even more complex today. While it was noticeable that pupils were becoming more digital natives, teachers were more digital immigrants as defined by Chaves, Maia and Melo (2016). We saw in our study that the excessive use of technology hindered communication and disoriented pupils' learning, while the lack of technology reduced their technical skills. Therefore, a deep understanding of pupils' needs and their teachers' in-service development would be necessary.

2.4.4 Expensive Way of Conducting Language Classes

Using multimedia technology in English language teaching is an expensive way of conducting language classes, which may not be fulfilled (Panthee 39). Keeping this fact in mind, the administrators and policy makers should not only help language teachers realize "the potential benefits of technology, and prompt them to learn to use technology in their teaching," but they should understand "the significant role of technology so they foster the learning process by providing the necessary structure, support, and infrastructure" (Healey et. al. 9).

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Over time, it tends to result in higher expenses though it will help create more effective education. The language learning programs start with expenses that are related to implementing new technologies in education. The expenses usually entail hardware, software, staffing, and training for at least one networked computer laboratory where teachers and pupils can come and use it. It is often the case in poorly-funded language classes that the hardware itself comes in through a one-time grant, with little funding left over for software, staff training and maintenance.

It is a common belief that still there is a long way away from equity in our schools. It's clear that, while poorer pupils fail for more reasons than lack of tech, it's hard not to argue that access to technology in the classroom is important if pupils are to have a chance of meeting the higher expectations of our modern age. To do that, it's important that schools not only have the funding to spend on tech but the guidance to spend that money well. For such end there is no clear similarity between poor and rich countries in subsidizing tech in schools, a traditional factor that remains as a serious barrier in improving the use of technology in classrooms worldwide.

In many educational sectors in different regions of the globe, schools are still having teachers as leaders in education. They are there to perform every single action related to education because they didn't receive any alternative that might run the business instead. Poor incomes of the country and high funding of modern technology have forbidden the furniture of the classrooms with digital tools, though we are leaving in the digital era. Meanwhile, and in an increasingly tech-reliant world, pupils in low-income districts are missing out on valuable learning opportunities. Schools with larger budgets produce pupils who are better able to keep up with our global economy? If so, what does that mean and how can we level the field so that all pupils get the education they need? The answer to that may come down to how we spend our school budgets.

2.5 Enhancing Teacher Proficiency by Using Modern Technology

Multimedia technology and language teaching have gone hand to hand for a long time and contributed as teaching tools in the language classrooms. However, multimedia technology is still a source of fears and insecurity for many teachers everywhere around the world despite the latest developments applicable to language teaching such as websites,

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blogs, online journals, teaching methodology and so on. Deborah Healey et. al. say, “The pace and extent of change in technology for teaching, however, have made it difficult for many teachers, teacher educators, and administrators to know how best to employ computers, other forms of digital technology, and the global interaction enabled by the Internet in language teaching”.

So many countries have tried to modernize their equipment, have spent large amount in technology and have proved the positive effects of integrating technology to language teaching. Still, there are many teachers who still have no interest to teach the language with technologies. There are many different aspects of technology that hamper education but there are resources that help learning, too. The topic of English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated the rise of teacher’s proficiency development all levels.

Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods that have limited the development of both the teaching and learning process.

Many researches in the field of education support the proven futility of traditional English teaching methods, and confirm that learners are more enthusiastic and interactive when using modern technology to assimilate English, while teachers feel more relaxed in doing their jobs. Statistical data reiterates that a high percentage of those learning English language skills do so via modern media such as smart boards, computers and screens, as compared to traditional teaching methods. Moreover, the study reveals that the interaction with teachers and overall responsiveness of pupils in the classroom is significantly improved when using modern techniques in English teaching. In fact, it is clear that pupils are more likely to learn from electronic curricula and that English language teachers prefer to employ modern technology rather than traditional methods of instruction.

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2.6 The Role of the EFL Teacher for an Effective Use of Technology

The implementation of multimedia technology to teaching can make improvements in English language teaching and at the same time has enabled "teachers to re-think what they are doing" (Motteram, 2001, p8). However, the teachers should play the leading role even if they use multimedia technology. Their position should not be replaced by the computers and other devices. For example, when each lesson is introduced and spoken English is taught, the pupils can easily improve their listening and speaking skills which the multimedia technology cannot do. Even, the teachers' interpretation during the language teaching should not be overlooked. In principle, English should be used frequently in the language classes in order to improve the pupils 'communicative competence. Multimedia technology in spite of its extraordinary effects in teaching should be an assisting tool for the teachers. So the teachers should determine whether to adopt multimedia technology in English language teaching or not.

Teachers in general have a great responsibility to adopt a strategic approach on technology; such an approach view would encompass taking a wide array of considerations and principles regarding technology and language learning, language teaching and language use. The considerations should not only be made to the prevailing technological trends but also to the anticipated future technologies. The modern world has seen vast technological advancement in almost every facet of humanity. In the educational sector, technology has been critical in fostering learning by providing a platform for accessing information and delivering knowledge.

From an analytical perspective, language teachers are often credited with the responsibility for enabling pupils to understand the connect between cultural norms and linguistics when using digital devices, especially when the latter concerns the learning of a foreign language within its sociolinguistics context; it remains critically important for the teachers to focus on how language teaching has metamorphosed over the decades and passed in different materials and media. The main aim of having the teacher assuming the role of a decider is not only critically reviewing the technology use in education and learning, but rather, to focus on the decision-making process and pertinent issues relative to technological use in learning.

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As such, teachers are often torn on between implementing and not implementing tech learning, and whether they are making the right decision when deciding on how to integrate technology into the classroom environment. However, a critical point to note is that teachers do not have an option to opt out and hence, they must find a way to integrate technology into the pupils' learning experience. Technology has become extremely pervasive and has greatly interwoven almost all human activities. As such, language teaching today, without the aid of the new technologies, namely in areas where the language is taught away from its sociolinguistics context, the case of Algeria, may result in limited virtual or artificial learning experiences that do not fully addresses the needs of the learners and achieve the desired objectives.

Essentially, teachers must, therefore, pay great attention to the use of technology, not because it is deemed to be a threat or boon, but rather, because technology bears a significant effect on the teaching and comprehension of language. Scholars in the field of education explain that technology bears the ability to significantly affect how language is used by the people at various instances, not as a deterministic and autonomous force but rather, in the context of interaction.

With ever advancing technologies, a consideration of the impact of the internet when navigating for information, either in the classroom or at home, with respect to ethics, values, and culture is critical since it is in the hand of kids with regard to the current study, no matter its expected use is fundamentally in language use and learning. Essentially, the internet is a pool of information that is readily available to all the people, who have the internet connection. The twenty-first century has seen increased coverage in the internet connection; more people today living in both developing and developed countries today have internet access; thanks to the emergence of smart devices such as a smartphone, tablets and PCs that have internet capability.

Teachers are then invited to play their roles in deciding on when and how technology should be used. For an effective use, the language teacher should plan every lesson with the necessary material required in the classroom. The learners are in the classroom waiting for instructions, though much care is given to their personal endeavours. They are in the classroom to conduct tasks and to respond to their teacher's questions using technological

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devices that have been selected by the language teacher with reference to the target objectives of the lesson.

This is especially true for any language teacher whereby one can greatly choose how to control every single act of the learners in the classroom. This in line with the help of the pedagogical team of the school. It becomes clear that when learners use technology under the supervision of their teachers and parents, they will develop the skill of an adequate and beneficial use of this innovation. Accordingly, they will be able to express themselves fully and being engaged in many tasks related to their lessons as compared to their counterparts who will use technology in gaming, even though in the classroom, and sometimes during the lesson itself.

2.6.1 The EFL Teacher as a Designer of all Teaching Aids and Techniques

Designing materials, however, that meet the needs of both the language teacher and the learners, is by no means a straightforward process reflecting on the teacher's own engagement in area of teaching over a long career. Materials development as a complex, multi-faceted and multi-skilled process drawing on a wide understanding of all aspects of teaching and learning, Davies (2006, p.9). Analysing the process, of material design, will undoubtedly entails self-questioning of teachers, as they design, trial and evaluate materials: questions like Are these materials focused on overcoming shortcomings in the course book? Do they address specific language aims and involve authentic communication? Do the materials seem appropriate for the context?

Given the learners' age, language proficiency, culture, and previous knowledge. Are they suitably graded and sequenced? Does the staging of the materials incorporate varied interaction and sufficient practice? Are the materials physically attractive and easy to use? Is the classroom organization appropriate for the use of the materials (with clear instructions, sensible grouping of learners, focused monitoring and helpful feedback)? Do the materials appear to motivate the learners?

With the moderation of methods of learning a foreign language, especially those forged for learners learning English as a second/foreign language and with the intention of

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shifting from teacher-centeredness to learner-centeredness, i.e. from behaviourism to cognitivism, materials design requires focus on the cognitive processes JOHNSON (2003). Hence, more expert task designers tend to visualise students doing the task and simulating what they might say, thinking through consequences and problem solving. Such views need tools to be put into effect, tools not easily being chosen by the language teacher, but they cannot be too different from those of this digital era.

Some language teachers tend to depend on entirely on multimedia technology in teaching. But the reality is that multimedia technology cannot be replaced by many other teaching methods. In the similar way, it cannot also replace any other forms of teaching methods. The functions of other traditional forms of teaching instruments are equally important in English language teaching though multimedia technology has its unique advantages in teaching.

For example, the smart phones still play an important role in playing the listening materials. Thus, the language teachers are supposed to choose from the appropriate teaching instruments according to the requirements of the teaching contexts. However, "In the absence of teachers trained to use technological tools in the classroom, EFL pupils will be unable to learn English as fast and effectively as they could with technology or as fast and effectively as their fellow students across the globe (Pelgrum (2001), So, in the non-native English speaking countries, the teachers should integrate multimedia technology with the traditional teaching tools as they can play an important part in the successful English language teaching

2.6.2 Teacher's Role in Enhancing Pupils' Creativity

Creativity is the act of turning new and imaginative ideas into reality. It involves two processes: thinking, then producing. It is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. It requires a safe environment in which to play, exercise autonomy, and take risks. As teachers, it's up to them to establish this kind of supportive classroom. The truth is that every pupil has great capacities but not everyone develops them. One of the problems is that also often our educational systems don't enable

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pupils to develop their natural creative powers. Instead, they promote uniformity and standardization.

In the school context teachers are a source of information, if we take into consideration total absence of other artificial sources of information. They have then the responsibility for transmitting declarative and procedural knowledge (Runco & Nemiro, 1994). Knowing that the curriculum can be an intended opportunity for fostering creativity (Park, Lee, Oliver, & Cramond, 2006), teachers should be the main mediator between it and what is practiced in the classroom, thereby being an essential element in order that the school accomplishes its goal of making pupils more creative.

When it comes to legislation concerning education, creativity has gained ground in almost every place where new methods of teaching have emerged and new reforms of the curriculum have been set forwards, places where it is a stated need to train creative citizens and where the role of the teacher is recognised in achieving this goal from kindergarten to university. However, this concern has had little impact on research in different districts of the globe, as few empirical studies about it exist (e.g., Fernandes, 2004; Vieira, 2004). On the other hand, knowing the perceptions of teachers can be the first step to defining the needs and interventions about creativity at school (Beghetto & Plucker, 2006; Fryer, 1996).

Working on the premise of developing creativity within the pupils entails the teacher to be creative. A creative teacher is the one who encourages reasonable risks and unpredictable situations, while reinforcing creative activities. A close relationship with students and a motivating class environment should also be both in harmonies with a good scientific background of the teacher and with her/his ability to be challenging at the cognitive level. To encourage the self-confidence and self-regulation of pupils, as well as their multiplicity of ideas and their active role in defining and redefining problematic points, is also important. Moreover, the teacher should also be tolerant of ambiguities, critical of his/her practices and demonstrative of creative abilities (Fautley & Savage, 2007; Sanchez, Martinez, & Garcia, 2003).

Creative teachers also should consider other specific aspects to be important for creativity in the classroom including the opportunity for pupils to choose tasks or to do their own self-correction (Cheung, Tse & Tsang, 2003; Fryer, 1996). Furthermore, it is also important for teachers to stimulate pupils to ask questions and to use open answers in

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response to badly structured problems and in divergent and unusual situations (Diakidoy & Kanari, 1999; Fryer, 1996). In spite of the high motivation that teachers have in order to practice creativity, difficulties emerge when they try pragmatically to be creative, due to a fear of assuming responsibility and a low self-assessment of themselves as creative people (Aljughaiman & Mowrer-Reynolds, 2005; Fryer, 1996). Yet, teachers may be aware of the characteristics that promote student creativity but their transfer into practice may still be intuitive, as not only declarative but also procedural knowledge is needed. This way the wishes and practices of teachers could and should become more coherent in the classroom (Cropley, 1999).

2.7 Computer Screen versus Chalkboard Utility

Since there was a shift in the ways and means of modern teaching, the chalkboard is no longer used in modern education. Computer screen is taking the place of the chalkboard in most modern language classrooms. Chalkboards, for example, provide a flexible placement of text and figures, which they cannot last longer when space is needed for something else, and rearranging items is inconvenient when they must be manually redrawn and then erased. Chalkboards are also unreliable for information storage: They are used in classrooms shared by many groups, and text and figures created during a given lesson may be erased during the next. If an issue requires to be saved, some other means must be found to save information in the interim.

Many of the functions that are awkward or impossible with chalkboards² are implemented easily with computers. Window systems and drawing aids, for example, provide flexibility for rearranging text and figures, and text can be displayed in fonts that are crisp and reproducible. Much prior research has focused on the use of computer and communication technology to support modern teaching and what is known as computer conferencing which emphasizes the use of computers to support asynchronous communication and discussion over a computer network. Focusing on developing and understanding the utility of modern technology in the language classroom entails the potential of it as an operational tool. The chalkboard is operational but not fully integrated

² The term chalkboard in this study refers to any of the wall-mounted erasable writing surfaces commonly used in traditional teaching. They are green or black. The marks are made with chalk. This term is used to avoid misunderstandings about the word blackboard, which, among other things, can mean programming organization for artificial intelligence systems. The term whiteboard is also avoided, which can mean a white metal writing surface on which coloured pens are used.

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in modern approaches of teaching that insist on the language classroom to be equipped with modern technology to serve better both the teaching and learning process.

2.8 Consequences of an Excessive Use of Multimedia Technology on Pupils' Achievements

Heavy load of technology use surely affect students' achievement, either positively or negatively. Teachers and administrators are constantly searching for new ideas to make classrooms more technology-friendly. Mastering technology can transform a classroom in a number of ways (Davis, 1997, 49). Is it possible to make better students through the use of technology? "Skills cannot be acquired through simply teaching facts but, instead, can be acquired by providing the learner with an opportunity to interact with the content, define learning goals, and explore new understandings through authentic, challenging tasks" (Isernhagen, 1999, 30).

Modern areas of inquiry of technology implementation in the language classrooms include positive and negative effects on student achievement and the various types of technology that can increase or decrease a pupil's ability to do work in the classroom. The ideal goal for educators is to implement technology in the classroom, since it is a must nowadays in the language classroom, and see definite positive effects on student achievement. Technology is a great tool to enhance pupil achievement, but is it actually being used in classrooms and is it being used properly?

Successful integration of technology into the language classroom cannot take place without the aid of enthusiastic teachers. Teachers' perceptions of digital devices and its use in the classroom are paramount (Milou, 1997, 4). As digital devices, computers for instance, seem to be the big craze of the century. Computers are in almost every classroom around the world, whether at each pupil desk or at least at every teachers desk. Computer based instruction individualizes the educational process to accommodate the needs, interests, and learning styles of each student (Kulik, 1994, 4).

Technology is not just a device to make a classroom come more alive, but can also come in the form of "Assistive Technology". An Assistive Technology Device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of pupils with disabilities (Riley, Beard and

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Strain, 2001, 47). The type of technology can promote positive student achievement for those pupils who lack the language learning basic skills.

Technology use in education will increase opportunities for pupils on several dimensions and at all subjects. First and foremost, it will give pupils increased access to information which will increase available literature, as well as challenge pupils' judgment on reliability. Furthermore, pupils will get access to programs that can enhance their learning outcome, for example by using educational software that corrects grammar. The overall use of technology in education can make pupils able to focus on more complex problems, which in turn can increase pupils' performance. By contrast, researchers have also sought to find the negative impacts on student's achievement through the use of technology. Technology has not always been promising within the classroom. In fact, technology is a two-edged weapon, while its outcomes depend on one who uses this technology.

2.9 The Intersection of Technology with Pedagogy

Pedagogy can be simply described as 'the science and art of teaching' (Stevenson 2010). Recently, professional development entailing teaching using technology has too often focused solely on technology at the expense of pedagogy. Yet, the term 'pedagogy' is the means for supporting pupils' learning in the present as it has been in the past and will be in the 21st Century. The target projects were different and the technological knowledge of the teachers and staff involved was at varying stages. One superintendent of education noted, was that the vision was technology as a tool for 21st century. Meanwhile, learning is embedded in in the intersection of both technology and pedagogy.

Just adding technology to a bland task only produces momentary benefits and fleeting interest. True engagement must be based on worthy tasks and effective pedagogy. The presence of technology alone will not change schools. But technology integrated into effective learning environments by reflective and flexible educators will assist in the restructuring of classroom and pedagogy moderation. From comments across different researches on the intersection between technology and pedagogy, there is a repeated and accepted acknowledgement that we are at a new crossroads in terms of incorporating technology into pedagogical understanding in teaching and learning. Teachers are now

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moving from being sceptical to making gradual openings for differentiated instruction. There is learning to be easily conducted by all when it comes to connecting technology to instructional strategies and effective pedagogy.

It is a commonplace in research in teaching with information and communication technology (ICT) that pedagogical needs should drive technological innovation and not the reverse. It is often, the case, however, that the ICT cart arrives ahead of the teaching horse, and the availability of new equipment and technical possibilities triggers changes in pedagogical practices. (Whyte, 2011, p. 271)

One of the consequences of the intersection of technology with pedagogy was seen in pedagogical engagement with the Larger Community. Such phenomenon was noticed beyond the school itself, thanks to technology that allowed home and school to be more easily and quickly connected. For example, one principal noted that better communication meant that parents could join in on a weekly or even daily basis to keep up-to-date about their pupils' schoolwork. A teacher might argue that pupils could extend their learning at home based on work they had begun in class.

Another specified that s/he connected with parents by sending home safe websites for increased tasks practice. Pedagogical differentiation for students and modification of curricular content were mentioned in several reforms, as was the notion of teachers' understanding of the possibilities provided in blended learning which is a relatively new concept that was for a number of today's teachers.

2.9.1 The Efficiency of Technology in Lesson Presentation

Traditional teachers have always been tired of having the same scenarios being repeated while presenting a new lesson. Things like:

- 1) Standing at the lesson plan five minutes before your class begins, having just discovered a task you'd like to get to your pupils today.
- 2) Watching television on a Saturday night when a preview comes on for a program that relates to a topic you will discuss in class Sunday morning. You would like your pupils to know about it so they have to watch it.
- 3) Assigning tasks that will take time to be written on the board so that pupils can take down and perform in the classroom, if not, to be finished at home.

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4) Assigning readings to be covered next class. Before pupils come to class you want to make sure they have read the material, and to find out which concepts from the readings most confused them so you can use class time to clarify. Inquiries as such are no longer reoccurring in the language classroom thanks to the emergence of new technologies in the field of education. Technology now offers an increasing number of intuitive, reliable, tools to help language teachers do the things they do every day. Meanwhile, teachers must pay attention to technology not because it is either a boon or a threat, but because technology inevitably affects language use. Technology shapes how people use language in particular instances, not as an autonomous, deterministic force but in interaction with a range of factors including individual volition, social conventions, situational context, and material constraints (Kern, 2015). The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies & Hewer, 2012). There are however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the foreign language learner should be familiar with using computers and internet, tools that are widely used in the developed country, and capable of interacting with these techniques.

Technology provides new ways for language learning, linguistics, cultures, and the world to be perceived and understood. Young people today learn digitally mediated modes of expression largely from one another outside of school, and they engage with digital technologies in ways that are often more varied and more sophisticated than those they encounter at school (Jenkins et al., 2009). This raises the question of how teachers should approach the incorporation of technology in their teaching.

The use of technology should not be seen as a panacea, or a goal in and of itself, but rather as one means to support specific learning goals. How a given form of technology is incorporated will vary, depending partly on the learning goals but also on the learners' abilities and interests, and the language teacher's attitude in using the selected tool for a given lesson. Lesson presentation requires three dimensions to be put into effect successfully: Teacher, Lesson plan and Support (technology). When teachers use technology purposefully, and not just for its own sake, they will inevitably engage in some degree of critical reflection.

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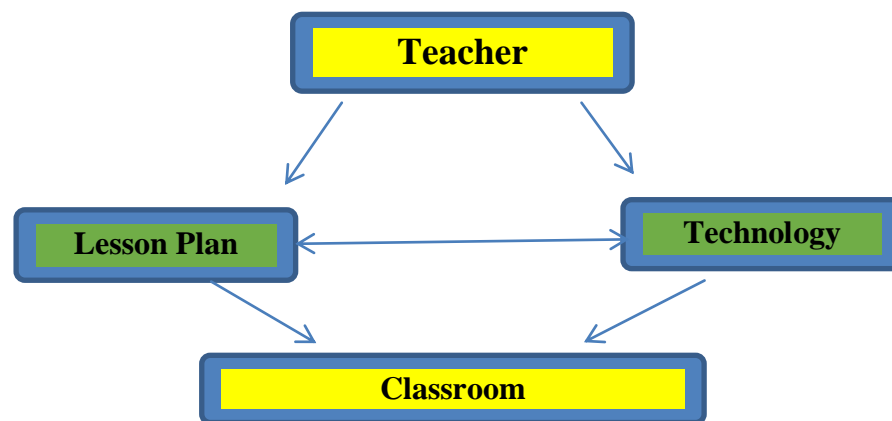


Fig 2.1. Fundamental Axes of Lesson Presentation (Suggested by the Author)

As the diagram (fig2.1) shows and for an effective language lesson presentation, there must be the presence of a teacher as a decider on what is going to take place in the classroom. S/he is the only one who is responsible for the lesson plan since it is the film of the lesson and also the only one who cares much about his pupils' tastes. Technology as a means of support is his second choice after the lesson plan. The latter are two interwoven subject matters that will be managed by the teacher in a convenient place named classroom.

2.9.2 Assessing Pupils' Work Using Technology

Assessment lies at the heart of the learning experience: how learners are assessed shapes their understanding of the curriculum and determines their ability to progress. Because most of language teachers have as a primary goal for their teaching the improvement of their pupils' learning, they have and still believe in the formative assessment, where teachers check pupil understanding, get valuable data on student learning, and then use that data to modify instruction. When teachers know what pupils know (or don't know), they can adjust to meet their right at their level.

Teachers use observations and portfolios to assess pupil progress toward mastery of an objective. Rubrics and checklists help teachers monitor and evaluate growth by providing a place to mark off what a pupil has mastered. Word documents and spread sheets are technology software that helps a teacher in converting these from paper to electronic format. Instead of writing data, teachers just use the click of a mouse. Technology has also become a replacement for the traditional paper and the red pen. Pupils can write

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directly on a tablet or whiteboard, and the work can be saved, printed, and sent to teachers to be corrected and marked.

Reviews of research on the assessment of learning with technology, and exercising some tasks related to the subjects learnt substantiate the centrality of the ICT strategies in the Coordinated ICT Assessment Framework. The framework identifies fundamental uses of technologies to assess. In modern schools, studies claiming the impact of technologies on pupil achievement were based primarily on teacher reports using technology. Since the goal of using technology was to design innovative ICT assessments that could gather evidence of use of ICT strategies in language learning, a range of student assessments were examined directly, testing the effect of technology and also comparing them to traditional ways of assessment.

Studies found that most of the tests tended to be authentic, testing what students know about the language and how effectively the teacher uses the modern means of assessment to evaluate his learners (Crawford & Toyama, 2002). Effective assessment followed by a feedback can be defined as practice that equips learners to study and perform to their best advantage in the complex disciplinary fields of their choice, and to progress with confidence and skill as lifelong learners. Educational researchers have increasingly argued that assessment should be used to support learning rather than just test and certify achievement.

Assessment is in most cases followed by the teacher's feedback, an electronic feedback is the most effective remedy to every pupil's weak point, since it is immediately sent to the learner via the different technological channels, and also because this feedback can simply be designed by the language teacher by deciding on different sources on different websites and inviting the learner to navigate his feedback since we share the idea that modern learning using modern technology pave the way towards an autonomous learning. We tend to think of feedback as something a teacher provides, but if students are to become independent lifelong learners, they have to become better at judging their own work.

The current literature review provides a general picture of technology use in schools to assess pupils' work. Researchers found that in this modern world, teachers use a wide variety of software with their students (Becker & Anderson, 1998). The review of research

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on learning with technology, alignments of technology and subject matter standards and frameworks, and the studies of technology implementation in schools substantiate the centrality of the ICT strategies in the performance of a proficient job on the part of the teacher.

2.9.3 Lesson Plan under the Use of Technology

A lesson plan is a framework for a lesson. If a lesson is considered as a journey, then the lesson plan is the map. It shows where the teacher starts, where s/he finishes and the route to take to get there. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. They are usually, though not always, in written form. There are as many different kinds of plan as there are teachers. Trainee teachers often have to produce very detailed written plans, with descriptions not only of each activity but also listing the exact questions and instructions they will give the class as well as the timings for every activity.

By contrast, for experienced teachers, however, it is impractical to expect teachers to plan with this level of detail each lesson they teach. Newly qualified teachers may rely on a less detailed, but still fairly comprehensive written plan. As teachers gain experience and confidence, planning is just as important, but teachers develop the ability to plan much quicker and with less need for detail. Very experienced teachers may be able to go into a class with just a short list of notes or even with the plan in their head. Whatever the level of experience though, it is very important that all teachers take the time to think through their lessons before they enter the classroom.

“The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organise the teaching and learning.”

Jeremy Harmer - *The Practice of English Language Teaching*, 199

Practically, much has been said about lesson plan in the previous chapter (chapter one), but traditional lesson plans compared to modern ones do make the difference, if not differences. Modern lesson plans have taken new ways of being realized, either in terms of content or forms. The use of modern technology in lesson plans has made the film of the

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lesson more enjoyable with pupils constant appealing, and teacher's proficiency rapid development.

For many years, the source of lesson planning was the text book, a white paper and a pencil many teachers had. In today's technological world, this is no longer true. There is a wide range of modern resources available to many teachers. Technology can help to present ideas in different ways, generate new activities and stimulate discussion. But only if it's used well. The increase in the sheer amount of technology, coupled with the range of intentions for incorporating technology in lesson plan, shows the high expectations that teachers have for. Most research studies show at least some achievement related benefit to using technology (Harper & Milman, 2016).

However, given the varied achievement results, technology is obviously not the "magic bullet" that many might hope for in terms of achievement. Classroom instruction is dependent upon many factors, including the context of the lesson and the manner in which the material is presented. Research shows that knowledge of content, pedagogy, and technology impacts the manner in which lessons are planned and implemented. It is important to recognize the complexity of classrooms when analysing the impact of technology. The degree to which technology influences lessons depends on many factors.

Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organisation. They are also more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students. Efficacy beliefs influence Teachers' persistence when things do not go smoothly and their resilience in the face of setbacks. (Tschannen- Moran & Woolfolk- Hoy, 2001, p. 783)

So far, this part has focused solely on the importance of planning to effective teaching using technology. Given the degree of potential of implementation of technology in lesson plan, it is safe to assume that the inclusion of technology only adds to the necessity for careful planning. In a study, Drayton, et al. (2010) found that, there is, in fact, a steep learning curve when new technologies are introduced. Changing practice first requires professional development and the support of school leaders (Blau & Presser, 2013). To instruct well with technology, teacher planning plays a crucial role in determining outcomes.

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Teachers may invest much to boost achievement and opportunities for their pupils, but the outcomes ultimately rest upon the learning experiences planned for by the teachers. When considering lesson planning with the use of modern technology, few would argue that lesson planning is an important part of teaching - in general terms; this seems to be clear in a digital world. However, the relationship between lesson planning and the changing classroom atmosphere is not clear and warrants further considerations. It would be interesting to see the impact on planning over time with a greater interest in order to see how teacher's professional development is indeed affected by a steady use of technology in modern education.

2.9.4 Administrative Tasks between the Use of Traditional Tools and Modern Ones

Educational institutions are expected to play a crucial role as the engine for knowledge generation and learning environment where ICT has become one of the most effective factors by helping not only in teaching and learning process but also in administration process. Moreover, ICT provides several facilities and possibilities to educational administrators for their task performance. It is mentioned that ICT resources have changed the very nature of administration in schools by allowing any information to be shared, stored, retrieved and processed easily by all who work, study or interact with the institution (Zainly, 2008).

Modern means of conducting administrative works have made significant changes with regard to traditional ones. Administrators now to do their tasks easily. It also contributes the efficiency and effective infrastructure to manage the whole process, though Administrative Process at Schools (APS) still faces a number of problems which indicates the ineffectiveness of technology. The latter might be the result of the inefficiency of the digital literacy of the administrators, or the process of conducting a given administrative work.

Yet, the task of managing administrative tasks in such an effective manner that it leads to sustainable development cannot be attained if the full use of ICT related educational initiatives are not explored (Bassegy, 2009). Technology can also be used to improve the quality of administration by enhancing administrative content development, supporting

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administrative process in schools and other educational establishments. The administrators may face various challenges in their daily work performance particularly if there is inappropriate utilization of technology or in manual process, but researches in the field of using technology in administration know less challenges compared to the implementation of a manual process. Thanks to a mouse click you can have the list of pupils being enrolled in a school, or a timetable of a given teacher compared to years ago, when the administrator used to spend hours if not days to establish the lists of pupils of the school, or any other task related to administration. These challenges are the obstacles towards an efficient administration. Therefore these problems need to be solved by administration leaders to establish a productive administrative process within schools and with the help of more ICT integration and its maximum utilization they can resolve many of those challenges (Kawade, 2012).

In terms of taking full advantage and for effectively utilizing ICT resources, namely in the developing countries, there should be availability and accessibility of all basic ICT resources which are the fundamental need of an educational administration and everyone should be well equipped because not all people who have resources available are higher in expertise and people who have skills to use they are lacking very important application, even they are willing to use more ICT resources. It is therefore recommended that training should be provided and monitoring mechanism should be placed to check the proper utilization of ICT.

According to (Ben-Zion Barta et. al. 1995) computers can be used for effective educational administration such as: General Administration (GA), Administration of Student Data (ASD),

Personnel Records Maintenance (PRM) and to a lesser extent Library System (LS).Activities like:

- Usage of computers for pupil registration / enrolment.
 - Availability of timetable / class schedule in electronic form.
 - Usage of e-media for scheduling / allocation of halls for examinations.
 - Usage of e-media for the processing and display of results of pupils.
- are seen as ordinary ones in this digital world ,and conducted in different region of most countries, be it developed or developing country.

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It becomes clear that the use of technology in administrations would enable the individuals to carry out their job duties in a manageable manner and incur job satisfaction. In the functions of administration, the individuals are required to prepare documents, letters, notices and other paper work. Hence, when they make use of technologies, such as, computers, printers, scanner and so forth, then they are able to carry out their job duties in a manageable way. In school administration, the use of ICT has been recognized on a comprehensive scale. There is a participation of online file movement. The individuals are able to send information online or through emails. Computerised database is ready for the implementation of tasks and activities. It promotes centralized storage and files of data. This enhances maintenance, reduces unneeded effort, minimises storage space and lessens security risks. As files, documents and reports are maintained in an electronic form, location and retrieval is a manageable and less time-consuming process.

2.10 Conclusion

In summary, this chapter underscores the vital educative potential and numerous benefits of technology in the language classroom for positive learning outcomes in the language classroom, and encouraging teachers to overcome their anxieties around of teaching technologies, which is a step towards proficiency. Of course, the purpose of both traditional and modern technologies is to maximize teachers' behavioural skills and provide a space where teaching can be best facilitated. One of the ultimate goals of using modern technology is to actively engage teachers in language teaching and motivate them to acquire proficient skills in a practical and realistic way.

In terms of future development, it is clear that multimedia will be integral to the learner-centred process of teaching English to modern standards. As such, the quality of teaching and application of pupils to modern educational foundations would benefit from an extensive work to improve overall teaching proficiency. In conclusion, we believe that this process can fully enrich pupil thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed it is evident that many routine teaching issues can be overcome through the effective incorporation of technology and appropriately train teachers to be proficient in this digital world. Chapter three will be the author's personal attempt in designing a course of a fourth year middle school level.

Chapter Three

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3.1 Introduction

In an attempt to boost the nature of teaching, and seeking for a place in order to be adapted to this technological world, the current chapter suggests the presentation of a fourth year middle school (MS4) course using technology at Ben Badis School, Chlef. It tends broadly to analyse the cloverleaf of chapter one and two, and see the extent to which the use of technology in a foreign language classroom affects the overall behaviour of the EFL learner.

The main aim of using technology is to help pupils become active participants in the use of English and help them get a sound knowledge of English grammar and vocabulary related to the register of daily interaction and problem solving. Most of the lessons contain several basic exercises, the number of which depends on the year of study. These exercises are devised to develop the students' communicative competence, since pupils are more concerned with the language use rather than its usage. The experimental class was poor in terms of sophisticated material to realise the job. Yet, the task was hard, but the determination was strong. However, this did not lessen the degree of our will to reveal the state of language teaching development in the Algerian middle schools, in this Digital Age (DA).

3.2 Type of the Lesson

Our demonstrative lesson is an MS4 model entitled 'I listen and I do' is the introductory lesson of any sequence of the course book. The lesson covers the language forms that will be practiced in the next coming lessons. As the name of the lesson suggests, students are invited, during this lesson, to listen and do. 'Listen', because new items are introduced, either in terms of language forms or language functions; 'do', because language is meant for communication and the pupils are invited to learn by doing, to learn the new material in pairs using exchanges or dialogues.

'Listen and do' as distinguished from the other type of lessons is the opening lesson of a given sequence. It tends to pave the way for the pupils to develop a strategy of self confidence in order to cope with the next coming lessons. 'Listen and do' lesson has inspired its name from the competency based approach adopted in the Algerian schools recently. Pupils are kindly invited to listen attentively during this lesson, as a first step,

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because they are confronted with new sounds which they must hear correctly when genuinely communicating. Following the listening skill, the pupil is later on asked to practice what s/he has been listening to be familiar with the sound system, and the meaning of such through demonstration. The lesson also covers all aspects of language, exemplified in forms and functions to be developed in what follows of the sequence.

3.2.1 Objectives of the lesson

The included learning objectives are Specific, Measurable, Achievable, Relevant and Time-bound (SMART) and stated in action verbs respecting Bloom's Taxonomy. They identify the domains (oral & written) and the competencies Interact, Interpret and Produce.

- **Interact:** Understand the main points of a familiar text on personal and cross-curricular topics. In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive and narrative types using written, visual or oral tip.
- **Interpret:** Respond to some encountered language situations. In a situation of meaningful communication, the learner will be able to interpret oral messages/ text of descriptive and narrative types using written, visual or oral support.
- **Produce:** Produce short simple connected speech on familiar topics or personal interest.

In a situation of meaningful communication, the learner will be able to produce oral or written messages / text of descriptive and narrative types using written, visual or oral support.

The idea that pupils should interact, interpret and produce an oral or written was immediately challenged by some teachers in the field of education whether they were going about to meet their goal in the right way by the end of each lesson or should this be by the end of the middle school cycle. A feedback was addressed to that inquiry based on the ground that such goal is meant to be a long term-achieved goal "Exit profile", but the battle field of having those competencies put into effect is the picture of every single lesson plan. In other words, each lesson has got some learning objectives which contribute to the improvement of the three competencies.

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Learning sequence	Topic	Title of the lesson	Learning objectives
Sequence one	Me and my personality and life experiences	I Listen and I do	<ul style="list-style-type: none"> - Make a portrait - Write a report on events, facts, experiences (embarrassing and positives ones) -Express likes and dislikes in arts, cinema, music, and the digital/ electronic devices - Talk about hobbies

Table 3.1 Learning Objectives of MS4 (Sequence one, lesson one)

The notion of competence and competency was in most cases used interchangeably by some teachers. They were confused about the meaning of each and how to apply the theoretical perspective of the competency based approach by making communicative competence³ the goal of language teaching and by acknowledging the interdependence of competence and competency. In this respect the difference between the two concepts can be illustrated in the below table.

Competence	Competency
-Skill-based	-Behaviour-based
-Standard attained	-Manner of behaviour
-What is measured	-How the standard is achieved

Table 3.2 Difference between Competence and Competency

It becomes clear that from the above table that competence describes what people can do while competency focuses on how they do it. In other words, the former is the skill and the standard of performance reached while the latter refers to the behaviour by which it is achieved. It implies that there is an interface between the two concepts.

The primary competencies that pupils are required to achieve from the lesson are those of “interact, interpret, and produce”. Pupils are asked by the end of the lesson to be able to interact in pairs using already learnt language forms and language functions with correct language. Following the stage of interaction (oral & written), pupils should have

³ Being able to communicate required more than linguistic competence; it required a communicative competence (Dell Hymes, 1971)-Knowing when and how to say what to whom.

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the ability to interpret an oral or a written message using the target language, such activity can be done via the use of different means of communication, namely those belonging to the digital age. Last

but not least, a fundamental competency which in the mind of the teacher is the outcome of the two previous competencies remains as a means to assess the entire educational process.

The third competency 'produce' has always been considered as a relative objective to be achieved because it is affected by factors referring to the teacher and to the learner. Concerning those of the teacher we can acknowledge features like poor lesson plan, absence of lesson stages coherence, or failure in reaching goals of the two previous competencies 'interact and interpret'. For those of the learner, it is an obvious belief that the teacher is in the classroom confronted with children having individual differences, different socio-economic status, or different capacities of learning. For that end, the third competency remains and will remain as a permanent hostage depending on the improvement of pupil's educational atmosphere.

Besides the three competencies that determine the pupil's school achievement, there are other competencies to be targeted in order to make from this young pupil a future responsible. Among these competencies usually known under the name of Cross-curricular competencies'. They are intellectual, methodological communicative personal, social as well as values. These competencies share the same objectives for the Algerian middle school four levels (MS1, MS2, MS3, MS4). Each competency completes the other and together they pave the way towards a meaningful outcome that serves the teaching / learning process in reference to the teaching approach. The meaning of each competency lies in the heart of the goal of each, for they have been defined as follows:

- Intellectual competency/ The learner can: understand and interpret verbal and non-verbal messages- solve problem situations using a variety of communication means- show creativity when producing oral and written messages - show some degree of autonomy in all areas of learning.
- Methodological competency: The learner can: work in pairs or in groups- use strategies for listening and interpreting oral discourse-develop effective study methods , mobilize his resources efficiently and manage his time rationally- use

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- information and communication technology whenever he needs it for learning and research-evaluate himself and his peers.
- **Communicative competency:** The learner can: use dramatization and role-play to communicate appropriately-use information and communication technology such as blogs, websites page, discussion forums, platforms to interact with learners of other cultures-use dramatization and role-play to communicate appropriately-use information and communication technology such as blogs, websites page, discussion forums, and platforms to interact with learners of other cultures-process digital data.
- **Personal and social competencies:** S/he is aware of his/her role and others' role in the development of projects. S/he is also keen on promoting the work of his/her peers. Respecting the national values and consistent behavior remain crucial.

A part from the target competencies necessary in preparing the pupil to be aware of his future responsibilities, there are some domestic values for the pupil to be armed with in order to face future challenges and to represent his homeland best.

i) National identity: The learner can use the markers of his identity when introducing himself to others: name, nationality, language, religion, flag, national currency...

National conscience: S/he can speak about our school days, weekend and national public holidays (historic, religious, etc.)

ii) Citizenship: S/he shows respect for the environment and protects it continually

iii) Openness to the world: He is keen on learning about others' markers of identity

3.2.2 Communicative Tasks

Since the teaching / learning process is based on the CBA in the Algerian schools nowadays, and based on the idea that language is taught to be used, all activities are founded on the principle of a communicative intent. Pupils use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks. According to Morrow (in Johnson and Morrow, 1981) an activity is said to be communicative when it meets the three following features in common,

i) Information gap: An information gap exists when an individual in an exchange knows something, the other individual does not. If we both know that tomorrow we shall go to the

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cinema and I ask you, “Where shall we go tomorrow?” and you answer, ‘to the cinema’, our exchange is not really communicative.

ii) Choice: While communicating, the speaker has a choice of what and how s/he will say something. If the activity is tightly controlled so that the pupils can only say something in one way, the interlocutor has no choice and consequently the exchange is not communicative⁴.

iii) Feedback: A real communication is purposeful. If the speaker does not receive what he was intending from the listener, in other words the speaker can evaluate whether or not his purpose has been achieved through what he received from the listener, in case the listener fail to provide the speaker with a feedback, the exchange is not truly communicative.

The MS4 course book has been intentionally founded on ‘Morrow’s-three -features of communicative task’ to bridge a gap in the pupil’s mind and make him more concerned with language functions , rather than language forms. Accordingly, tasks like games, role play, interviewing, writing a letter and problem-solving are the core activities that help pupils develop their communicative competence while they are actively exposed to the language. The CBA was acknowledged to be the approach that could put those communicative tasks into effect and gain insights from the outcomes of each activity.

3.2.3 Linguistic Resources

The primary objective to master the language, English in particular, has become to be able to communicate using the language. Richards (2008) states that the learners’ mastery of the speaking skill has become the main goal in EFL learning English. Moreover, he states that the learners will assess their success in language learning, especially how effective they use the language, by looking at how they have improved their speaking skill. However, in EFL classroom, the learners are not usually exposed to produce the language orally. In fact, most of the time, they are exposed to explicit learning focusing on the use of language rules because at the end, they are assessed with written tests.

There are some possible problems faced by the teacher; for instance, there might be a learner who is found having difficulty in saying something, but actually s/he knows exactly

⁴ In a chain drill if a student must respond to his neighbour’s question in the same way as his neighbour replied to someone else’s question, then he has no choice of form and content. Yet, real communication does not occur.

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what he wants to say. In this particular case, he is aware of the use of grammar or language rules. However, this awareness leads him to fill reluctant whenever s/he is asked to say something in the target language. It seems that s/he is afraid of making mistakes related to the use of grammar itself. This particular condition leads to question whether it is still appropriate to teach grammar or not in the communicative language teaching. Ellis et al (2002) suggest that the teaching of linguistic form, grammatical rules in particular, still have a major part in language pedagogy and it is up to the language teacher to manage a suitable balance between communication and learning grammatical rules in the classroom.

Thus, it can be said that grammar has its own role within the L2 communication or communicative competence. Hence, the presence of grammar within communicative language teaching for foreign language learner is essential since the chance of practicing the target language in contexts where it is taught as a foreign or second language is restricted. Communicative teaching which only focuses on meaning and gives little attention to grammatical rules is not sufficient to prepare the learners to be fluent (Pica, 2000).

Canale and Swain (1980) argue that communicative competence is founded on three components: grammatical competence, sociolinguistic competence, and strategic competence (communication strategies). Thus, to be able to communicate using the target language, the learners need to be able to use their grammatical competence. In other words, grammar has its own role to deliver meaning or messages within the communication. When someone is not accurate in saying something, there is possibility that people whom s/he talks to will misunderstand about what s/he actually wants to say.

According to Canale and Swain (1980) the first component of communicative competence is the grammatical competence. Grammatical competence is the type of competence in which it focuses on the use of lexical items, morphology rules, syntax, semantics, and along with the aspect of phonology (pronunciation), Canale and Swain (1980). Moreover, it includes the basic element of communication such as the sentence patterns and types, the constituent structure, the morphological inflections, as well as the lexical resources (Murcia et al., 1995).

Linguistic resources are then one of the fundamental language components .Yet, and for an EFL learner remains as a solid background for communication. Strategies of

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acquiring such language tool differ from one teacher to another, though the approach is one. Strategies lies in the heart of the nature of activities being conducted, either in the classroom or at home. MS4 linguistics resources have been selected according to each learning situation and graded in reference to the learners' level. They are glossed in the yearly distribution, so that the teacher should take them into consideration while selecting activities to each learning situation.

They are graded from simple to complex. The degree of complexity varies along with the learner's procedural language development. Features of those resources are exemplified in three subjects which for an MS4 learner seem to be the fundamental pillars in learning a foreign language, when talking about language accuracy. Grammar, lexis and pronunciation are the building blocks of the foreign language learner competence in every single situation of communication. The following table illustrates what type of linguistic resources an MS4 learner is concerned with in a given sequence.

Grammar	Lexis	Pronunciation
<ul style="list-style-type: none"> -Describe famous landmarks -Describe famous figures -The passive voice(past simple tense)-Compare cooking habits -The superlative -Discourse markers(review and expansion): -chronology, cause and effect, opposition -concession (unlike, whereas) 	<ul style="list-style-type: none"> Basic lexis(words and expressions/ formulaic language):- lexis related to travel/tourism -types of landmarks (monument /mosque/ tower / bridge /castle/temple...) -Names of international landmarks/ famous figures -strong adjectives to describe and value landmarks -word formation 	<ul style="list-style-type: none"> triphthongs -Consonant cluster

Table 3.3 language Resources of Sequence four (MS4)

3.3. Structure of the lesson

The current demonstrative lesson is 'I listen and I do' intended for middle school pupils, 4th year. It is the first lesson of sequence one. It is founded on a topic that is quite familiar with the pupils' environment. Meanwhile it tends to pave the way to cover some aspects related to the pupils' daily life. The topic is termed. "Me and my Personality and Experiences". In the first lesson, the pupil is invited to learn something related to him, i.e. his personality, environment .It is structured in such a way based on the assumption that the learning process and in reference to the CBA , much is given to functions rather than forms.

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The MS4 learner can produce more about things related to his personality and experiences in those topics taking into consideration his age. The suggested topics primarily aim at expanding learners' knowledge about culture, science, history and the like and inculcating values of national and international citizenship, solidarity, eating ethics, and table manners, among others. Although each sequence subsumes a model of initial problem-solving situations, situations for installing resources, and situations for integration and assessment, it is up to the teacher to suggest others according to his/her loci of activity and learning contexts. The proposed learning plan also includes topics, learning objectives, resources (grammar, lexis & pronunciation) and a variety of relevant communicative tasks.

The lesson is founded on some constituents that shape the teaching learning process, in other words those belonging to learner and those of the teacher, while they are interdependent and serve the teaching learning process mutually. The language teacher is asked to highlight some teaching objectives which for him/her represent the skeleton of the lesson plan. S/he is asked to realize the majority of them and in case s/he fails to do so, the lesson must be redone, and assessment of the lesson sounds crucial. Among those areas of inquiry which the teacher must care about while presenting the lesson are:

3.3.1 Target competencies

Because language is merely speech, for the learner has to learn it orally, the teacher is then in the classroom to find ways on how to set the learning process on such principle. Yet, learners are invited to practice the language in pairs through exchanges first, then in dialogues. The teacher's first target competency is termed 'Interact'. In other words the learners are invited to practice the new material in a situation of interaction. This competency is targeted during the presentation stage. Following the presentation stage, a second competency is targeted; the latter is called 'Interpret'. In the practice phase, the learners are invited to practice the language by interpreting an oral or written message using correct English in terms of function and form. The last target competency which is not totally different from the stage, in which it is used, is known under the name of 'Produce'. During the last stage 'Production', the learners are invited to produce an oral or written message based on the language function and language form learnt in the lesson. This kind of competency is considered as an assessing tool by which the teacher can evaluate his/her lesson degree of achievement.

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3.3.2 Language Tools

Every lesson has been shaped on a language function and a language form. Language tools are in all cases interdependent. For instance, if we take 'Narration' as a language function, then the language form will be 'simple past tense', plus some time markers like ago or last. Besides the language function and the language form, there must be some vocabulary related to the language function.

3.3.3 Material (s)

As for the other subject matter, the language teacher is in need of some pedagogical equipment inside the classroom to present his work. The traditional classroom used to have a board and it is for the teacher to use it according to his lesson needs, today and with the wide spread of modern pedagogical support, materials like interacting board, flash cards, data show and other sophisticated material, the language classroom knows intense use of modern tools, if not provided by the school itself, the language teacher serves the role instead for the improvement of the educational process.

3.3.4 Cross Curricular Competencies

This type of competencies represents the backbone of long term objective of a given lesson. Consequently, they have been widely interpreted in the description of the objectives of the lesson (see objectives of the lesson, 3.2.1.).

3.3.5 Core Values

Among the values an MS4 pupil is concerned with are the ones that have been integrated in the curriculum based on the belief that this young learner will be a man of the future. Yet, he must grow up saturated with a set of values, such as Citizenship, National identity and Openness to the world.

3.3.6 Domain

Activities are conducted according to the importance of each. Yet, it is up to the teacher to decide on the order, as well as the way (oral/ written), in they must be conducted. Sometimes, some activities are conducted with both options.

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3.4 Input Session

It is November 25th, 2019. We are at Ben Badis school for a first visit. It is 08:05 am. The class is still murmuring. We are waiting for the teacher to set the pupils calm. Now the teacher is clapping his hands, inviting the pupils to be quiet. The teacher greets the class, and asks them to pay attention to what is coming next. “Setting them for the lesson”. Paving the way to the desired learning situation, the teacher sets a figure on the data show screen. It is a word game about London, “scrambled letters to be rearranged in a meaningful word”. Pupils are asked to reorder the scrambled letters to get a correct word, the winner is rewarded.

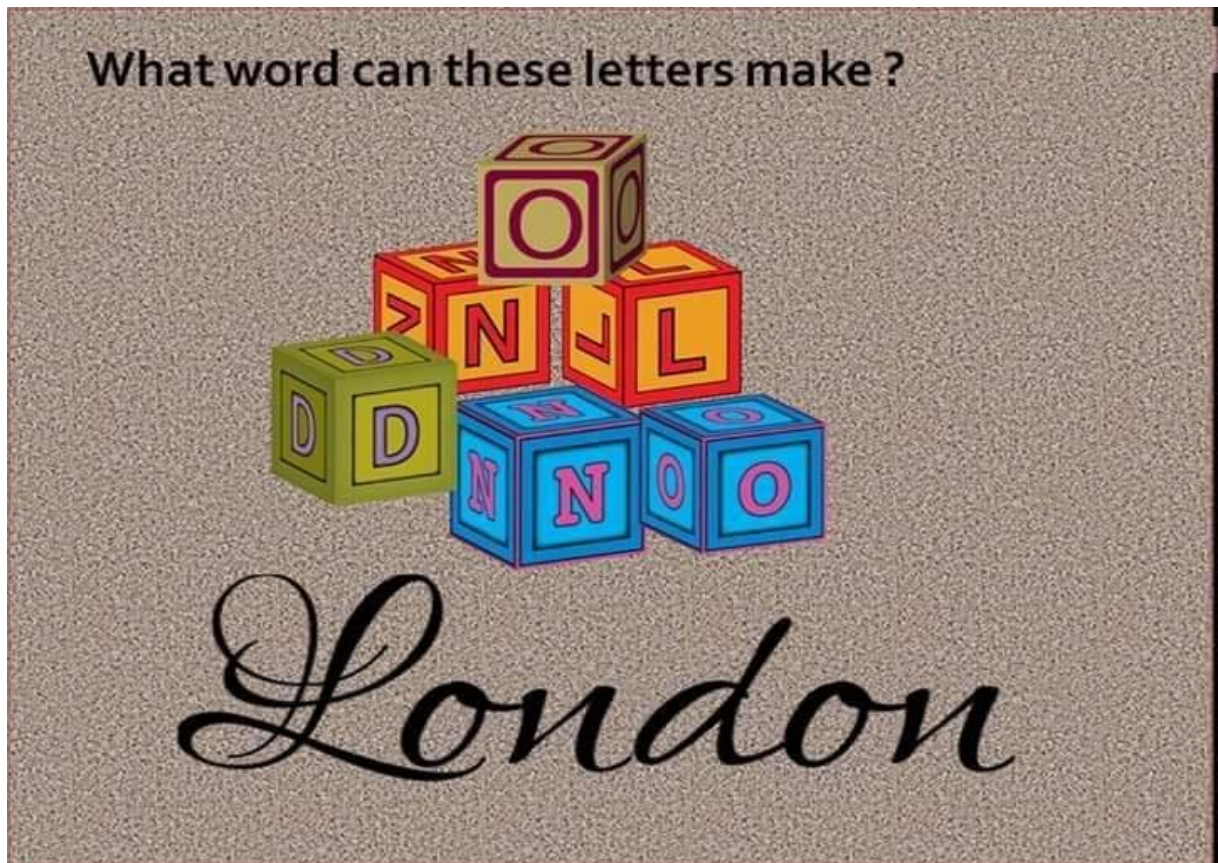


Figure 3.1. Word Gam about London

One pupil among the rest of the class succeeded to find the correct answer and he was immediately rewarded by his teacher. The teacher continues the lesson and asked questions about London such as: What places do you know in London? The pupils look puzzled. Suddenly, the teacher presses his computer's button to allow the appearance of

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strange monument on the data show screen. Wow, the pupils remain calm. The teacher is looking at us and smiling. Now, kids what's that?, pointing at the monument.

Pupil1: It's aaaaaa mosque.

Pupil2: It is a building.

Teacher: where is it?

Pupil2: It's in London.

Teacher: great! How do you know?

Pupil2: I see it on TV last Friday.

Teacher: You saw it on TV last Friday. Good. Do you know its name?

Pupils: No.

Teacher: It's the Tower Bridge. Later on, the teacher presses on the computer button, allowing the appearance of the name of the monument to appear on the data show screen.



Fig 3.2.Tower Bridge of London

Additionally, the meaning was conveyed directly, thanks to the association of sound and sound image. Later on, the teacher provided its graphic form thanks to a button click.

3.4.1 Presentation Phase

After the warming up session, the teacher finds himself fully engaged in explaining the lesson by asking questions related to the learning situation 'London' such as:

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- Do you know some other interesting places in London? – Name them. Some pupils put their tablets on their tables (pupils were ordered to bring their tablets one day before⁵), and start seeking interesting places in London. Some students find some, while others were still navigating on their tablets. What was really attracting and interesting during this phase is pupils' interest in the lesson. Such phase cannot in most of the time, especially with novice teachers be assured in the absence of visual aids, namely the most sophisticated ones. The latter does not only serve the learning /teaching process, but also it helps the teacher to organize his class. The following picture sums up the most interesting monuments intended to be identified by the pupils.



Fig3.3. Most Interesting Places in London

3.4.2 Practice Phase

Following the development of the lesson, the teacher intends to make a link between the teaching materials so as to create a sort of chronological order of the different steps and stages ordered to be followed in this lesson. Accordingly, the teacher moves to the next

⁵ Not all pupils were asked to bring tablets, but only those who belong to a fair socio-economic status. Yet, one tablet per table was enough to serve the teaching /learning process in a technological atmosphere.

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step which is exploring some means of transport for visiting these places by asking the following question: -How do tourists usually visit these places? How do they go there? By bus? By train or by a tourist bus? The secret behind asking such questions is to invite the pupils to name some means of transport and probably to discover some which are new for them. Pupils also are confronted with a new word which is 'tour guide' since the learning situation is to visit a famous place and exploring its interesting sights. Such activity is always assisted with the use of modern technology as the below photo shows. It is time saving to use the data show in order to show all these photos in a given time, and also the quality of the picture is appealing.

► How do tourists usually visit these famous places. Do they go by train, taxi, or tourist bus?

open top bus

► Who shows tourists these places and talks about it during the tour ?

GHANIA BEL

Tour guide

Fig.3.4. Illustrating the new vocabulary

i) Role Play

-Task one: Teacher explains the activity and invites them to do it. The task is a gap-filling activity. It consists of a tourist guide on a tourist bus with a group of Algerian middle school pupils visiting London. The tourist guide is showing the different interesting places pupils are going to visit.

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-Instruction: Listen to the tourist guide and fill in the gaps.

-Activity

My name's Amanda and I am your.....this afternoon on our.....of London. As you can see all the attractions from your.....Well our wonderful tour takes..... And we are going to visit all the famous

-Correction: Teacher invites pupils to look at the data show screen and check their answers. The pupil who scored zero mistakes is rewarded.

Two other activities are given either orally or written depending on the timing recommended for the lesson. They are conducted under the same principles of the practice stage by offering much time to practice the target language using the same means of technology and the same techniques in evaluating each activity.

3.4.3 Production Phase:

Probably, it is the most important phase in the teacher's lesson plan. It is the phase in which the teacher is going to assess himself and his pupils. Moreover, it is the phase where the teacher is going to take some measures to strengthen the weak points, and consider the strong points as supporting material in the next coming lessons.

During the production phase, the pupils are asked to perform some tasks related to what they have seen in the two previous stages (presentation, practice). In other words, the teacher is going to keep the skeleton of the lesson with its language function and language form and invite the pupils to give examples of their own, based on the already studied model. The structure of the activity depends on the teacher's lesson plan and the objective of the lesson intended to be reached.

-Suggested Activity: Pair work

I am a tourist in a guided tour on a bus in London. I ask the tour guide some questions.

Tourist: Good afternoon,.....?

Tourist guide: Good afternoon everybody. I am Amanda. I am your guide this afternoon on our tour of London.

Tourist:

Tourist guide: The tour takes two hours.

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Tourist:

Tourist guide: Yes, we are going to visit all of them.

Tourist:

Tourist guide: Big Ben, Madam Tussaud's Museum, the Tower Bridge and London Eye. Once pupils finish the activity, correct samples of pupils' answers are debated and one of them is taken down by the pupils as a summary of the lesson. The latter is used as stepping stone for the next coming lesson and as source of revision for the yearly school exams.

3.5 Output Session

Out of the conviction that after the production phase, pupils are able to produce messages related to the target language form and language function practiced in the classroom. In other words, they are able to interact, interpret or produce messages about the famous places of London they have already learnt in the different stages of the lesson. They can interact through conversations; interpret messages or dialogues and also producing their own messages or dialogues. Modern technology remains as a serving tool till the last minute of the lesson. For instance, and in this session, the teacher can just click on a picture of one of London's famous places and asks pupils to interpret or produce a message about the picture.

3.6 Assessment of the Course and Feedback

All what the teacher does for his/her pupils is not more important than his/her assessment of his/her work and the feedback s/he gives them on it. The results of the teacher's assessment influence the pupils for the rest of their lives and careers. Assessment lies at the heart of the learning experience: The way learners are assessed reveals their understanding of the curriculum and how well they are progressing. Meanwhile, assessment and feedback form a significant part of teacher's proficiency and numbers of higher learner expectations continue to be a matter of concern for many institutions.

Arguably, technology, if used effectively, can add value to the activities associated with assessment. No separation is made between assessment for learning and assessment of learning, nor is the focus solely on modern technology. Assessment **for** the learning helps

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the teacher to evaluate the lesson before it is done; assessment of the learning is the evaluation of the lesson after it has been done. The former assessment is for the teacher, while the latter is for the learner. Influences on the teaching /learning process in the digital age have brought assessment and feedback to the forefront of institutional and educational agendas. The latter forces responsible in the field of education to enhance assessment and feedback practices through technology.

Except for the content of the lesson, technology was efficient from the very beginning of the lesson. It creates an unusual atmosphere of learning with regard to the traditional conditions of classroom learning. Nowadays, technology is used as a means to set the pupils for the class and stimulate pupils' interest along the lesson development. Technology is present in the classroom to do myriads of jobs. First, it is used as a support to make the sound associated with the sound image and consequently the meaning is easily internalized in the pupil's mind. Then, the sound system is also memorized according to a native accent. After that, the graphic form of the new item is accordingly added.

It is important to acknowledge that students are already interested and engaged in using technology, this creates many amazing opportunities for schools and teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective. While attending our first demonstrative lesson at Iben Badis School, we were so embarrassed of the atmosphere of the classroom shaped by the use of modern technology. The latter left an immense influence on us as members of education on the one hand, and as an investigators in the use of modern technology in the field of education on the other. Hence we were so impressive to acknowledge the followings of technology benefits in the language classroom

3.6.1. Engagement Improvement

While integrating technology into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable. For instance, teaching learners to explore new worlds by taking learners on virtual field trips and using other online learning resources, the case of 'London' here in our demonstrative lesson, as a new city to be explored by foreign young

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pupils. What is more, technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment

3.6.2. Knowledge Retention Improvement

Pupils who are engaged and interested in things they are studying, are expected to have better knowledge retention. As mentioned before in the presentation phase, technology can help to boost active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology, namely those that can be provided for pupils for individual use eg: tablets, flash disk, smart phones, can be used to experiment with and decide what works best for pupils in terms of retaining their knowledge.

3.6.3. Individual Learning Encouragement

Pupils learn differently because of different learning styles and different abilities. Technology offers great opportunities for adapting learning to be more effective for every pupil with different needs. For example, pupils can learn at their own speed, review difficult concepts or move forward if they need to. Furthermore, technology can provide more chances for struggling or disabled pupils. Access to the Internet gives pupils access to a wide range of resources to conduct research in different ways, which in turn can increase the engagement.

3.6.4. Collaboration Encouragement

Pupils can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others by sharing activities on their virtual learning environments. Pupils can also signal their queries related to a course or a task, or offer help to their classroom mates. Technology can encourage collaboration with pupils in the same classroom; same school and even with other classrooms around the world.

3.6.5. Learning Useful life Skills through Technology

Using technology in the classroom helps both teachers and students develop skills essential for the 21st century. Pupils can gain the skills necessary for their success as

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lifelong learners. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. Technology can help develop many practical skills, including creating presentations and writing emails. These are very important skills that can be developed in the classroom.

3.6.6. Teachers' Benefits

The use of technology in education does not only serve for the benefits of the learners, but for the teacher as well. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep pupils more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot of time. This valuable time can be used for working with weak/slow pupils. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.

Based on the above sighted benefits of technology used in the classroom, our assessment of the course helped us to form a picture of the utility of modern technology in presenting a lesson and evaluating it. Modern technology helped the teacher to target the three competencies (interpret, interact, produce) during the development of the lesson. The objective of the lesson was relatively achieved because of the accumulation of a number of factors derived from the previous lessons. The pupils' contribution to the lesson was fair during the lesson and this was clear since technology was serving the job of teaching in the classroom. Benefits of technology for the language teacher are more than what someone might expect. Our review of literature unmasked some that are vitally necessary for the language teacher in a number of ways.

3.6.7. Fostering and Extending In-Class Collaboration

The language teacher can use technology to offer at least two tools that can foster widespread and thoughtful in-class collaboration, provide accountability regarding the contributions of each student, and allow flourishing in-class collaborations to commence before class begins and be extended after it ends. The first tool is surfing on the net to collect some information or some figures

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3.6.8. Fostering Peer Feedback

Technology helps teachers teach their pupils seek and provide feedback on each other's work (peer correction). It also helps them develop self-assessment skills, gives them additional resources to help them refine their work, and reinforce the value of establishing a learning community during their school year. Well-established technologies, such as the personal computer and internet access, have become nearly ubiquitous for foreign language teaching in many foreign countries where English is taught as a second or Foreign Language (FL).

In addition, relatively new technologies, such as smartphones and other mobile internet-accessible devices, are increasingly available. As technologies mature, become readily available, and are adapted for FL pedagogy, language teachers may alter their teaching strategies or adjust their teaching activities to most effectively utilize available resources. At their best, technological innovations can increase learner interest and motivation; provide students with increased access to Target Language (TL) input, interaction opportunities, and feedback.

3.6.9. Assessing and Managing Team Performance

The problem related to having pupils work in groups remains crucial for the language teacher to set them calm, especially in large classes. The teacher cannot control the participation of every single pupil in the group. In fact, some pupils tend to dominate the others and others tend to lay back. The teacher then should use some traditional strategies that help solving this kind of problems such as making sure that groups identify their expectations of each other and the team before beginning work on the project should make sure that those expectations reflect fair distribution of work. The monitor of the group designed by the teacher should ensure the contribution of all members of the group. Finally, s/he (the monitor) is invited to do teammate evaluations at the end of the project, which can be used to adjust grade.

3.6.10. Facilitating Work on Group Projects Outside of Class

Based on the assumption that today's scenario of teaching intends from pupils to put their learning in the form of a project. In other words, the pupil is supposed to pass by two

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situations while learning a new material. In the former, s/he is supposed to learn what to do (learning situation) and in the latter, s/he is ordered to put into effect what s/he has already learnt (integrating situation). This kind of activity is in most cases done through groups for some utilitarian reasons.

Among them and for the pupil is time. It is one of the most common pupil concerns regarding group projects is finding enough time for all group members to meet to complete a project. Strategies for dealing with this concern are generally, so limited and the burden is usually left on the student team to “work it out.” With the advent of different technology tools for facilitating work on group projects, discussion is available in all course management systems. Creating a discussion can give your group members space online in which to collect, organize, and edit their projects and contributions can be made and seen by all group members whenever they have access to the Internet.

3.7 Traditional Versus Modern Teaching Methods

Nowadays, the EFL teacher has great possibilities in what s/he can do with his or her students, in terms of teaching methods, seating arrangement and visual aids, etc. With this freedom in teaching, we have as well as an enormous number of techniques to use in our classrooms. Teachers are the inventors of a great number of new ideas and activities all the time. But because they have to manage their time according to the lesson needs, one of the teacher's crucial tasks is to compare, analyse and evaluate the methods they use in order to motivate the students and to make the learning as effective as possible. The central factor in the choice of methods depends on the learners' needs.

According to Broughton and his colleagues, in the traditional method the teacher dominates interaction (Broughton, 1994: 22). The traditional methodology of teaching is deeply teacher-centred. That it is based on the traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers (Kuzu: 2007). This widespread attitude is based on a precondition that being in a class in the presence of a teacher and ‘listening attentively’ is enough to ensure that learning will take place (Scrivener: 2005). The Audio-lingual Method, for instance trains pupils on how to repeat new material by drilling. The idea that pupils are repeating patterns correctly and

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quickly entails a good learning. Unlike, a traditional method, modern method is much more student-centred.

According to Jim Scrivener(2005), the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." (Scrivener: 2005). According to (Broughton: 1994) modern methodology is where the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. The way a method is applied depends on the different kind of visual aids being applied.

Traditional method of teaching is when a teacher directs pupils to learn through memorization and recitation techniques therefore not widening the scope of their critical thinking, problem solving and decision-making skills (Sunal et al 1994) while modern or constructivist approach to teaching involves a far more interacting, student-based of coaching. In this case, the pupils learn through group contribution. In the traditional method, and except for some pictures or picture charts, Traditional method depends mainly on books as the modern method depends on hands-on materials strategy.

In traditional method, presentation of materials starts off with the parts, then moves on to the complete, within the modern approach; display of materials starts off with the complete, and then goes to the parts. Traditional method emphasizes on basis skills while modern method emphasizes on big ideas. With traditional method of teaching, assessment is seen as a separate activity and occurs through trials while with modern approach to teaching, assessment is seen as a task integrated with coaching and learning, and occurs through portfolios and observation (Brooks and Brooks, 1999).

Based on the idea that English language is learnt anywhere and in Algeria to further its integration into the world, traditional English language teaching is undoubtedly no longer useful. For practical reasons, modern teaching methods should be introduced into the educational system. However, modern teaching methods should be applied with a close and careful consideration of the cultural values of Algeria. To ensure effectiveness in teaching, new methodology should be adapted into traditional learning contexts. Since education is deeply rooted in specific philosophies of teaching and learning, teachers

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cannot develop an appropriate methodology until they reflect on it in relation to the sociocultural contexts in which they are working.

3.8 The Effect of Modern Technology on the Algerian Language Teacher Proficiency Development

To be a proficient language teacher is the ability to use technology to communicate effectively and professionally, organize information, produce high-quality products, and enhance thinking skills. In classroom settings, being proficient in the digital age, refer to the ability of teachers to integrate technology to teach and facilitate, as well as to improve learning, productivity, and performance. Proficiency enables teachers to identify and explore a wide variety of technological tools and devices in order to determine and select those that best respond to teaching and learning contents. Among teachers, basic proficiency in information technologies is typically used to communicate electronically, organize activities and information, and create documents in schools or higher-education institutions.

Being proficient in using technological tools and devices can be achieved through experience and instruction. It is necessary to introduce experimentation into teaching practices and maintain accessible technological tools and devices. Aspects of proficient teacher can be noticed in different fields, such as lesson preparation and development of teaching children. Other aspects that impact teacher decisions to introduce technology into teaching and learning activities are teachers' beliefs about the way the subject should be taught and the skills associated with teacher competence in managing classroom activities using technology tools and devices. Therefore, EFL teachers must be able to apply the technological knowledge and skills required in professional job roles and responsibilities in order to achieve the expected outputs.

As a language teacher of the 21st century, it is imperative to integrate technology into the classroom for a variety of reasons. Students need to be exposed to and be familiar with technologies in order to compete in the world marketplace, and they need to be able to integrate them in dynamic social environments. The world is dominated by technology in all forms, and to be successful, pupils must possess 21st-century technological skills. In addition, technology proficiency improves efficiency in teaching and facilitating. Being more efficient usually means that teachers have more time, and it allows additional space

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for innovation, planning, conversing, thinking, and creativity. Technology can be instrumental in making teachers more efficient.

In the absence of sufficient tools in the language classroom, EFL teacher proficient development can be poorly developed because both the teacher's competence and knowledge cannot make from him a proficient teacher in this digital age. S/he feels a sort of need in his/her knowledge to be updated using a new tool called technology. Our evidence indicates that with the absence of technology in this modern world. Some aspects of effective language teaching might be hard to be applied. However, teachers with an advanced level of digital competence can provide successful and effective teaching. Technology helps the language teachers provide rich language input and respond spontaneously and knowledgeably to their learners' questions on language and culture. Teachers also need an advanced level of proficiency in order to manage their classrooms effectively and set an atmosphere for developing the concept of leadership, far away from smacks of totalitarianism.

In situations where there is a shortage of technological aids to support the teaching/learning process, policy makers may choose to supply the institutions with the necessary material, while it is evident for inspectors to instruct the teachers to use technology in their classrooms. In these contexts the needs to be a strong focus on developing teachers' language proficiency to an estimated level so they are fully able to manage the use of technology to present their courses .The EFL teachers' language level of teaching using modern technology development needs to take place on the course, as well as beyond the course until an appropriate level of proficiency in teaching is attained. As this level may not be reached by teachers during the course, facility needs to be available for them to continue developing in the post course. In some cases, this might be done through online feedback. Alternatively support may come from schools in a range of ways, such as internal coordination sessions, and encouragement from the pedagogical staff of the school.

Accordingly, there are a number of ways to proceed as a proficient teacher. These can be accomplished through formal classes, workshops, or self-directed individual or collaborative learning. Reflective teaching, often with a nod to constructivist principles, is an important part of any of these processes (Slaouti & Motteram, 2006), especially when

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supported by technological tools. Researches in the field of education on the other side provide a means to sustain a general knowledge base in proficient teaching as well as to gather support for development of specialized skills in the field. This evidence is a small sample of the processes and resources for proficient development available at the Algerian language classroom, where Ben Badis Middle School in Chlef is no exception. We know that new resources, tools, and devices appear frequently, and it is important for 21st century teachers and those who educate and support them to get used to this culture of change. As stated in the TESOL Technology Standards “Language teachers actively strive to expand their skill and knowledge base to evaluate, adopt, and adapt emerging technologies throughout their careers” (TESOL, [2008](#), 29).

3.9 Factors Affecting the Use of Technology in the Algerian Language Classroom

Out of the conviction that the presence of modern technology in the Algerian middle schools is relative, if not absent, which is the case of Ben Badis school in Chlef. Except for a cable of internet and few used computers, the Algerian language classroom is still far away from the use of some useful digital tools. The use of Data Show instead of the board and some other manipulative tools such as laptops, tablets and smartphones is still questionable. Yet, it is still the duty of the language teacher to subsidize his own classroom with such tools in this digital world. Meanwhile, and because it is part of his duty to exercise his job under the influence of modern teaching strategies, s/he is still struggling to satisfy his personal desire.

Factors affecting of the presence of technology in the Algerian classrooms range between the threat of the absence of digital literacy among policymakers themselves, and the policy of expenditure rationalization by schools’ headmasters/headmistress. Other factors hindered the use of technology; particularly those related to lack of parental support, personal expenses and health problems, teachers’ lack of skills and training, poor classroom infrastructure, and time constraints/workload. The lack of professional development training workshops provided by the Ministry of Education led the teachers to rely more on informal training in which they worked and learnt together with their colleagues in small sub-groups to improve their use of technology.

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Besides the above cited concert hindrances of implementing technology in the Algerian language classroom, is the diffusion of innovation theory, a myth which is hard to believe to be widely spread among ordinary people. According Roger's (2003) diffusion of innovations theory, adopting new innovations depends on a given method, and people tend to explore new technology and seek to determine how effective it is before accepting or rejecting it. Therefore, the theory provides a suitable framework for understanding the process of change and how new innovations appreciated by teachers. In this respect Roger (2003) suggested five main characteristics that impact the rate of adoption: relative advantages, compatibility, trialability, observability, and complexity.

- Relative advantages: to accept an innovation, an individual must perceive adoption of the innovation as advantageous (e.g., economic advantage and social prestige).
- Compatibility: The degree to which an innovation is perceived as being consistent with the individual's values, needs, and past experience. The more compatible the innovation is with the needs of individuals, the faster it will be adopted.
- Trialability: The degree to which an innovation can be tested on a limited basis to check its suitability. Trials increase the likelihood of the adoption of the innovation by decreasing ambiguity related to its use.
- Observability: How visible the results of the innovation are to other individuals. People tend to adopt a new innovation when it has clear benefits and positive results.
- Complexity: The degree of difficulty of understanding and using the innovation. A simple and easy innovation is more likely to be adopted and accepted by individuals than a complex one.

Based on our evidence, there has to be an extra motive for a new innovation to diffuse the Algerian language classroom. It is the need for setting a virtual environment for the target language to be learnt appropriately. Being fluent in the target language entails having a native speaker-like in the classroom. Such a miracle cannot be assured except replacing the latter by a technological devise to replace the native speaker in the Algerian language classroom. According to (Spiteri & Rundgren, 2018), the use of technology in classrooms have revealed that the process of using technology in the classroom is complex and involved different influencing factors.

These factors are classified into different categories; for example, Afshari et al. (2009) discussed non-manipulative factors (e.g., teacher's age, teaching experience, computer

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experience and external support from school) and manipulative factors (e.g., teachers' attitudes towards technology, teachers' ICT skills and the availability of technology). ChanLin et al. (2006) classified these factors as environmental (e.g., school computer facilities and budget), personal (e.g., teachers' belief, interest, and experience regarding the use of technology), social (e.g., support from community, technology trends and social change) and curricular (e.g., skills, literacy, teaching loads and ease/difficulty of using technology).

Similarly, Spiteri and Rundgren (2018) discussed four main factors: school culture (e.g. infrastructure, peer coaching and support), teachers' knowledge (e.g., pedagogy, teachers' training and curriculum), teachers' attitudes (e.g., confidence, innovation, perceptions and motivation) and teachers' skills (e.g., computer proficiency, new roles and evolving technologies). The following sections synthesize existing research findings into factors that encourage/discourage teachers' use of technology in classroom.

The literature review, and based on evidences form our case study, reveals that In general, teachers use ICT to prepare lessons and to deliver those lessons in class. For lesson preparation, the results show the following common pattern of ICT use. Teachers search the internet; download relevant materials; design practice activities with word processing; prepare presentations with Microsoft (MS) PowerPoint. Email is used for exchange of communication with other colleagues and/or students. Such programs as audio editing, mind mapping, video editing, e-lecture making, photo editing, screen casting, and voice threads are often viewed as difficult and consequently rarely used by teachers.

For classroom teaching, PowerPoint presentations are popular. Wherever the internet is available, teachers use it to supplement teaching points. Word processing is neglected because of the insufficient number of computers in the Algerian classroom. Voice recording is sometimes used for recording students' presentations or for pronunciation practice by some teachers wishing to reach the state of proficient teachers. It is noticed that the following software programs, i.e. mind mapping, education blogs, and voice threads, are rarely used due to their high level of difficulty in the eyes of teachers.

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3.10 The Place of Technology in the Middle School 4th Year Syllabus Design

Based on the idea that syllabus and curriculum are known as two aspects of instructional activities, the two concepts have always been used interchangeably in the Algerian context. However, when it comes to analyse the content of both, they do not share the same material in terms of methodology and pedagogy. The latter raises the question of what kind of a yearly document does the Algerian language teacher receive from the ministry of education? Syllabus or Curriculum? Or both?

The answer lies in the heart of the definition and implications of each that might decide on which concept has a place in the Algerian educational system. Syllabus can be defined as an outline and summary of topics that has to be covered in an education or training course. It sets the onward responsibilities of teacher to the students. Teachers can develop syllabus based on the curriculum. Curriculum itself is a broad notion covering the whole body of knowledge the students shall acquire in the school and general description of the teaching program. In short, curriculum is the general statement about the teaching program and syllabus is the about what actually happens in the classroom.

Thus, syllabus and curriculum are two different terms that closely related in teaching and learning process. Curriculum is a broader concept that includes all activities in which students do in school. It includes what students learn, how they learn it, how teacher help them learn, what supporting materials are needed, styles and methods used in teaching and learning process. Syllabus is smaller than curriculum since it only covers the content of a course and the lists of what materials are going to be taught and how it will be tested.- Syllabus and curriculum are two different terms that are complementary to each other. They are part of an education system which have to develop and revise to meet the demand of situation, need and the global trend. Syllabus design usually does not only focus on one type, since they can be combined in accordance with the need of language teaching and learning. In line with this, curriculum also needs to be developed. The development here doesn't mean that it has to be changed every five year or so, but it has to be revised and renewed to make it suitable with the students' needs and future challenges.

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After having a clear cut between the two concepts (syllabus and curriculum), it becomes clear that what the Algerian English language teachers are concerned when talking about the necessary material to be taught to each level is the 'syllabus'. The research tends on its part to seek if the latter includes a column listing the different types of technology being used to assist the presentation of each lesson. Except for linguistic items that are meant to be taught and the estimated time for each lesson, the 4MS Syllabus seems to be poor in terms of modern technology integration. Yet, it is the language teacher's job to decide on the necessary material for each lesson, the eve of the tomorrow's lesson.

The choice of the necessary material depends on the attitude of the language teacher, be it novice or experienced, motivated or demotivated; while, it should normally depends on the lesson needs. Experienced teachers rarely think about bringing supporting material to the class. They usually rely on their own experience to make things clear in the mind of their pupils. They believe in real situations to illustrate more. However, they sometimes find themselves sunk in dark situations. The latter oblige them to use the pupil's mother tongue in the classroom; though, it is not permitted. By contrast, the novice teacher and under the tension of his /her inspector s/he always finds himself/herself roaming the streets seeking a device to back up their lesson presentation. Yet, question like 'What is syllabus and technology design?' remains as a challenging question in the mind of policymakers.

Syllabus and Technology Design is highly recommended in this technological World to develop language teachers' ability to understand how technology can be integrated in EFL innovative syllabus designs and to design a technology-enabled instructional strategy to promote EFL teaching and learning. Particularly, foreign language teachers are required to benefit from technology services using technology-based applications for being a competent English teacher. To be proficient language teachers in the field of educational technology they are obliged to respond to this digital world new demands and being active agent in the teaching learning process new perspective.

To be in line with the technology development and to deal with digital pupils, a technological savvy teacher is required. Therefore, the current MS4 syllabus should be designed to equip EFL learners with adequate technology literacy. In this case, the intervention of responsible in the field of education should play the role of active agent to set a framework that plays a pivotal role as the basis of effective teaching to design courses

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for EFL learners, by integrating various creative and innovative activities through technology-based applications, students' creativity and thinking skills are enhanced.

Based on the idea that the teacher is in the classroom to respond to the pupils' needs, nowadays, Teaching with technology and pedagogy should be mastered by a teacher in this digital era. It is an inevitable fact that both experienced and novice teachers should realize. To be up dated with technology development, teachers are expected to bring any technology-based applications to the classroom. In particular, Technology Enhanced Language Learning (TELL) has been widely spread in English Language Teaching trends. A feature which must be perceived by the Algerian policymakers and the language teachers. To comply with this demand, a framework should be founded on the myth of Technological Pedagogical and Content Knowledge (TPACK) to equip and update the Algerian language syllabus.

To equip teachers with adequate technology literacy; notably, there is an urgent need to train teachers and future teachers to incorporate new technologies into the language curriculum (Tabard, 2014). MS4 syllabus (see appendix8) a syllabus that is taught in the Algerian Middle Schools. The syllabus doesn't include a column reserved to visual aids to be used in the classroom. One might think that it is left intentionally, leaving the job for the language teacher to decide on his own visual aids, while it is not possible for all the language teachers all over the country to find ways in order to bring that necessary material into their classrooms. Teachers exercising their jobs in rural schools find it difficult even to do the necessary thing related to their tasks, let alone thinking about bringing soft material to the classroom by crossing long distances daily.

To our knowledge, it is high time for technology to be integrated in the language syllabus, a feature that must be taken into consideration by the first responsible of education and hailed by the rest of the educational staff. It is no longer acceptable for the foreign language teacher to present a lesson far from the use of technology. The latter helps him/her make things very clear in the mind of his/her pupils and develop a sense of proficiency in the field of education. It becomes evident that to each generation, teachers or pupils, there is a particular style of leaving and a particular desire of appreciating things.

In this respect, the use of technology in the classroom is not only the concern of the pupils but also their teachers. Together they can share ideas about the importance of having

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this kind of new innovation as part of their daily lives and that the future will be so hard for those who are still having longing to their traditional ways of dealing with things. Between literate and illiterate, we are no longer making the difference between them thanks to that who knows writing and that who doesn't. The difference goes further and refers to that who knows how to manipulate a technological device and the one who doesn't.

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3.11. Conclusion

Chapter three echoed some tackled activities at Ben Badis middle school language classroom reflecting real situation that describes the presentation of a lesson using technology which prevails in the teaching of English language in the Algerian middle schools in general and in the teaching of English at Ben Badis middle School in Chlef in particular. The researcher considers it to be a humble attempt towards the elaboration of an improved English language course. The course makes use of the fact that language is communication.

It supposes that the use of modern technology enhances chances of communication, and opens doors to fluency. The author hopes that this course design will highlight the missing links in the current syllabus, and call for a digital revolution so that future generation won't face confrontations concerning the use of modern technology in their daily life. The writer reckons that the proposed model needs polishing as he considers that it is not a finished course. This course design attempts to contribute in a small way in bringing remedy to the prevailing situation. The writer hopes that it will give grounds for thoughts and evaluation. The next chapter will highlights the different tools used to gather data for this investigation and the related research methodology.

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Chapter Four: Research Design and Instrumentation

4.1 Introduction

Both quantitative and qualitative case study approaches are adopted to gain a deeper understanding of using both technological and pedagogical innovations in a sample of a school “Ben Badis middle School” in Chlef. Case studies are particularly suited for uncovering the interaction of relevant contextual factors, and the characteristics of situations or phenomena, where it is impossible to delineate the variables involved (Yin, 2003). In this investigation, school is chosen as a unit or an object of study. The number of case studies that could be conducted is necessarily small compared to the whole population of schools, random sampling is deemed inappropriate.

Instead, purposeful sampling (Patton, 1990) is employed, and a number of information-rich cases are chosen for gaining insight into relevant critical issues.

Two different classes are chosen: one is the controlling class and the other one is the experimental class. In order to increase diversity, the case classes are of elite and non-elite types, and with a variety of classes and different teachers. This chapter embodies a description of the research methods used to conduct the research. First, the study design is presented, followed by description of the participants, setting, and instruments as well.

4.2 Instrumentation

The study is descriptive mixed method which involves both qualitative and quantitative methods. Lesson observations with random fourth year Middle School Classes (MSCs) have been chosen, one is considered as the controlling class, the other one is considered as the experimental one. Teachers’ electronic survey and teachers’ documents analysis were used to probe the multifarious phenomena that constitute the use of ICT in classroom to promote the learning process on the one hand and teachers’ proficiency on the other hand.

The case study is the most flexible of all research designs, allowing the researcher to retain the holistic characteristics of real-life events. It investigates contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Robert, 1998, 23)

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Nunan (1992:79) claims that “A case is a single instance of a class of objects or entities, and a case study is the investigation of that single instance in the context in which it occurs”. According to Howard Odum “The case study method is a technique by which individual factor whether be it an institution or just an episode in the life of an individual or a group is analyzed in its relationship to any other in the group.” (1998, 229).

In brief, we can say that case study method is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done ;efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalizations and inferences are drawn.

4.2.1 The Population and the Sample

Following the requirements of our research, we need a population of teachers for administrating an electronic survey .Before administrating the electronic survey; we piloted it on two middle school teachers at Ben Badis School to test its validity. After bringing some relevant corrections, the electronic survey has been directly administrated to teachers from different middle schools in Chlef. The number of the teachers was limited to 60 teachers displaying different levels of proficiency in the field of teaching English as a foreign language, with the attempt to use modern technology in lesson presentation.

The age of teachers has also been taken into consideration, because the endeavor of using modern technology in education has a profound relationship with the users’ age. Yet, studies in the field of education showed that young teachers display an acceptable level of proficiency in manipulating digital tool.

As for the population, the sample is also of a great importance .Within the use of a sample, every individual in the population is going to take part, mainly because the study requires an observable manipulation of some technological products, so that the expected results will help determining the extent to which these middle school

teachers use ICT in a proficient way. The reason beyond the use of the sample also helps to decrease bias and to increase the validity of the research.

Accordingly, the choice of the sample felt to a group of teachers where the level of their technological background varies between fair, average and weak. A representative population of 60 language teachers and four EFL inspectors was selected to participate in the study. As mentioned before, the class was set into two groups: An experimental group

and a control group. The subjects' average age 30 ranging between 22 and 50 are Algerian EFL teachers, most of them holding BA degree took part in the study.

4.2.2 Teachers' Electronic Survey

Teachers' electronic survey (see appendix 1) is used as an additional data-gathering tool in this study. The investigator is quite aware of the fact that it is not easy to determine how well the EFL middle school teachers of Ben Badis school are familiar with the use of the ICT through their own perception; it is because the use of ICT in education in Algeria seems to be a new phenomenon. Furthermore, teachers themselves find some challenges when it comes to implement that technology in their teaching. Hence, observers' assessment and views are very important for providing further insights to the current study.

An electronic survey for teachers is of great importance for assessing a given situation in general and the current one in particular. It is designed to investigate teachers' background Information about ICT, their teaching practices and difficulties inside the classroom when attempting to implement such technology as well as their opinions about their pupils' use of it. The primary aim is to gain supporting information about teachers' ICT use behaviour.

4.2.2.1 Description of the Electronic Survey

The electronic survey that was administrated to teachers in charge of fourth year middle school pupils (4MS) contains 50 items organized as follows:

Section one: Section one consists of the auto-biographical data of teachers (four items), the purpose is to examine the teachers' experience in teaching English as a foreign language with regard to their age, gender and taught levels.

Section two: This section consists of questions about the pupils (seven items). The questions tend to gather information about the number of the pupils within a class. Moreover, they seek particularly linguistic areas of inquiries.

Section three: It contains questions regarding the use of ICT in teaching English as a foreign language. It focuses on the 'how' and 'where' to use these digital tools (12 items).

Section four: This section includes questions regarding the impact (positive and negative) on the language teaching when using technology in the classroom or at home, with or without a teacher (11 items).

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Section five: The last section includes (16 items).It sheds light on the teacher’s endeavor to use different sorts of digital tools to mature his/her proficiency in language teaching.

Section	Section Title	Number of items
1	Auto-biographical data of teachers	4 items
2	Questions about pupils	7 items
3	ICT in teaching English a foreign language with much focus on the ‘how’ and ‘where’ to use them	12 items
4	The positive and negative impacts of the use of ICT at home / in classroom, with or without a teacher	11 items
5	Different kinds of digital tools in the language classroom	16items

Table 4.1: The Structure of the Teachers’ Electronic Survey

4.2.2.2 Administration of Teachers’ Electronic Survey

Before administrating the electronic survey, we piloted it on two middle school teachers at Ben Badis School to test its validity. After bringing some relevant corrections, the electronic survey has been directly administrated to teachers from different middle schools in Chlef. The number of the teachers was limited to 60 EFL teachers displaying different levels of proficiency in the field of teaching English as a foreign language. Age of teachers has also been taken into consideration because our secondary concern in the current study is to shed light on the possibility of using ICT by the English teachers in relation to their age. Since young teachers display an acceptable level of proficiency in manipulating digital tools with regard to old generation of teachers, the number of the former generation of teachers was higher than the latter. Our choice in doing so was meant to give strength to the study, and validity as well as credibility to our findings.

4.2.3 Lesson Observations

A semi-structured and participant kind of observation was conducted to allow for exploration of the classroom practices. Each lesson observation was conducted by four EFL inspectors (observers), and the whole sequence of events was also video-taped for further analysis. During observations, field notes have been taken with reference to the relevant variables described in the research framework (pedagogical innovations, teaching and learning, and roles of ICT & teachers' performance with ICT).

While lesson observations captured data from the perspectives of researchers, it was also necessary to take into account how teachers and pupils viewed the learning environment. The observation data would then be triangulated with the data collected from the teachers' electronic survey and teachers' document analysis.

4.2.3.1 The Classroom Observation Method

Classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons. Though widely used across the educational spectrum, the technique is far more common and the methodological sophistication more pronounced. Since our intention falls on the behavior of the teacher inside the classroom, using technology to conduct his/her lesson the following questions might arise to uncover reasons behind using classroom observation as a tool for the current study.

- Why should we include observations in our assessment of teacher effectiveness?
- What factors should we consider as we design/choose an observational system?
- How can we most effectively and efficiently include observational measures?

The observation of the teacher's use of digital tools in the middle school of Ben Badis has a two-fold objective. The primary goal consists of gathering data about the extent to which the middle school teacher is familiar with the use of technological tools and consequently how possible it is for the teacher to develop proficiency in ICT use. The data collected from the observation in a combination with the electronic survey responses, as well as the document analysis describe the middle school language teacher's aptitudes as well as his/her attitudes towards the use of such. Such description is needed to help us

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make a more accurate assessment of the skills that middle school EFL teachers need to develop in order to conduct their work efficiently under the use of modern technology in the middle schools.

According to Robson (2002), observation seems to be pre-eminently the appropriate technique for getting at 'real-life' in the real world. Direct observation in the field allows lack of artificiality, which is all too rare with techniques. Wajnryb (1992) views that observation can benefit a number of people (1). In like manner, Wragg (1994) states that observation, if skillfully handled, helps inform and improve the professional skill of both the observer and the observed (3).

The second goal is because observation enables the researcher to combine his observation with electronic survey(s) or teacher's document analysis to collect "relatively objective firsthand information" (Johnson & Turner, 2003). To this end, Merriam (1998) believes that observation is a kind of data triangulation in order to substantiate the findings. In this regard, Fraenkel and Wallen (2003,) state that the observers study the subjective factors objectively. However, Nation (1997,) asserts that the researchers try to study the representations of behavior rather than the behavior itself. Like any other research instrument, observation has its own strength and weaknesses.

Although observational data represents a firsthand picture of the events which enable the researcher to obtain contextual factors, analyzing the obtained data is time-consuming because observing a large class is difficult. Hence, for carrying out an observation, the observers need to determine the setting. Then, they should identify what to be documented. Next, the inquiries ought to gain an initial, general presentation of the field (Flick, 2006). After that the researchers might attempt to conduct focused and selected observations which are pertinent to the research questions and objectives.

4.2.3.2 Description of the Classroom Observation

Out of the conviction that the current study deals with a phenomenon related to the behavior of some language teachers, a class of 34, fourth year middle (4MS) school pupils was divided into two groups of 17. A piloting group was used in order to see the implications related to each group. An experimental group, a group with which the language teacher used technology (power point presentation lesson) .The latter took place

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at school during the school year where our research was taking place. The second group (control group), is the one which the language teacher presented his lesson in a traditional way. The findings of this tool (classroom observation) have been collected from two different classes: An experimental class and a control class. The task was repeated several times with the variation of both digital tools being used inside the classroom to conduct the lesson and also random choice of both teachers and pupils. The reason behind doing so is to consider whether or not ICT helps the teacher conducting the lesson efficiently.

In addition to determining the extent to which these teachers are growing proficiently with the use of ICT to track different tasks related to their teaching performance. But prior to this observation, a thorough assessment of the two groups observed will pave the way for a better understanding of what classroom practices, in the two 4MS groups has responded to the teacher's instructions positively and how was each teacher's behavior under task-conducting in each class. The analysis of the classroom observation findings as it is the case for the other tools of data gathering will decide on where it is possible for EFL teacher to grow proficiently.

As for the method used to collect the information through observation, Wallace (1990) suggests three alternatives "real time observation" which involves a written record as the lessons develop; "audio-taping" in which the observer records sounds; and "transcription" which is a written record tape and video-taping. Thanks to the spread of ICT and for a more valid method that can help us collecting data, "video-taping" and real time observation seem to be the crucial methods to collect data to the current study. Real time observation because educational inspectors have participated in the research and whose jobs were to film the lesson, video-taping because it helps to register every single action that takes place while conducting the lesson.

Classroom observation results vary from one situation to another because in a classroom observation, the observed is under tension, for the results might be full of bias. The latter might hinder the appropriate goal(s) being targeted. In this respect, there must be psychological pre-preparation of the teachers being observed as it was the case for our research. Such attempt helped the observers to collect data sharing principles of validity and reliability.

4.2.3.3 Types of Observation Method

Observation method is of two types: these are structured and unstructured observation. They carry out data or information that show differences between them when it comes to their concepts and meanings. The description of data contained in fields is what is called as structured information. On the other hand, all binary documents are called by the name unstructured information or data. This is the main difference between the structured and the unstructured.

The structured information is called so, because its nature and function are identified by metadata tags. On the other hand, some of the best examples of the documents that come under the unstructured type of data or information are: pdf and docx. In brief, in the Structured Observation ,the researcher specifies in detail what is to be observed and how the measurement is to be recorded, e.g.: an auditor performing inventory analysis in a store. While in the unstructured observation, the observer monitors all aspects of the phenomenon that seem relevant to the problem at hand.

Observation is a well-established methodology for exploring the social world, and should be considered in situations where detailed description of a setting and the meanings and values of its inhabitants need to be explored. Observation needs to be approached in a rigorous and structured way, both in terms of the techniques used to gather data, and the methodological considerations of validity, reliability and the ethics of research. Some criticisms of ethnography challenge the possibility to provide accurate explanations of settings, and researchers need to be reflexive about their own activities as researchers and writers of observational studies.

In both types of observations, the observer can take part as a nonparticipant or participant observer. In nonparticipant observation, the observer only watches and records the classroom activities without any involvement. However in participant observation, the observers enter the classroom and integrate with the pupils directly. Burns (1999) is of the opinion that “The researcher becomes a member of the context and participates in its culture and activities”. In this regard, Flick (2006) emphasizes that the observers “dive into the field”. Nevertheless, participant observation had attracted some criticism in the field. For example, Merriam (1998) notes the researcher loses sight of the pupils and their activities. In this process the crucial issue is what to be observed. Our study falls on the

structured observation, because this kind of observation is appropriate to the descriptive study which is our case. Besides the primary objective of using the observation method in collecting data for this study refers to the bunch of positive consequences mentioned above.

4.2.3.3.1 Observation of the Lesson under the Use of ICT

The observation of authentic content in the English language classroom has a two- fold objective. The primary goal consists in gathering data about the features of the use of digital tools to which the subjects are exposed. The observation was also used to extend insights about the teachers' "know how" in using modern technology to undertake tasks related to their teaching profits. Moreover, sufficient findings which gleaned from the observation will give the observer (teacher) hints about whether these teachers use those technological products adequately and effectively. The data collected from the observation in combination with the electronic survey responses about the use of ICT to learn English, as well as the document analysis describe the subjects' learning milieu. Such description is needed to help make a more accurate assessment of the strategy requirements that teachers need to fulfill in order to teach efficiently under the implementation of modern technology in the English language classroom.

The researcher prepared a real time observation scheme to code verbal and non- verbal paralinguistic features of the observed lesson. Lesson observation- lesson features from the observation scheme).The classroom observation of lessons focused on pre-selected characteristics and categories inspired by the characterizations of academic lessons that are extracted from the review of literature. The observation scheme consists of categories related to the teacher's language in terms of speed and linguistic level.

Our main objective beyond conducting observation method in the present study is to shed light on the subjects' non-verbal information related to their behavior in using technology to undertake a task (psychological behavior when using a digital tool, their responses to a given task and the classroom climate that designates the present lesson) and also whether they succeed in achieving the expected findings set before or not.

4.2.3.3.2 The Tasks of Classroom Observation

Tasks have been prepared by the researcher for the purpose of the present study in order to get first hand data about the subjects' ability to use modern technology to realize them. The tasks of the lesson assess the subjects, 4MS pupils of the academic year 2019 / 2020.

4.2.3.3.3 Description of a Task Sample

The task of the lesson (situation of integration) under the use of the Power Point program is an objective task. In this chapter, we shall describe the content and the format of the task. The choices for these are explained. And potential threats to its validity and reliability are considered. Concerning content, the initial endeavor in organizing the task of situation of integration is to help pupils with different abilities to select words or phrases, and sometimes sentences using the net and more importantly to use the digital library. The situation of integration task is extracted from the 4MS school pupils textbook.

The authentic goal beyond using this task is to train pupils on how to solve problems and to develop the attitude of surfing on the net in order to create one's on line library. The task was conducted under careful studied measures and pupils found themselves very interested. Furthermore, they asked for more activities and performed meaningfully in the one given before.

4.2.3.3.4 The Classroom Observation of the Task Procedure

The task of the situation of integration was conducted twice during the academic year 2019/2020. The whole group of the class of 4MS pupils (n=17) undertook the task. The replication of the task was safeguarded, in order to verify the reliability of the task. The subjects' availability and the researcher's enthusiasm towards achieving real time findings were one of the observers' main concern .The subjects were divided into four groups. They sat for the task during "tutorials" in a room equipped with computers connected to the Internet, in conditions allowing the observer to collect some data related to the subjects' current behavior.

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Extreme care was taken to ensure that all the subjects understood what they were expected to do. The instructions were explained in simple words, most of the time in the subjects' mother tongue at a markedly slow pace and with a kind of voice projection. They were not in principal to be repeated for the sake of procedural authenticity. Nevertheless, occasionally subjects would ask for help and the researcher responded positively.

4.3 The Language Teacher's Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Documents contain text (words) and images that have been recorded without a researcher's intervention. For the purposes of this discussion, other mute or trace evidence, such as cultural artifacts, is not included. Atkinson and Coffey (1997) refer to documents as 'social facts', which are produced, shared, and used in socially organised ways (p. 47).

Documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e. Printed outlines); letters and memoranda; maps and charts; newspapers (clippings/art-RMITPublishing), Atkinson and Coffey (1997, 2004) advise researchers to consider carefully whether and how documents can serve particular research purposes. As the authors emphasise we should not use documentary sources as surrogates for other kinds of data. Document analysis is often used in combination with other qualitative research methods as a means of triangulation 'The combination of methodologies in the study of the same phenomenon' (Denzin, 1970, p. 291).

The qualitative researcher is expected to draw upon multiple (at least two) sources of evidence the case of the current study which includes three other tools: these are teacher's electronic survey, classroom observation, and the case study; that is, to seek convergence and corroboration through the use of different data sources and methods. Apart from documents, such sources include interviews, participant or non-participant observation, and physical artifacts (Yin, 1994).

As a research method, document analysis is particularly applicable to qualitative case studies. Intensive studies producing rich descriptions of a single phenomenon, event, organisation, or program (Stake, 1995; Yin, 1994). Non-technical literature, such as reports and internal correspondence, is a potential source of empirical data for case studies; for example, data on the context within which the participant operates (Mills, Bonner, & Francis, 2006). Furthermore, as Merriam (1988) pointed out, ‘Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem’ (p. 118)

4.3.1 Advantages and Limitations of Document Analysis

In relation to other qualitative research methods, document analysis has both advantages and limitations. Among its advantages, a document analysis can serve as:

a) **Efficient method:** Document analysis is less time-consuming and therefore more efficient than other research methods. It requires data selection, instead of data collection

b) **Availability:** Many documents are in the public domain, especially since the advent of the Internet, and are obtainable without the authors’ permission. This makes document analysis an attractive option for qualitative researchers. As Merriam (1988) argued, locating public records is limited only by one’s imagination and industriousness. An important maxim to keep in mind is that if a public event happened, some official record of it most likely exists.

c) **Cost-effectiveness:** Document analysis is less costly than other research methods and is often the method of choice when the collection of new data is not feasible. The data (contained in documents) have already been gathered; what remains is for the content and quality of the documents to be evaluated.

d) **Stability:** As a corollary to being non-reactive, documents are stable. The investigator’s presence does not alter what is being studied (Merriam, 1988). Documents, then, are suitable for repeated reviews.

e) **Exactness:** The inclusion of exact names, references, and details of events makes documents advantageous in the research process (Yin, 1994).

f) **Coverage:** Documents provide broad coverage; they cover a long span of time, many events, and many setting

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Document analysis is not always advantageous. A number of limitations inherent in documents are described below.

1) **Insufficient detail:** Documents are produced for some purpose other than research; they are created independent of a research agenda. Consequently, they usually do not provide sufficient detail to answer a research question.

2) **Low retrievability:** Documentation is sometimes not retrievable, or retrievability is difficult. As Yin (1994) has noted, access to documents may be deliberately blocked.

4.3.2 Suggested Middle School Teacher's Document Analysis

Since the case study is designed in a middle school, the most noticeable documents that can be analysed in order to determine the teacher's proficiency are as follows. Yearly distribution, monthly distribution, weekly distribution, daily copybook and the lesson plan.

4.3.2.1 Yearly Distribution

It is an official document prepared by the ministry of education, known as the 'curriculum'. This document should be used with careful respect by the teacher because the next coming documents take their starting point from this document. The teacher hasn't the right to add or to omit, but just to take it as a reference. The document includes the necessary lessons to be taught to a given level. The lessons are selected and graded in terms of objectives and designed in terms of situations and materials. Lesson sequencing is respected so that it can pave the way to the expected goal.

The yearly learning plan is a comprehensive template which contains learning objectives, resources, integration and assessment as well as educational projects that aim to achieve the global competence of a learning level on the basis of the target competency stated for each domain (oral interaction, interpretation of oral and written messages and production of oral and written messages) and through an integrated set of learning sections.

Each plan starts from the target competency to achieve ; its development is carried out through a problem-solving situation in its general context that the learner may encounter in his or her school or social life and a set of partial situations conducive to integration and potential remediation. The plan also contains instructions from the "support document" and

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the “teacher’s guide” and the estimated time to devote to the learning section to ensure an adequate implementation of this latter.

In this planning, the pre-requisites are included in order to draw teachers’ attention to the importance of the learners’ background knowledge while preparing lessons and help them regulate their teaching. Teachers are requested to check the level of assimilation of the pre-requisites regulate their teaching accordingly.

Finally, the plan is also a guide to the learners. The pupils, the teachers and the examiner will know what should have been learnt if all of them are following the same syllabus. When the teacher is setting examination or tests, the teacher should refer to his syllabus as this will guide him in what he should test for. The curriculum will also tell the teacher how important items are so that he won’t give too much attention in a test to items that are of low value in the total programme.

4.3.2.2 Monthly Distribution

It is the teacher’s second document which is not quite different from the yearly document in terms of objectives, but rather it concerns timing. It is a document that helps the teacher to decide on the teaching materials that is supposed to be done during a month. Shortening the time from a year to a month helps the teacher perceive the expected lessons to be presented in the expected time.

Yet, there will be no delay for a given lesson. Besides, it helps the teacher to state the aims, objectives and content of every single sequence to be taught. The monthly distribution tells the teacher how much time to give to various items outlined in the programme. The teacher needs to know whether to spend an hour, a week on various items, and the syllabus should give some guidance on this matter.

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Weeks	Activities	Observation
1st Week	Sequence one: Lesson: Objective of the lesson: Tasks: Objective of each task	
2nd Week	Sequence two: Lesson: Objective of the lesson: Tasks: Objective of each task	
3rd Week	Sequence three Lesson: Objective of the lesson: Tasks: Objective of each task	
4th Week	Sequence four: Lesson: Objective of the lesson: Tasks: Objective of each task	

Table 4.2: Sample of 4MS Monthly distribution

4.3.2.3 Weekly Distribution

This document is an extended document of the two above ones. It shares the same principles with them, except for timing. I.e. the document covers the materials that will be done in a week. It is a common belief among the language teachers, namely those on the way, or those who have reached the stage of proficiency that this kind of distribution is the most adequate one, because it helps the teacher to assess what has been done and what has been left, what goals have been achieved and what goals have been missed. Such

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distribution is prepared by proficient teachers, and only because it measures the pros and cons of every single lesson.

Days	Activities	Observation
Sunday	Lesson one: Objective of the lesson: Tasks: Objective of each task	
Monday	Lesson two Objective of the lesson: Tasks: Objective of each task	
Tuesday	Lesson: Objective of the lesson: Tasks: Objective of each task	
Wednesday	Lesson four Objective of the lesson: Tasks: Objective of each task	
Thursday	Lesson five Objective of the lesson: Tasks: Objective of each task	

Table 4.3: Sample of 4MS Weekly Distribution

4.3.2.4 Daily Copybook

One of the teacher's official documents that must be treated competently. The document consists in listing the different kinds of material which is supposed to be presented in the classroom one day after. It is a kind of an estimative plan which can be fully or partially achieved. It depends on the atmosphere where the lesson is going to take part. A column of observation has a place on this document. It is dedicated to the teacher to mention what has been left aside, in other words what hasn't been presented in the classroom because of time or other obstacle.

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Date	Class	Time	Activities	Observation
Monday, February 12 th , 2019.	4MS1	8---9	Sequence one -Listen and do. (Lesson one) -Objective of the lesson: Describe famous landmarks -Tasks: 5,6,8,11	Task 8 and 11 to be finishes in the next coming lesson because pupils required more emphasis on the use of adjectives to describe landmarks.

Table 4.4: A sample of a Page from The 4MS Teacher’s Daily Copybook

4.3.2.5. Text book

This kind of document is the mirror of the teacher’s presence in the classroom. The teacher has to write down what s/he has taught in a given period of time. This kind of document is typically administrative for the teacher to be controlled. It is the only document that can assess the teacher’s proficiency in terms of time management. Many teachers fail to end up a lesson in the expected time because of many circumstances, which they must be taken into consideration while preparing the lesson. However, some teachers always find themselves complaining about this dilemma that requires a review of a lesson plan.

Date	Time	Activities	Signature
Monday, February 12 th , 2019.	8- 9	-Sequence one: -Listen and do. (Lesson one) -Objective of the lesson: Describe famous landmarks -Tasks: 5,6,8,11 - Objective of each task	

Table 4.5: A sample of a Page from The 4MS Text Book

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4.3.2.6 Lesson Plan

The document has been widely discussed in the literature review in terms of structure and content, while in the current chapter (Research Methodology), it is discussed in terms of validity and reliability as to measure the language teacher's proficiency. Lesson plan under the use of modern technology requires digital as well as experienced teacher in order to embark towards proficiency. Lesson plan is the document where the identity of a talent teacher is carved. A competent teacher when preparing a lesson plan should take the following principles into consideration:

- 1) Identifying content to be taught,
- 2) Defining a lesson objective
- 3) Planning assessment
- 4) Learning activities
- 5) Teaching activities
- 6) Resources
- 7) The introduction, and a "pertinent" question

Typically, a lesson of forty-five minutes will consist of three main stages:

- 1) Presenting a new material, either in spoken or written form.
- 2) Practicing the new language.
- 3) Using the language for communication.

The presentation stage may take from ten to fifteen minutes. The practice stage will tend to occupy fifteen to twenty minutes. There is nothing scared about these things, but they do indicate the rough proportion of parts of lesson, with more time being spent on practice than on any other stage. A lesson plan is a plan of action and interaction. It should be in a form which the teacher can easily understand and follow. A very detailed lesson plan will be hard to follow during the lesson. It is better to have simple headings which can be read at a glance. As the teacher grows proficiently, and with the use of modern technology, the teacher will find less and less detail is needed in his lesson plan.

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Date: Unit : 2 "Describing my school" Lesson: 2 "My classroom"	Life skills : Time management Creativity
-------------------------------------------------------------------------------------------------	----------------------------------------------------

Stages	Procedures	Timing
Warm - up	- Greeting - T asks the students to sing the previous song "what's in your schoolbag"	5mn
Step 1	T asks pupils: " <i>What's in your schoolbag?</i> Ss say : "There is a book" "There are pens"	5mn
Step 2	T asks: " <i>what about your classroom?</i> " (T: asks the question showing the classroom to his/her Ss) " <i>What's in the classroom?</i> " (some learners might be able to name some of the objects or persons found in the classroom)	
	Let's discover. T displays flashcards on the board, one at a time (a teacher, pupils, a board, desks, a door, windows, a bin, books, notebooks, classroom, chairs) and says the words two times. Ss listen	10mn
	1st listening -T asks the Ss to watch the cartoon video and listen to the song. - Ss go to the board and collect the flashcards of the objects/ persons presented in the song	
	2nd listening: (active listening) - T asks Ss to listen and point to the items in their classroom.	5mn
	- T divides Ss into 2 groups. They sing line by line (choral drilling). - Then they sing in pairs. - T asks some students to sing individually.	
	Game	

Chapter four : Research Design and Instrumentation

Step 3	<ul style="list-style-type: none"> - T distributes flashcards (window, door, pupil...). - Ss hold up the flashcard, stick it to the suitable classroom item/person and say the word. - T sticks the word cards next to the flashcard at the same time. <p>-Activity page 26 (teacher's guide)</p>	5mn
Step 4	<p>Teacher says: " desks" or shows the word card of the desk and students colour the right picture Or T may also say "blue window" (Ss colour the right picture with the right colour)</p> <ul style="list-style-type: none"> - T presents pictures of different classrooms (big#small) (clean#dirty) to make the comparison. - T says: "this classroom is big/small/clean/dirty/nice. - Ss repeat. 	5mn
Step 5	<ul style="list-style-type: none"> - T uses flashcards or realia and asks students to describe what they see. <p>Ss say expressions such as: "This is a small desk" "The bin is small" "My teacher is nice"</p>	10mn
Wrap - up	<p>Find your partner game (in the playground)</p> <ul style="list-style-type: none"> - Teacher distributes flashcards and word cards of the classroom items. - Each student looks for his/her partner who has got the corresponding flash or word card. - Ss are invited keep repeating the name of the classroom item they got while moving around. <p>When finding his/her partner, they stay together.(students can form sentences such as: There are small desks in the classroom"..)</p>	10mn

Table 4.6: Suggested 4MS Lesson Plan

4.4 Research Tools Intersection Outcomes and their Validity in the Language Teacher's Proficiency Interpretation

The primary goal of this study which primarily concentrates on the overall evaluation of English language teacher proficiency is mostly to determine the strengths and weaknesses of Teacher Proficiency Development (TPD) from different perspectives. For example, the current study carries out an exploratory study in order to reveal the strengths and weaknesses of an EFL teacher proficiency development in Algeria, from rural or urban schools. For this purpose, both qualitative and quantitative research methods are followed. As data collection tools, electronic survey, classroom observation and teacher's practical documents are used; the participants believe that the level of proficiency development depends on the teacher's competence and some pedagogical skills in general. On the other hand, they highlight the need for more input on proficiency. Participants also suggest that more emphasis should be placed on practice rather than theory so that the level of proficiency development reaches its zenith.

The triangulation of the above mentioned data collection tools led to form the picture that teachers' experience of working with digital tools, namely computers is found to have a positive relationship with their use of ICT in the classrooms (Lou and Sim, 2008; Hernandez-Ramos, 2005). The authors further state that exposure to technology and knowledge of software application is vitally important for successful implementation of ICT. Gilakjani (2013) mentioned that computer self-efficacy or teachers' judgment related to their own proficiency in computers plays an important role in their teaching lives using ICT in the classroom.

By triangulating data, the researcher attempts to provide 'a confluence of evidence that breeds credibility' (Eisner, 1991, p. 110). By examining information collected through different methods, the researcher can corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study. According to Patton (1990), triangulation helps the researcher guard against the accusation that a study's findings are simply an artefact of a single method, a single source, or a single investigator's bias.

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Mixed-methods studies (which combine quantitative and qualitative research techniques) sometimes include document analysis. An example: In our large-scale, two-year evaluation of the language teacher proficiency we combined quantitative and qualitative methods surveys (to collect quantitative data) and open-ended, semi structured teacher's electronic survey with reviews of documents (as the primary sources of qualitative data). The document reviews were designed to identify the pedagogical as well as methodological tasks with the implementation of modern technology that played a role in supporting teacher's proficiency improvement.

The observers examined mainly the missions of the language teachers as described in documents and reported that 'some teachers, namely experienced ones promoted the image of showing improvements in many areas as the language lesson prolongs, whereas others (novice teachers) focused their assistance more specifically on the provision of knowledge through training and technical assistance. Teacher's electronic survey combined with classroom observation, and document analyses, to examine the impact of training on proficiency development. Offering exemplary clarity concerning the use of digital tools, observers reported that a review of a 45-year-old EFL teacher provided information on methodological, pedagogical and to a lesser extent some digital skills necessary for teacher's proficiency development.

4.5 Limitations of the Study

This exploratory study examined the use of ICT to improve the Algerian EFL teacher proficiency. The primary limitation of the study is sample size. Before results can be generalized to other schools, further research conducted in multiple middle schools is necessary to confirm, expand, or revise findings and propagate development of a model of best practice for instructional ICT use in education to enhance teaching. It is also prudent to consider the possibility of electronic survey bias in terms of those who chose to participate in the survey. If, some language teachers lack a proclivity toward technology use, many responses might not have valid and effective decision. Future studies, therefore, might benefit from including an alternate.

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However, the results have verified what digital participants quoted on the electronic survey. Classroom observation played the most significant role as a research instrument in collecting data sufficient to test our hypotheses and find reasonable answers to our research questions. From the teacher's documents, we learnt that proficient teachers always use technology when preparing material to be presented in the language classroom. It is time saving and efficient teaching to use technology in education nowadays because traditional methods are no longer implemented in the new language classrooms.

4.6 Conclusion

In this chapter, we have attempted to provide an account on our research tools. Meanwhile, the expected outcomes resulted from the designed methods have been meaningfully and thoughtfully achieved. Classroom observations constituted our basic method for gathering data. They gave us the opportunity to gain a thorough understanding of the process; it required a heavy demand on the part of the researcher. One thing was worth wise to be acknowledged, was that the observation method requires methodological as well as technical support in order to be conducted successfully.

Electronic survey addressed to teachers served as sufficient tool to clear up the darkened areas and cross check opinions. Last but not least, our case study, though restricted in scope, helped us determine the potential of the teachers' behavior in using modern technology to teach a foreign language, and to raise many questions about the importance of such. Document Analysis exemplified in a number of the teacher's documents with the above sighted tools together served as a valid and reliable tool to determine the language teacher's proficiency. The next chapter (five) is dedicated to analyzing the findings of the research

Chapter

Five

**Chapter five: Data Collection and Interpretation: Part One:
Classroom Observation and Teachers' Document Analysis**

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Chapter five: Data Collection and Interpretation

Part One: Classroom Observation and Teacher's Document Analysis

5.1 Introduction

Based on the idea that the current research tends to shed light on the EFL teacher proficiency development using digital tools at Ben Badis middle school in Chlef, data analysis and interpretation seek gain insights about the extent to which the English language teacher is familiar with the implementation of digital tools in the language classroom and the impact left behind in each area of practice. These insights are the results of what has been reported by the EFL middle school teachers on the electronic survey and verified by means of the performance of some through classroom observation of two groups of pupils.

One has been taught with the use of digital tools, while the second one has not. The teachers' documents analysis on the other hand, gave significant insights which contributed to the overall of the study and helped gain a thorough idea about the role of modern technology in developing the language teacher's proficiency. The choice of tools led to stress the importance of using digital tools in the field of education while implications have been taken into consideration in order to give suggestions for further studies.

5.2 Classroom Observation Data Analysis

The first tool used in this study is classroom observation, an instrument we chose on the belief that the study under the use of such tool will carry out more valid and reliable results, because it is deemed to be the appropriate tool to collect a full picture of the teacher's mastery of the modern technological tools in the classroom. Meanwhile, such practice will inevitably be converted into proficiency, an element that the current study used different tools as well as strategies to unmask its roots.

5.3 Overview of Classroom Observation Protocols

Perhaps a teacher's classroom instructional practice is one of myriads important⁶, yet least understood factors leading to teacher effectiveness. The method of video capture and review designed for the Measures of Effective Teaching (MET) project seeks to demystify effective teaching practices in the classroom and, in turn, provide insights into teacher

⁶ Steven G. Rivkin, Eric A. Hanushek, and John F. Kain, "Teachers, Schools, and Academic Achievement," *Econometrica*, Vol. 73, No. 2 (March 2005), pages 417–458.
<http://edpro.stanford.edu/Hanushek/admin/pages/files/uploads/teachers.econometrica.pdf>

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evaluation and proficient development. The video picture recorded during the MET project is watched and coded by highly trained, independent observers.

Many of the observers are current or former inspectors and EFL teachers trained on how to observe the videos and rate the teaching practice on a series of indicators ranging from the Teacher's ability to establish a positive learning climate and manage the classroom to his or her ability to use effective digital tools and provide useful feedback to pupils. The scores on the observational protocols will be compared against the other tools (teacher's electronic survey and document analysis) being used to collect data for this study. These analyses will establish how closely the observation scores correlate with improvements in EFL teacher proficiency development and pupils' cohabitation within the implementation of technological tools in the classroom to learn a foreign language.

5.3.1 The Organization of the Class

The organization of the two classes was similar in terms of pupils' number, but different in terms of equipment. The participants were 17 in each class equipped with a smart phone for each. They were conducting tasks in groups. This kind of arrangement helps the observer determine the extent to which the teacher is able to conduct the group using the appropriate program via his/her own technological tool. The pupils were working more comfortably. The teachers, as noted in all three observations, found the class organization satisfactory and s/he would rush to conduct his work the way he perceived things to be systematically analysed and interpreted.

5.3.2 Instruction in the Classroom

Because the teacher is in the classroom to use English language as a medium of instruction, s/he should use English language and only, though our main concern is to see the extent to which the teacher manipulates technological tools in the classroom to present learning materials. The observer noticed that the EFL teacher is in the classroom to instruct the pupils in English since it is the target goal of the lesson with the intention of training the pupils on the use of technology to realize some language tasks. Both the teacher and the learners were interested in the manipulation of those technological tools.

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5.3.3 The Class Method Classroom Observation Evaluation

The Classroom Assessment Scoring System (CASS) is an observational protocol based on months of educational and developmental classrooms' visits demonstrating that daily varied use of modern technology by the middle school EFL Teacher, namely the ones mentioned in our review of literature and the behavior of both the pupils and the language teacher alongside the lesson development.

In the academic year (2019 / 2020), the team's research focused on the development of standardized observational systems at Ben Badis middle school (grade MS4). They succeeded over sequential observations to measure effective teacher-pupils' interactions, working with digital tools. The EFL teachers were working in a way that is sensitive to important developmental of teacher proficiency and learners' motivation to be fully integrated in the lesson development. The classroom is also equipped with a set of digital supports that enable teachers to make positive changes in the areas of their practice..

5.3.3.1 Class Domain, Dimensions and Indicators

Classroom observation assesses the extent to which teachers effectively use digital tools to present a language lesson and decides on the every single feature that determines the teacher's digital competence. More importantly, the class as mentioned before is organized to assess teacher proficiency development under the use of digital tools in different lessons of the sequence. Each lesson includes several stages, some which vary by grade level. Each stage is in turn defined by observable indicators. For example, within the stage of presentation the dimensions of teacher sensitivity consist of several observable indicators including, focus on lesson language form(s) and language function(s), appropriate digital tool to the lesson and pupils' comfort.

5.3.3.2 The Observation Process

As it is indicated on table 5.1 and graph 5.1, and in order to assess the EFL teacher using a digital tool, independent MET project of observers, who have been trained on the classroom protocol, view the four videotaped lessons for each teacher, record observations and assign numerical codes related to each of the CLASS dimensions. Observers typically watch a lesson for 45 minutes, taking notes on the specific behaviors they observe related

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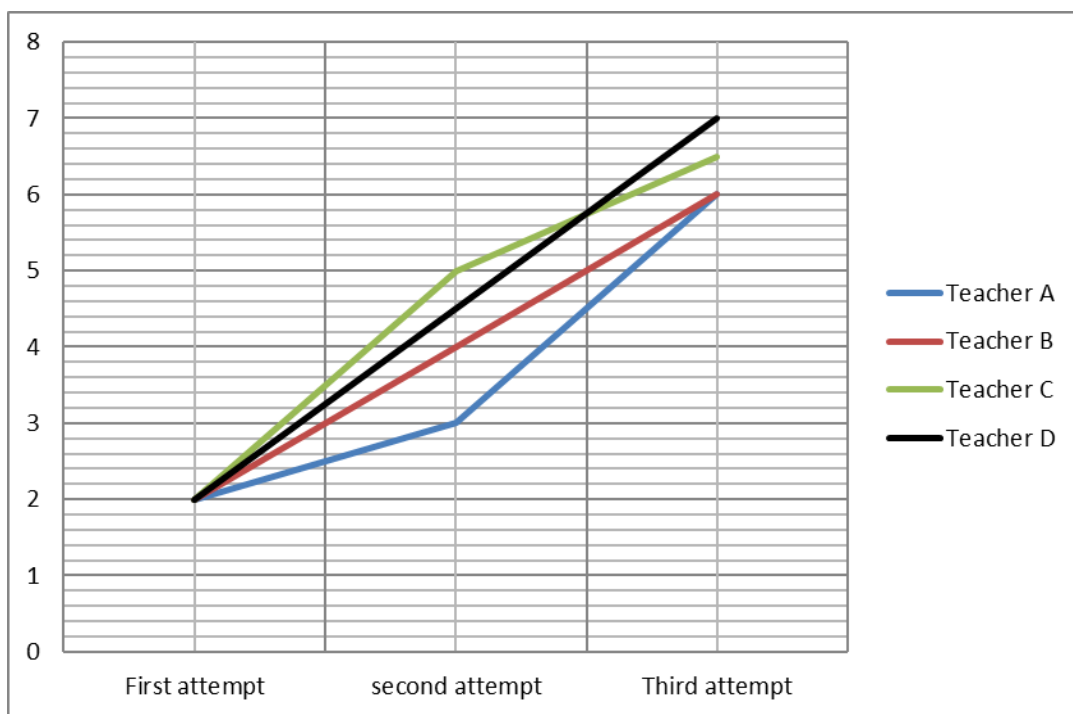
to each of the Class dimensions. Scoring is completed at the dimension level using a 7-point scale, with the low range of 1-2, the middle range 3-5, and the high range 6-7.

The Class Method (CM) manual provides detailed information to help observers determine the specific score. They then watch the 45-minutes-lesson and scores each of the dimensions again, repeating this cycle of observation and scoring until the end of the lesson. Lesson scores are created by averaging scores across all 45-minute-cycles, and scores for teachers are averaged across lessons. Although some researches have demonstrated that this type of scoring protocol provides relatively stable estimates of teacher effectiveness, the current one shows improved variables of Ben Badis EFL middle school teachers’ effectiveness. The final Class scores provide a snapshot of the classroom interactions that are working well along with areas that could be improved by growth and professional development.

Teachers	Lesson	First attempt	Second attempt	Third attempt
Teacher A	I Listen and I do	02	03	05
Teacher B	I Listen and I do	02	04	06
Teacher C	I Listen and I do	02	05	06.5
Teacher D	I Listen and I do	02	04,5	07

Table.5.1: Classroom Observation Grades of each Lesson Presentation (7-point scale)

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Graph.5.1: Lesson Presentation under the Use of ICT over three Attempts

5.4 Using PowerPoint Program to Present a Lesson (experimental class)

Observers at Ben Badis middle school in Chlef were provided with a checklist of a set of questions related to the EFL teacher's pedagogical activities in the language classroom to be undertaken by using PowerPoint program. They observed and videotaped the lesson through varied sessions and reported on the checklist. Both the checklist and the videotaped-lesson were sent to middle school teachers of the country via some provided e-mails and the researcher's own Facebook page. The checklist was constructed to find out teachers' perceptions about the effectiveness of PowerPoint presentations in terms of entertainment, information, understanding, organization, and helpfulness in English classroom instruction.

The latter, helps the observers determine the EFL teacher's proficiency development in using technology in the language classroom. The responses given by the participants are rated according to the following scale: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree) and SD (Strongly Disagree).

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No: Statement	SA	A	U	D	SD
1. The lesson with PowerPoint was interesting	40%	50%	10%	00%	00%
2. Teacher succeeded to teach more language elements	43%	40%	10%	05%	02%
3. The teacher seemed to be ignorant in front of the pps.	02%	08%	20%	40%	30%
4. Teacher was using materials effectively	35%	40%	05%	15%	05%
5. Teacher managed the class time efficiently	35%	45%	15%	03%	02%
6. Teacher succeeded to minimize hi/her role using PPT	30%	35%	20%	05%	10%
7. Teacher moved from one stage to another successfully	40%	20%	10%	15%	15%
8. Teacher didn't allow enough class participation.	15%	10%	15%	25%	35%
09. Teacher motivated the learners during the lesson	30%	50%	00%	05%	15%
10. Teacher used techniques to stimulate pps thinking	29%	50%	10%	06%	05%
11. Teacher's tasks design was good.	20%	30%	14%	17%	19%
12. Teacher's goals were satisfactorily achieved.	25%	35%	10%	20%	10%
13. Teacher seemed to be satisfied of his/her PowerPoint Presentation	40%	50%	10%	00%	00%

Table.5.2. Teacher's PowerPoint Lesson Presentation

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5.4.1 PowerPoint Lesson Presentation Data Analysis

Microsoft PowerPoint is a type of presentation software developed by Microsoft. It is one example of a technology that is widely used in education nowadays. Its capability to demonstrate and clarify information became evident and it began to make its way into education. For the language teacher, it allows one to show coloured text and images with simple animation and sound, especially with children learning English for the first time. PowerPoint is an effective pedagogical tool in the classroom. It makes material in the classroom more appealing to learners' diverse learning styles, and creative. In addition, they can help teachers organize their thoughts and present their information in an orderly, attractive manner, and learners to better understand the instruction of the teacher.

➤ Section one: PowerPoint Presentation (PPP) Making the Lesson Interesting

With item one from table 5.2 and figure 5.1 show that 90% of the teachers reported that the lesson under the use of PP program is very interesting. The degree of their responsiveness varies between agree and strongly agree. Yet, the use of technology in the language classroom became one of the language teacher's concerns today because of its utility as a modern tool in language teaching. 10% of the respondents did not discuss the item.

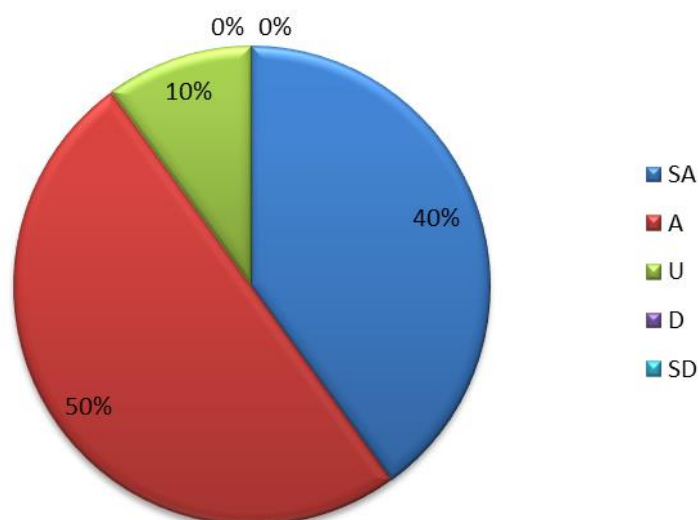


Figure 5.1: The lesson with PowerPoint was Interesting

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➤ Section two: PowerPoint Presentation Assistance in Teaching more Elements

Item two from table 5.2 as well as figure 5.2 reveals the opportunities that PowerPoint program offers to teach as many elements as possible in a given lesson based on the flexibility of such program, and the meticulous designs that can be used to design each activity of the lesson in terms of form and content. About 80% of the observers opted for the belief that the program helps the language teacher to cover considerable activities in a given time. Fisher (2003) explains that PowerPoint “can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests.

However, Towndrow and Vallance, (2004) argue for the necessity of organizing PowerPoint presentations based on a proper lesson outline that specifies clear and achievable language learning objectives. The show should support the design of language learning tasks which are not context-free and stand-alone exercises. Meanwhile, 10% of the rest of the teachers did not discuss the item at all. Such initiative does not raise a serious concern of inquiry because they simply were technophobic teachers.

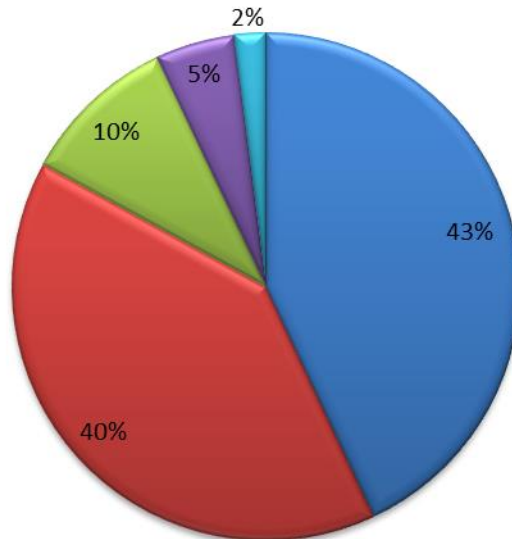


Figure 5.2: EFL Teacher's Success in Teach more Language Elements

➤ Section three: FL Teacher's Place in the Modern Language Classroom

Far from the myth that technology takes most of the teacher's time in the classroom and consequently s/he is considered as to be ignorant in front his/her pupils while the lesson develops, item3 from table 5.2 and figure 5.3 reported extraordinary results, totally the

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opposite of such expected beliefs, 70% of the respondents, ranging between disagree and strongly disagree confirmed that the place of the language teacher in the classroom is and should be there in every lesson presentation. The teacher is the only one who has the different skills, necessary for classroom moderation. 20% of the respondents did not discuss the item; while 10% ranging between agree and strongly agree believe that the teacher seemed in some activities to be ignorant in front of the pupils.

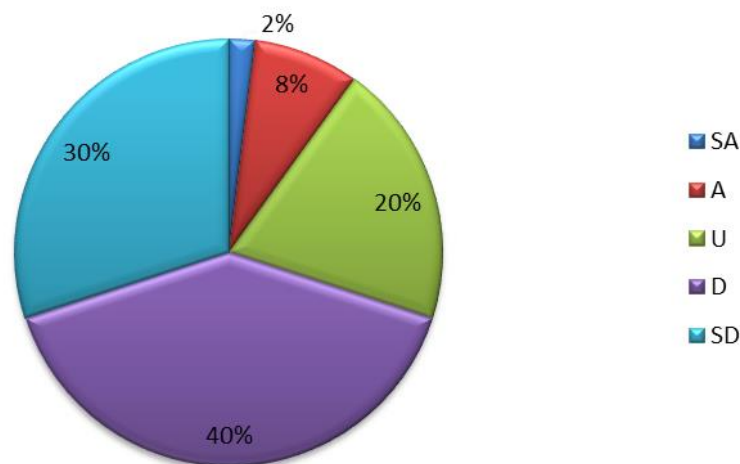


Figure 5.3: EFL Teacher's Presence in the Modern Language Classroom

➤ Section four: EFL Teacher's Roles in the Modern Language Classroom

With item four from table 5.2 and figure 5.4., the teacher was noted in the classroom using the digital device effectively based on the observers' rates, 40% of the respondents agreed while 35% of them strongly agreed on the teacher's effectiveness of material use. Time management using technology is also one of the observers' concerns because it is one the teacher's proficiency development dimension, either in terms of lesson activities conducting, or necessary time devoted for each task in the classroom. From item5 as indicated on table 5.2 and figure 5.4, results from the experimental show that 45% of the observers agreed, and 35% of them strongly agreed on the efficiency of class time management.

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organised, whether the pupils are working on their own or in groups and how we organise classroom time. We also need to consider how we appear to the pupils, and how we use our most valuable asset - our voice. The way we talk to pupils - and who talks most in the lesson - is another key factor in

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classroom management. We also need to think about what role, if any, there may be for the use of the pupils' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations.

Class management also decides on the different roles that the EFL teacher assumes in the classroom. These roles have been widely discussed in chapter one, but not in consistency with the use of technology. For that end item 6 of classroom checklist tends to test the hypothesis of minimizing the role of the EFL teacher while using ICT to present a lesson. Findings reported on table 5.2 as well as figure 5.4 shows that 30% of the observers strongly agreed, and 35% agreed on that the teacher minimized his role while using technology. 20% of the respondents did not respond to this item for personal reasons.

Most importantly however, the use of ICTs in the classroom stresses the shifts from the authority of the teachers in the classroom to a more collaborative approach to learning. Generally PowerPoint activities allow the teacher to assume the role of facilitator whilst the pupils take on an increasing responsibility for their own learning. The use of technology helps pupils enhance social interaction and be empowering especially for pupils with low traditional literacy skills.

The role of the teacher in the classroom doesn't only specify the devoted time for each stage of the lesson, but also how well s/he succeeds to move from one stage to another (presentation, practice, and production). The latter, holds a sound of responsibility and a feature of proficiency as the lesson develops. With item 7, of table 5.2 and figure 5.4, one can understand that the language teacher in classroom was moving from a stage to the next one successfully since 60% of the respondents reported so while 30% of them responded between disagree and strongly disagree. Knowing when and how to master the key points of every stage of the lesson has been the concern of many researchers in the field of education.

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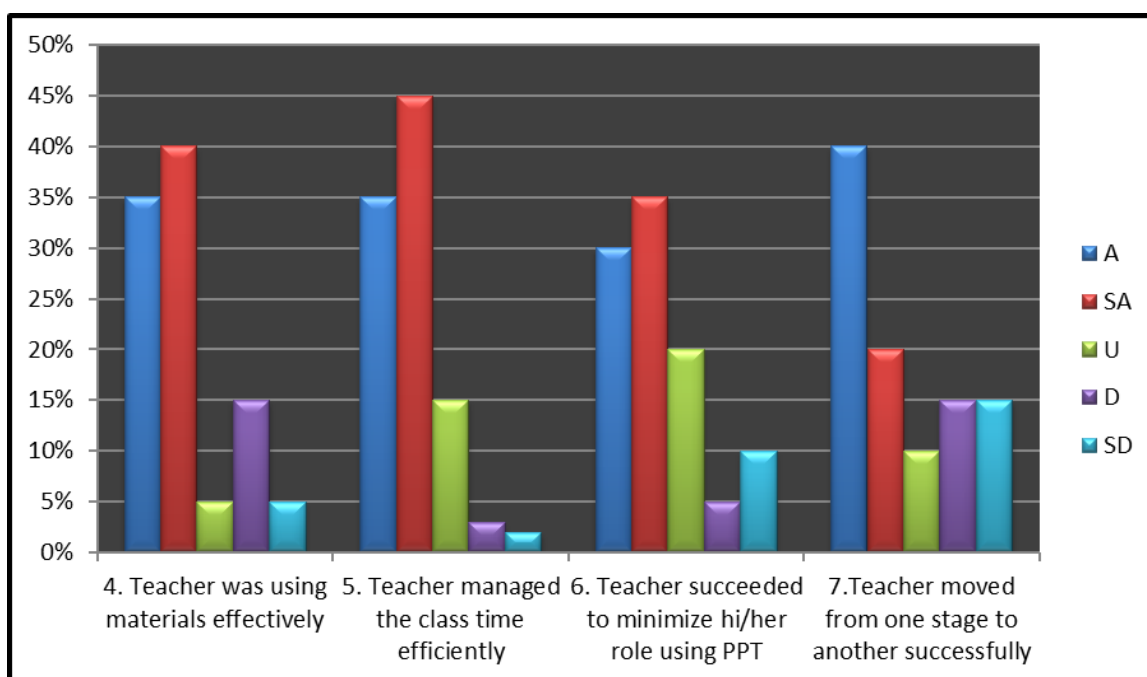


Figure 5.4: EFL Teacher’s Roles in the Modern Language Classroom

Section five: Class participation vs Class Motivation

Planning for each stage is especially important, be it with the use of technology, or without it. Yet, that is when an EFL teacher is to be observed as part of an assessment or performance review. Such plans are likely to be more elaborated than usual, not just for the sake of the teacher being observed, but also so that the observer can have a clear idea of what the teacher intends in order to judge how well that intention is carried through. A good lesson needs to contain a judicious blend of coherence and variety.

Coherence means that teacher can see a logical pattern to the lesson. Even if there are three separate stages, but there has to be some connection between them - or at the very least a perceptible reason for changing direction. In this context, it would not make sense to have the teacher displaying some ordinary methodological trends to move from one stage to another, but rather mastering some technological qualifications that link the content of each stage and how the latter is shaped through various technological designs.

As long as EFL teacher’s tasks coherence is concerned, allowing sufficient time for pupils’ participation in the classroom was one of the main observers challenging questions, especially when the lesson is conducted under the use of technology because managing the time for both, pupils to take part in the lesson and allowing the technological device to do

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the job of the teacher requires skills. The idea that pupils do not benefit from sufficient time to practice the language through a blended learning is analysed in item8 of table 5.2 and graph 5.1 where 60% of the observers where totally with the idea of sufficient time offered by the teacher for pupils' participation.

Meanwhile, 25% of the observers voted for the insufficiency of pupils' time for participation in the classroom while 15% of the respondents did not comment on such. Of course, there will always be a tension between what the teacher had planned to do and what s/he actually does when magic moments or unforeseen problems present themselves. It is the mark of a good teacher to know when and how to deal with unplanned events, and how to balance time for action with appropriate flexibility.

Sufficient participation in the classroom entails pupils' motivation during the lesson and vice versa. Using strategies in the classroom to motivate pupils for different tasks was one of the teacher's goals. Effective participation in the classroom represents the degree of active involvement of a pupil in classroom learning activities. On the other hand, motivation in the classroom is a process for the pupils to initiate and execute the class activity. The motivating processes that strengthen and sustain the classroom activities of the students are multi-dimensional and include the needs, expectations or beliefs and goals of the students (Lee & Reeve, 2012).

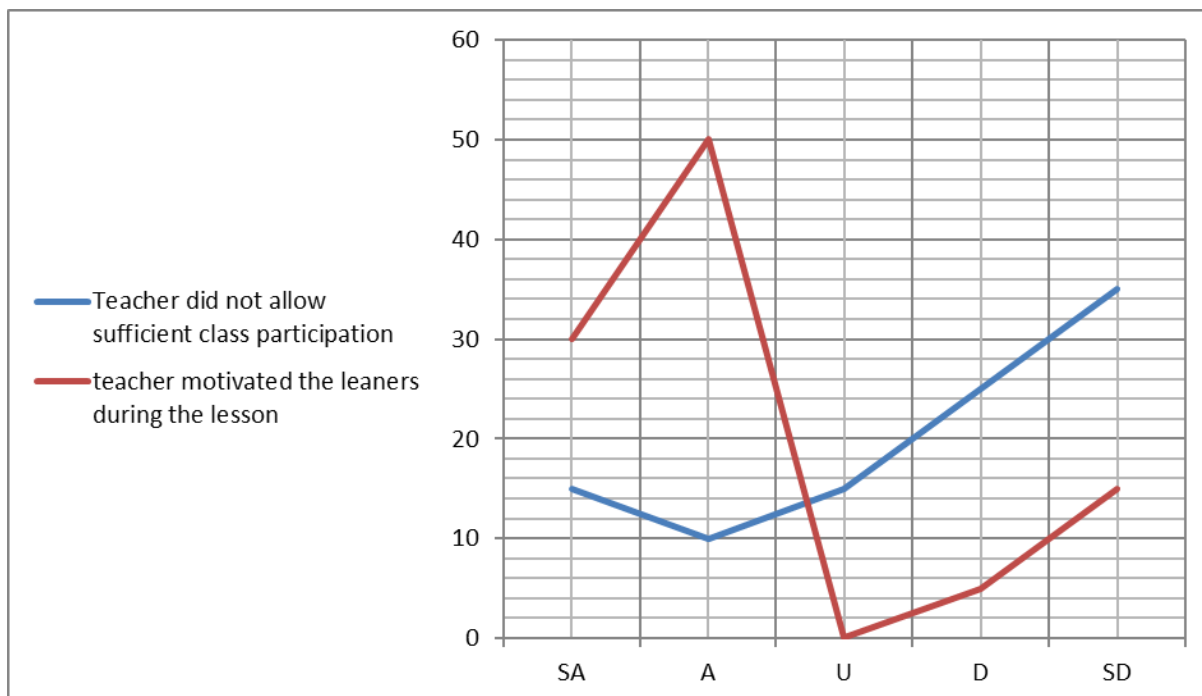
According to Aypay & Eryilmaz, 2011, motivation is as the energy of individual's behaviour, while they define participation as the link between the individual and the activity. Effective participation in the classroom represents the degree of active involvement of a pupil in classroom learning activities. Hence, the EFL teacher in the experimental class was reported by the observers as motivating the pupils during the long run of the lesson. Item9 of table 5.2 and graph 5.1 shows that more than half of the them opted for teacher's class motivation with a rate of 30% of the respondents who opted for the option strongly agree, and 80% for the option agree. Few would range between 05% and 15% for the options disagree and strongly disagree as reported on table 5.2 and graph 5.2 respectively.

Our assumption that motivating learners in the classroom might be considered as a key component of the EFL teacher's proficiency development was immediately challenged by some of the observers. They believe that a successful, if not proficient teacher is the one

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who succeeds to make his/her learners taking part in the lesson, discovering what the teaching material of today's lesson is for. If pupils are motivated for learning, they participate actively in activities. High motivation and engagement are necessary for the success of learning process. In the light of this information, it is understood that motivation and effective participation are inseparable concepts and they have an important role in learning as described Graph 5.2.



Graph 5.2. Class Participation vs Class Motivation

➤ Section six: Language Tasks Reflecting Technological Teacher's Skills

Sufficient techniques to stimulate pupils thinking in the language in classroom are considered as one of the EFL teacher's key component of teaching proficiency. Hence, item 10 from table 5.2 and figure 5.4, reveals that 29% of the observers strongly agreed, while 50% of them agreed on the teacher's use of some techniques in the classroom to stimulate the pupils thinking. However, only few (11%) of the respondents ranging between disagree and strongly disagree were against.

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Observers were not only interested in recording what was happening in the experimental class, but they were also paying attention to the interdependency of the different tasks performed inside it. Tasks design (item11) as mentioned on table 5.2 as well as figure 5.4 was the secret of assuring a stepping stone between the different steps of the lesson based on the assumption that researches in the field of education highlighted the importance of task design in a number of ways. Considering the various definitions of tasks proposed and the particularity of task performance in technology-enhanced class motivation, we think it is very important in our case study to highlight the typology of language tasks and their design for foreign language learners.

Consequently, half of the respondents were with the teacher's task design with varying rates ranging between 20% who opted for strongly agree and 30% voted for agree. The rest half of the observers were divided between strongly disagree (17%), disagree (19%), and (14%) of them did not discuss the item at all.

Out of the conviction that what has been presented in the classroom was based on already set goals, Observers were devoting a column for scoring each activity; the teacher performs in order to decide on the degree of achievement of those goals. Setting goals is a crucial parameter used to measure teacher's proficiency.

Following the five criteria of a goal, the EFL teacher was noted achieving his goal in an acceptable way; item12 specifies the different scores opted for every step of the teacher in the experimental class. Yet, 25% of the respondents strongly agreed upon the teacher's achievement of his goal with varying rates devoted to each criterion. Meanwhile, 35% of them simply agreed.

Our Classroom observation data analysis and interpretation ends up with teacher's feelings of the use of PPP (item13). The findings reveal a total consensus on teacher's satisfaction of using such program in presenting a language lesson. Such consensus was translated into 90% of the respondents who showed their satisfaction about the teacher's positive feeling of using PPP in the classroom while 10% of them did not discuss the item as prescribed on table 5.2 and represented on figure 5.4.

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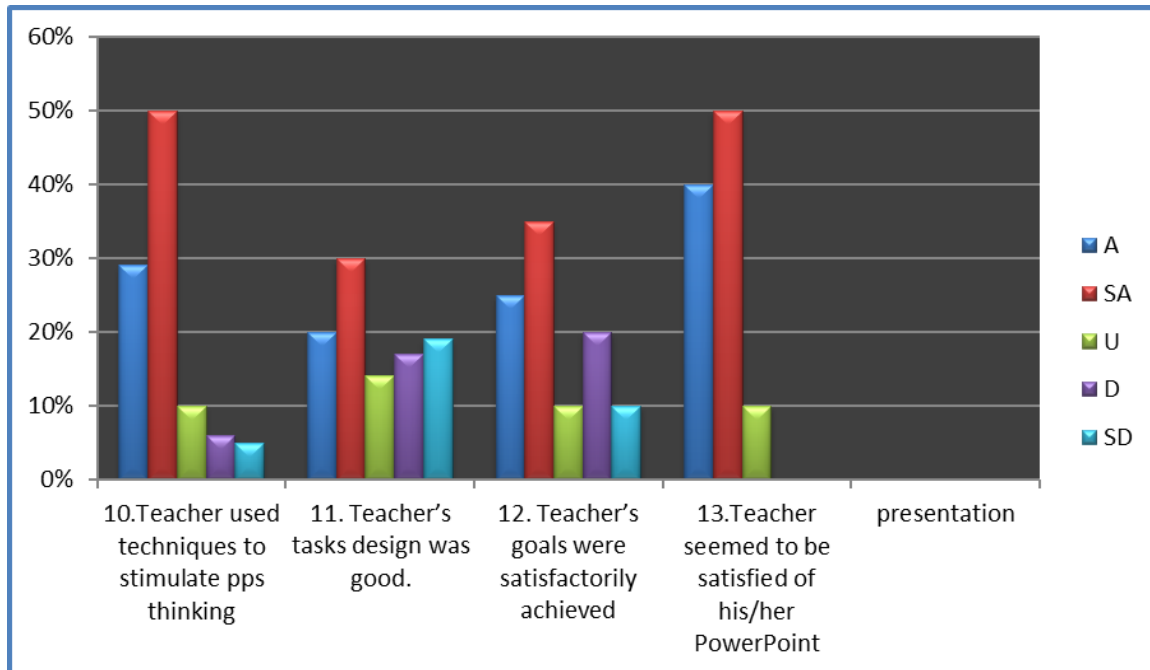


Figure 5.5 .Language Tasks Reflecting EFL Teacher’s Technological Skills

5.5 Classroom Observation Findings Discussion

Since our attempt in this study is to seek to identify the nature of the EFL teacher proficiency development at Ben Badis middle school in Chlef under the use of some e-devices, classroom observation was our first target tool in data collection being employed in the very beginning of the investigation. It has been conducted in two different EFL classrooms: one is the control class and the other is the experimental class. Based on the importance of the investigation outcomes much importance was given to the second type of EFL classroom. The latter is deemed to determine to be used as an effective instrument to measure the EFL teacher proficiency development.

The observation has been made in three sessions with four EFL teachers as mentioned in table 5.1. It aimed to collect a general overview about the context of the teaching situation and the participants’ behaviours in the real classroom setting while undertaking some pedagogical tasks using ICT. Based on the table (5.1), results gathered from the experimental class in which the four EFL teachers have conducted the same lesson (I listen and I do) over three different sessions using different means of technology as discussed in (Research Methodology), results show that there was a steady development of the language teacher proficiency in terms of digital tools manipulation, speeding up the rate of pupils’

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responses to a given task, time saving for each language task, and pupils' interest in the lesson since they are learning by doing.

By contrast in the control class most of pupils seemed to be ignorant by the teacher because they are not highly motivated for the task. Traditional supports are no longer appealing for the pupils because they are not competing the new technology. Consequently, the EFL teacher finds himself/herself paralyzed in a new world striving for creativity, main feature of proficiency.

The observation checklist is made up of six sections that each one aims to gather information about a significant aspect about the EFL teacher in the classroom. In the first section, the researcher aims to obtain general overview about classroom atmosphere while the lesson was conducted under the use of the PowerPoint program. As indicated from item one of table 5.2 and figure 5.1 the analysis outcome showed that the lesson was so interesting when presented with an e-device. Such claim was highlighted by the pupils' interest in the lesson and the chronological outcome of the lesson development.

PowerPoint presentations help teachers improve teaching; they also help learners absorb teachers' messages. (Szaboa and Hastings, 2000) hold that PowerPoint based classroom instruction helps learners focus attention and reduce distraction and observe that learners want PowerPoint presentations to be adopted in English language classroom instruction. (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, kinaesthetic, and creative by employing multimedia methods, such as sounds, images, colour, action, design, and so on.

The second section in our observation aimed to obtain information about the role that technology plays in order to help the EFL teacher teach more elements. Observation findings showed that 83% responded to the EFL success in teaching extra elements with the help of ICT. Thanks to the flexibility and affordability of ICT many items can be presented in a considerable amount of time and a fun way. Moreover, heavy teacher workloads are no longer causing serious barriers in managing the lesson stages effectively. Pradoxally, and with the use of traditional approaches of teaching it has created serious working conditions for EFL teachers' proficiency development.

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The third section in our observation checklist aimed to collect genuine information about the EFL teacher presence in the modern language classroom. Based on the findings of the first and second sections, we assume that the EFL teacher was physically, emotionally and knowledgeably present in the language classroom though technology was doing most of the teaching job. The observation findings showed that 70% of the respondents were against the idea that the EFL teacher seemed to be ignorant in front of his pupils while the lesson develops under the use of PPP presentation. Gorder (2008) stated that successful technology integration depends greatly on the language teacher in what makes a difference in reforming a classroom. Integrating technology is not easy, it is a three step process that involves the teacher learning the technology and using the technology in teaching and learning so that the student learning is enhanced. Therefore, it is never believable that deciding on how technology works has one day be the concern of technology itself.

The fourth section attempts to obtain valuable insights about the teachers' role in the modern language classroom. Starting with item four, the degree of an effective material use was noticeable from one teaching situation to another. After examining the data of the observation checklist of table 5.1, we have found that two teachers, A and B, were using their material effectively, knowing that these two EFL teachers are novice ones, for they didn't find difficulties in manipulating ICT effectively. However, they were found less savvy in neither using different pedagogical activities nor respecting the necessary time devoted for each stage of the lesson development (presentation, practice, produce).

Accordingly, teacher C and teacher B were found more proficient in terms of material use and lesson presentation after sequential sessions of presentation, bearing in mind that teacher A is an experienced one while teacher D is a proficient one. Moreover, their lesson presentation was based on the use of different types of activities which indicated that these teachers are aware of the importance of diversifying the lesson parts and type of activities as well as a reasonable use of ICT to undertake them. Despite the fact that modern technology is increasingly ubiquitous across all aspects of modern life, the scope and utilization of appropriate technology within the education sector in general, and within English language teaching in particular, has remained conspicuously limited in the Algerian middle schools. So much so, the current situations of teaching have attributed poor levels of pupils' achievement to an inadequate if not an absence use of technology in

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education which is compounded by the continued prevalence of traditional teaching methods (Tamimi, 2014; Salama, 1999).

An effective use of teaching material inside the class calls for an efficient classroom management. Yet, the EFL teacher and after some attempts of lesson presentations with the support of constructive feedback was found managing his class efficiently. Levels of classroom management among the four EFL teachers were considerably noticed. Improvements were later on acknowledged, for 80% of the respondents claimed for an efficient classroom management by those four EFL teachers. A narrow view of classroom management of some EFL teachers, namely novice ones sees it primarily as discipline and management of student misbehaviour. However, successful teaching requires more than controlling pupils' behaviour. According to Evertson and Harris (1999), "the meaning of the term classroom management has changed from describing discipline practices and behavioural interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building community». The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes.

Managing the classroom under the use of technology might minimize the EFL teacher's role. The use of PPP in the teaching / learning processes in schools brings momentous impact on the future of teachers. The impact can affect the role of the teacher as well as the methods of instruction and assessment as well. The role of the teacher will change from the sole knowledge source to an assistant or moderator. As suggested by Mullamaa (2010), the role of the teacher today is that of an advisor, an expert in the field whose task is to support the pupils' development. The EFL teachers in their different teaching situations were noticed acting less and producing more. A number of teaching activities were performed in less time and with less teacher's intervention in tasks performance.

Pedagogically speaking, the need for an adequate balance between the three teaching stages and to move from one stage to another successfully is a must. A feature which in most teaching situations seems to be respected only by the experienced teacher. However when integrating technology in lesson presentation, few would believe that moving from one stage to another might be a challenging task for the EFL teacher. A successful teacher in doing so is the one who can marry pedagogy with technology, a feature found only among the proficient teacher. Results show that teachers C and D, respectively experienced

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and proficient EFL teacher were noticed moving from one stage to another successfully while teachers A and B were noticed missing the transitional factor between the three stages.

The fifth section in our observation checklist attempted to collect information about whether or not the EFL teacher allow pupils enough participation and motivate them for the language tasks. Findings show that the class was reasonably motivated for the language tasks nevertheless, respondents voted for the insufficiency of class participation. Pupils' participation is enhanced when they are highly motivated. Perhaps the use of technology offers many benefits to enhance motivation. Most importantly, technology integration has the potential to increase student motivation (Anderson, 2000). Using technology changes the nature of the task, increases pupil self-efficacy, and improves pupil self-worth. Technology; nevertheless, respondents voted for the insufficiency of class participation. Pupils' participation is enhanced when they are highly motivated.

Perhaps the use of technology offers many benefits to enhance motivation. Most importantly, technology integration has the potential to increase student motivation (Anderson, 2000). Using technology changes the nature of the task, increases pupil self-efficacy, and improves pupil self-worth. Technology strengthens pupils by making the learner the core of the learning process. Motivation is not always the outcome of material use. Furthermore, it also depends on the teacher's techniques to stimulate the learners thinking, because the more the learner is motivated the more s/he is interested.

The last section in our observation checklist tended to shed light on the language tasks reflecting the EFL teacher's technological skills. Conducting tasks in the modern language classroom entails the mastery of some technological skills. Among the most needful ones that were mentioned in our check list the need from the EFL teacher to use sufficient techniques to stimulate his pupils thinking. Half of the respondents opted for the belief teachers in the experimental class were displaying that skill, namely the ones with positive attitudes of using modern technology to raise pupils' interest and consequently stimulate their thinking. The teacher was noted in the class creating an open environment for more opportunities for the learners to talk and write about what they learn. For example, putting up a sign in class reminding pupils every day that they should be active learners, by doing so the teacher is paving the way for independent thinking.

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Stimulating pupils' thinking cannot be approachable far from stimulating their interest. The latter might be the EFL teacher target goal in every lesson presentation. To reach this goal, the EFL teacher has to moderate the language tasks by giving them a good design. Only 50% of the respondents claimed that the EFL teachers designed their language tasks well. In this sense, Schrooten (2006) sought to explain the potential of ICT for designing language tasks arguing that ICT allows a high degree of differentiation, elicits a high degree of learner motivation and involvement, offers enriched content and allows a more intense, multisensory learning process. Given the flexibility of technology to diversify tasks. Research indicates that challenging and engaging academic tasks that build upon pupils' prior knowledge and enable students to construct their own understanding of the content are more apt to enhance pupil motivation and increase student self-confidence in their cognitive abilities (Brophy, 1983; Meece, 1991; Miller & Meece, 1999).

Working on the premise that the intent of using ICT to undertake tasks in the language classroom is to achieve successful outcomes. The latter remains as one of the EFL teacher's primary goal. Meanwhile, achieving some teaching goals satisfactorily requires skills. As noted in the observation checklist, 60% of the respondents agreed upon the idea that EFL teachers were achieving their framed goals. Setting goals remain one of the main features responsible for reaching the step of proficiency development. The importance of goal-setting is especially apparent in the composing behaviour of proficiency development. Setting goals without attentive commitment to them, significant improvement is unlikely. (Slocum, Cron, & Brown, 2002). Fortunately, many steps can be taken to increase goal commitment, thereby facilitating goal achievement.

Ending with the last item of our classroom checklist, it is revealed that the EFL teacher was satisfied about his PPP presentation. Such e-device helped him achieving the expected goals of the lesson. More importantly, PPP presentation brought to the language classroom a new teaching atmosphere. The modern language classroom under the use of technology assists the shift from teacher-centeredness to learner-centeredness. This new approach of teaching offers the EFL learner the opportunity to develop his/her ways of thinking and interacting.

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On the whole it is learned that EFL teachers' digital competence at Ben Badis middle school in Chlef is acceptable. Hence, they were found in the experimental class making adequate and effective use of some procedures related to some ICT programs. The latter showed a positive impact of the overall of their outputs. After analysing their use of the PPP in lesson presentation, it was discovered that they make acceptable use of such program during the lesson's three stages.

One might understand that in fact teachers share some qualifications related to the use of modern technology without formal instructions. Such claim was emphasized through the use of other digital tools discussed in the study review of literature (Mobile and video gaming), and was accordingly used by middle school EFL teachers to perform some tasks. Their results were not deeply scrutinized because the study was limited to the analysis of PPP results. However, this did not prevent the respondents to pick up a full picture of the teacher's deeds in the language classroom.

5.6 Some Factors Influencing Teacher's Success in Technology

Often, the most predictable barrier for teachers implementing technology into their classroom is their own lack of digital knowledge and experience. Classroom observation helped discover that teachers with prior digital experience are more likely to learn new necessary skills quickly and artfully than those with no prior experience. They are also more apt to use technology for instructional purposes (Hanks, 2002). Although learning new digital skills requires time, therefore, the importance of proficiency development should not be underestimated. Effective proficiency development needs to provide time for training, experimentation, as well as follow-up support (Casey & Rakes, 2002; Groves et al., 1998; Levine & Donista-Schmidt, 1998). It also needs to support teachers in developing and sustaining alternative pedagogies and teaching strategies (Dede, 1997).

Success in technology use also depends on teachers' attitudes and beliefs. They are effective forces that considerably influence actions in the classroom. Teacher beliefs influence professional practice, and therefore, become pivotal factors in the implementation of new technologies (Haney & Lumpe, 1995). To implement technology successfully in their classroom, teachers must develop a positive attitude towards ICT and feel comfortable using them as instructional tools (Rakes & Casey, 2002). Teacher

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characteristics such as digital knowledge and experience, attitudes and beliefs, and familiarity with support resources can prove to be an efficient strategy to technology integration in the classroom. Meanwhile, the outcomes of that integration pave a smooth way towards teacher proficiency development.

5.7 Language Teacher ICT Knowledge Impact on Teacher Proficiency Development Analysis and Interpretation

All the teachers representing the sample of this project recognized that using ICT in the classroom was necessary due to several reasons, among which, their usefulness in real contexts to learn the language and the extent to which they make learning more meaningful. Teachers' beliefs and positive attitudes of the efficacy of ICT in language teaching will automatically influence their proficiency development and make their job easier than ever before. The following table lists some important skills, if effectively managed by the EFL teacher in the classroom they will affect his/her teaching proficiency in a positive way.

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	Yes	No	Comments
1) Does the teacher have good ICT subject knowledge and understanding?	+		
2) Does s/he show a thorough knowledge of the subject content covered in the lesson?	+		
3) Do s/he have enough ICT skills to manage the lesson?	+		
4) Can s/he use hardware and software appropriate to the lesson?	+		
5) Does s/he use appropriate ICT language and terminology?	-		Only trained teachers
6). Does s/he match ICT equipment and software to interest and challenge pupils?	-		Only experienced teachers
7) Does the teacher extend the boundaries of the use of ICT in the classroom?	-		Except for special activities
8) Does the teacher make effective use of time and lesson development under the use of ICT?	+		
9). Does the teacher provide effective support to all pupils who need it when using ICT?	+		
10) Does the teacher manage the pupils' behaviour during the lesson?	+		

Table 5.3 Language Teacher ICT Knowledge

Because testing the language teacher's ability in using PP program to present a lesson was not quite sufficient enough to decide on the EFL teacher proficiency, the classroom checklist was reinforced by a second table (5.3) including a set of questions related to the EFL teacher ICT knowledge. The strategy of results analysis and interpretation was not different from the one used with table 5.2. Teacher's PowerPoint lesson presentation. The ten items target the EFL teacher competence about sufficient ICT knowledge that decides on his/her position in this digital World. From item1 to item 4, all

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respondents agreed that the teacher has good ICT subject knowledge and understanding which help him/her to show thorough knowledge of the subject content covered in the lesson. From item 3 we learn that the EFL teacher has enough ICT skills to manage the lesson either in terms of time or activities sequencing. From item 5 to item 7, the EFL teacher was not found fully engaged in some activities related to digital device appropriate use or lesson content. The latter is because some teachers did not take regular training sessions on how to use ICT language and terminology effectively.

From item 6 we learn that only experienced teachers were able to match ICT equipment and software to interest and challenge pupils, while from item 7, it's clear that the teacher extends the boundaries of the use of ICT in the classroom only for special activities. Item 8 reveals that the teacher makes effective use of time and lesson development under the use of ICT. Meanwhile, the EFL teacher was found providing an effective support to nearly all pupils who need it when using ICT. A positive feature that technology offers and helps the EFL teacher to save time for other activities. Finally, and from item 10 one can understand that since technology can interest the pupils while the lesson develops it is not really costly to manage the pupils' behavior during the lesson.

5.8 Teacher's Document Analysis and Interpretation

A comparative study of teacher's documents between printed and electronic is our main concern in the current study to gain thorough insights about language teacher proficiency development. Such additional tool is in fact effective to make the difference between the printed documents, usually written with hand, and the digital document saved under different forms. Apart from documents, such sources include interviews, participant or non-participant observation, and physical artifacts (Yin, 1994). Our study falls on the first type 'documents' because they have always been the source of the EFL teacher for all activities performed in the classroom, and also for the teacher promotion alongside his

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career. Documents can corroborate or refute, elucidate, or expand on findings across other data sources, which helps to guard against bias.

Pedagogical Documents (PDs) can serve a variety of purposes as part of a research undertaking in the field of education. First, documents can provide data on the context within which research participants operate, and can be taken as tools to make comparison with what in reality takes place in the classroom, the case of lesson plan. They provide background information as well as the film of the lesson. The researcher can use data drawn from documents, for example, to contextualise data during classroom observation. Since, information included in documents can suggest further questions that need to be asked and situations that need to be observed as part of the investigation. Sometimes a teacher plans a lesson on the premise underlying usual results; however, because of some unexpected circumstances, the expected results will completely be unreachd.

Avoiding the shortcomings of a lesson depends highly on the document analysis, and the teacher proficiency. We can use the teacher's lesson plan and compare it to classroom activities to identify the changes. S/he may also examine periodic and final reports to get a clear picture of how a language task in the classroom proceeds over time. As classroom observation, document analysis method can be a rich source of data. Teacher's documents were analysed with critical eye, for both the meaning of the document and its contribution were carefully established to the issues being explored in order to give the current study more validity and credibility.

The researcher's analysis has dealt with electronic documents compared to printed ones since the study targets the EFL teacher proficiency development under the use of digital tools, documents were found fitting most the conceptual framework of the study while the researcher as analyst was found determining the relevance of documents to the research problem and purpose. Information about the author of the document (teacher) and the original sources of information could also be helpful in its assessment of a document. Information about experienced teachers was noticed in the content of the document, either in terms of material being presented in the classroom or aspects related to the methods and procedures being implemented. Pradoxally, novice teachers' documents were sophisticatedly preserved with little focus on the content.

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5.8.1 Teacher's Lesson Plan Analysis and Interpretation

Be it one of the most important teacher's document; lesson plan remains a crucial document in assessing teacher's performance in the classroom. The latter places the teacher at the heart of responsibility for every single act in the classroom. Lesson plan's importance varies from experienced teachers to novice ones. Such observation was highlighted during our analysis of the two types of teachers' lesson plans: the experienced teachers' lesson plans were found very informal based on the belief that those teachers seem to have an ability to think on their feet, while the novice ones' were found paying attention to all what matter the lesson, and of course with few cunning tricks dedicated to problem solving.

5.8.1.1 Lesson Plan from a Proficient Content Perspective

Proficient teachers' lesson plans share some features of both experienced and novice teachers. However, they are found more flexible and respond creatively to what happens in the classroom. More importantly, they are found setting goals. One of these goals is having a destination they want their pupils to reach and how they will reach it. One question was asked to teachers of the experimental class to illicit the importance of a lesson plan. They all respond that a lesson plan is road map-like. It reflects the different stages and steps to be followed and the material to be taught in order to achieve a goal at the end of that lesson.

Proficient teachers went further and argued that besides, there must be that kind of coherence and variety. By coherence, we mean logical patterns to the lesson that the pupils must see as the lesson develops, while variety of activities assures real pupils involvement. Concerning the content of a lesson plan, the current analysis led to come to an end with the idea that there was a noticeable difference between experienced teachers and novice ones. Experienced teachers were noticed jotting down subtitles designing activities to be done in the classroom with little or no care about their procedures. Such notes look rather empty, but may in fact give the teacher all the needs to remind him about all the necessary elements. By contrast, novice teachers were found interested with detailed lesson plans.

5.8.1.2 Proficiency Levels of Language Teacher Lesson Plan Content

Although the prime aim of teachers is to help pupils learn effectively and efficiently, teachers have to share their proficiency between their lesson plan content and its implementation in the classroom to comply with this pursuit. Most teachers struggle to set a comprehensive lesson plan, but they fail to reach the expected goals. The burden behind such contradiction might be the reason for not using an adequate material, or the lack of

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some necessary teaching skills among some EFL teachers. The analysis of the lesson plan contents holds true beliefs that they differ from one teacher to another. Such differences are the consequences of teachers’ experience and teachers’ teaching skills. Henceforth, the following table serves as a summary of proficiency levels of the language teacher lesson plan content.

Performance Indicators	Novice teacher	Experienced teacher	Proficient teacher
1. Stating Lesson Objectives	Accepted	Satisfactory	proficient
2. Using Innovative Materials	Good	Accepted	proficient
3. Identifying Skills to be Developed	Average	Good	Proficient
4. Selecting Appropriate Teaching Strategies	Satisfactory	Approaching proficiency	Proficient
5. Evaluating learners’ progress and suggesting feedbacks	Fair	advisable	Approaching Proficient
6. Reviewing of the Past Lesson	Proficient	Proficient	Proficient
7. Grouping Learners	Rare	Sometimes	occasionally
8. Body language encouraging (smiling, nodding, gesturing and moving near)	Approaching proficiency	Approaching proficiency	proficient
9. Problem-Solving Method	Average	Good	Proficient
10. Technology-Based Instruction Method	average	average	Approaching Proficient
11. Project Method	Good	Approaching proficiency	Proficient
12. Reflecting on their teaching	Accepted	Approaching proficiency	Proficient

Table 5.4. Levels of Proficiency of EFL Teachers’ skills in lesson preparation.

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Working on the premise of analysing (30) language teachers' documents at Ben Badis middle school, in Chlef. These documents are lesson plans of sequential lessons to decide on the level of proficiency among three kinds of teachers, (10Novice, 10experienced, 10proficient), very often shape the teaching situation in the Algerian middle school; table (5.4) reveals considerable results.

Starting with the first indicator which consists of the lesson objectives, novice teachers pay attention to such; however, they are not skilled at stating them in detailed in terms of activity content and what comprehensive procedure to be followed in order to be reached. For the experienced teacher, they were noticed paying attention to the content of each activity and the objective of each. One remarkable distinction between the two kinds of teachers (novice and experienced) is the sequencing of some activities that was modified by the experienced teachers under the belief that the latter does not pave the way for a chronological order of the lesson development ,and consequently, affects the intended goal. Proficient teachers showed much proficiency in stating the lessons objectives though there were noted differences from one teacher to another.

For the second indicator, the novice teachers were most interested because the instruction requires from the 21st century teacher to use innovative material, a feature most commonly found with digital teachers. The experienced teachers and the proficient ones were also found interested in the use of innovative material. The experienced based on their experience believe that digital learners need such material in order to be interested and motivated ,while for the proficient teachers they know what a given teaching situation needs as a teaching material.

Developing some learning skills among foreign learners is one of the fundamental principles of the proficient EFL teacher. Nevertheless; some teachers often use the concepts 'skill' and 'objective' interchangeably. A skill is the ability or a talent to be developed, while the intent of having that skill being developed is the objective. Proficient teachers consider the objective of identifying some learning skills as a key to identify how the application of such knowledge by teachers can support development of learning and teaching in their schools and ensure progression in pupils' learning in particular. A systematic variation in the ability of deciding on some learning skills at Ben Badis middle school was respectively ranging between good, accepted and proficient.

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Deciding on some learning skills for the learner to be developed entails some teaching strategies to be used in the language classroom. Proficient teachers always intend to select appropriate ones to better achieve their expected goals. Proficient teachers have always believed that the primary teaching strategy in language teaching is to 'teach language communicatively' since in Communicative Language Teaching (CLT), language is meant for communication and communication is viewed as "Expression, interpretation, and negotiation of meaning in a given context" (Lee & Van Patten, 2003, p. 60). Brandl (2008) defines communicative language-learning activities, contrasting them with traditional drills as follow

... communicative language-learning activities distinguish themselves from traditional drill types in several ways. The meaningful principle is fundamental and is strongly adhered to. Furthermore, the primary focus is not the practice of grammar structures, but the actual use of language and the development of communicative skills. While such a goal does not exclude a focus on form, it emphasizes contextualized language practice. (p. 186).

The need for language to be learnt communicatively requires a second effective strategy to be implemented in the language classroom. Teachers must enhance pupils' motivation to learn a foreign language. Motivation is of great importance in SLA: It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process..." (p. 65). One of the basic rules regarding L2 motivation that Proficient teachers follow in their teaching practice is that learning materials should reflect students' interests. "If students find the course interesting and relevant to their needs and if they experience success and satisfaction in that success, they are motivated to participate and persist" (Ballman, Liskin-Gasparro, & Mandell, 2001, p. 15). A third dependent teaching strategy assures motivation in the language classroom is the 'Input session of the lesson'. Effective input of the lesson strengthens the learners' energy to take part in the lesson.

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Yet, input is not what gets into learners' minds. It is intake, or the language, which learners derive from input and hold in working memory for subsequent processing (Van Patten, 2002). Accordingly, Van Patten (2015) coined the concept of input processing (IP) to refer to the "moment-by-moment connection of surface formal features/formatives with meaning" (p. 92). Such principle is based on the idea that language is the combination of lexical forms with grammatical forms, or meaning with form. There are other target teaching strategies to be worth mentioned, however in the current study we did focus on the most important ones where proficient teachers believe that in the absence of such strategies, some teaching objectives may not be easily reached. In our case study, these teaching strategies were used in the classroom depending on the skills of each category of teachers.

As EFL teachers, knowing the pupils helps finding solutions to their learning problems, and promotes the use of both summative and formative assessment to determine where these learners stand at every teaching point. Except for few proficient teachers, most language teachers find themselves concerned with summative assessment since it is dictated by administrative rules. Little is given to formative assessment because of sufficient amount of time given to English learning as a foreign in the Algerian middle schools, or lack of language teachers' awareness of the final goal of learning this language at stage. Formative assessment encompasses several types of activities, including a learner portfolio, peer feedback, teachers' observations, among other components (Butler & Lee, 2010; Shrum & Glisan, 2010).

Formative assessment usually holds the truth that can take be replaced by self-assessment, but to our little knowledge, can't prove quite legal in our case study, because the oldest pupil in an MS4 class doesn't exceed the age of 14 years old, for it is impossible to be responsible for one's own learning. Formative assessment is the concern of the language teacher at the middle schools, and in most appropriate cases, it should be followed with a feedback, a feature which is not often found with all English language teachers of Ben Badis school, in Chlef.

Feedback is commonly done while reviewing the past lesson. The union of the two tasks assures consistency of material to be learnt in the classroom .Most of the teachers were dealing with a review of the past lesson to pave the way to new a lesson. Thus, lesson review for some teachers is a warming-up activity for the new lesson. Warm up is an

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effective way to help pupils' minds begin to think and to review previously introduced material. Different types of warm ups help provide interest in the lesson. A warm up to prepare for a period of concentration with language game or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. These are, among others, enjoyable and motivating warm ups.

Teaching does not consist of knowledge to be poured into the pupils' minds, but it also concerns a set of procedures to be followed. Grouping pupils in the Algerian middle schools still remains as a new tradition. Language teachers consider such as a natural phenomenon due to the large size of each class. The method offers many opportunities to the learners to practise the language since it is merely speech. When pupils work in groups the teacher will see that they help each other learn. Very often, some teachers fail to convey a teaching point, but with the idea of grouping pupils, they will be intentional about helping each other. Encouragement between language learners can happen in many ways. One way encouragement comes is when lower level students see the accomplishments of higher level students. By working together, pupils will also develop relationships with each other. They will share personal opinions and life goals.

Besides the procedure of grouping pupils, another important one related to the language teacher him/herself is used to explain some new items in the absence of some adequate supports. According to Tai (2014: p. 1207), "Facial expression is a "universal language" in human being's society." Humans can show their feelings and emotions through facial expressions, like happiness, sorrow, and fear. As a result, teachers should know how to use various facial expressions to deal with different situations that show up in the classroom. For instance, a warm smile could give students comfy studying atmosphere.

In short, if a teacher can utilize his facial expression diplomatically, he can receive a perfect classroom teaching outcome. Miller (2005: p. 29) argues that facial expressions are the main source of information, next to words, in identifying an individual's inner feelings. He adds that while listening to pupils, teachers should use facial expressions that communicate interest about questions and concerns. The control class at Ben Badis school revealed a picture of teachers struggling to explain new material in the absence of technology. This doesn't mean that teachers in the experimental class were not in need of such procedure, but it was minimized in the presence of digital tools.

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Grouping pupils and body language in the language classroom do not necessarily lead to satisfied lesson outcomes. Proficient teacher and with the use of problem-solving method in the modern language classroom believes that it brings new changes to the lesson outputs. Problem-solving method is one of the techniques that can motivate the pupils to learn. It is a technique in which learning and teaching process are done by involving a certain problem and how to solve it which needs pupils' cooperativeness in small group or large group (Brown, 2001).

Problem solving technique helps the pupils have self confidence in learning. Learning through problem solving technique, makes the pupils try to solve the problems until they are able to solve them and they are sure with the grammar concept of what they have learned. Besides, Moore, (2005), said that problem solving technique is an effort to eliminate the Pupil's' doubtness through teaching and learning process. Since grammar consists of many rules, and the rules also have exception, it makes the students find difficulties or confused in learning grammar. Using problem solving technique is helpful to the students to avoid their doubtness.

Problem solving exploits the learners' natural tendency to work things out. It is also an educational activity. Assembling and considering evidence to reach viable conclusions is an educational process. Self-reliance and independence are educational (Willis, 1993). The way we learn at school affects the way we subsequently live. If our learning experience encourages creative and critical thinking, we will be in a position to cope with change in a rapidly changing world (Lumsdaine & Lumsdaine, 1995). Problem-solving is an enjoyable activity when success can be achieved. It is a well attested fact that learners learn like wildfire when they are interested and actively engaged in the learning process. It may be slow initially, but like a field of corn, after a slow germination period, it suddenly begins to sprout and grow rapidly.

Problem solving and with the implementation of the Competency Based Approach (CBA) in the Algerian schools has been replaced by an activity in which the learner is asked to solve a problem related to a given leaning situation. Integrating situation is also used to judge the learner's capacity in using prerequisite knowledge to find solutions to problems encountered far from an outside help. It becomes evident that teachers at Ben

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Badis middle school were recommended to use that method, while the degree of implementation varies from one teacher to another.

Problem solving method requires some techniques to be implemented in this Digital World as Gee (2013:123) states “Our world is now so complex, our technology and science so powerful, and our problems so global and interconnected that we have come to the limits of individual human intelligence and individual expertise.” Such techniques were introduced under the form of a set of technological instructions to be practically implemented, and to reach the expected goals. Hence, teaching under the use of problem-solving method must have as a teaching strategy a technology-based instructions method. An important aim in using digital technology is to develop the ability of resistance and ways of reasoning to represent, explore, and develop language knowledge and problem solving experiences. Teachers have the potential in providing conditions for pupils to use technology in problem solving methods.

Proficient teachers using technology to teach problem-solving believe that the focus and procedures should be flexible. This can be directed by how the teacher selects a problem and frame the context of a problem. Some teachers in the experimental class of Ben Badis school in Chlef city were found unskilled in framing the context of some given activities meant for the pupils to solve some problems, and also lacking the skill of undertaking them using technological instructions. It can be stated that, different types of problem situations (personal or technological) require different kinds and levels of knowledge and capability and one must be willing enough to adopt different approaches in different situations, which is eased by the inclusion of technology in problem-solving activities.

Some teachers argued further and considered the lack of reflection of effective results in the classroom concerns the pupils' ineffective readiness to such activities based on the assumption that there was not enough time to devote deliberate time for problem solving activities under the use of modern technology, and also that the curriculum doesn't cater for these kinds of activities, nor does it place technology as modern method to be present in today's language classroom. In this respect, curriculum developers should consider the integration of those methods as a vital necessity to foster the learning potential of problem solving activities within the scope and sequence of technology education instruction.

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Not far from problem solving method, project method tends to take a significant part in the Algerian curriculums. The strategy was coined with the rise of the CBA in the Algerian schools. Project method is based on learning by doing, where pupils perform constructivist activities in natural conditions. A project is a list of real life that has been imparted into the school. It is specially organized by the teacher and independently carried out by pupils' complex of actions, finished with a creation of a product. It is conducted under the following steps.

- 1-Speculation
- 2-Designing the project activities
- 3-Conducting the project activities
- 4-Evaluation

The implementation of the project method helps expand pupils' vocabulary, fix investigated lexical and grammatical material, conduct a lesson in an atmosphere of a holiday, and to decorate a classroom of a foreign language with colourful works of pupils. The method of projects helps pupils to seize different competences as: to be ready to work in a team, to accept the responsibility for a choice, to share the responsibility with members of the team, and to analyse results of activity (Davies, & Pears, 2011, p.63). It also provides opportunities for pupils to develop their confidence and independence (Fried-Booth, 2002). In addition, pupils demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006:27).

Based on the idea that there are many studies focusing on the theoretical foundations for using project method in teaching a foreign language, there are relatively few empirical studies linking theory with practice, evaluating the impact of project work in the context of foreign language learning. In this context, our study examines the potential of the Algerian EFL teacher in implementing project work in the Algerian middle schools, reporting difficulties encountered, benefits from project work, and pedagogical implications. Thus, in our case study, teachers who implemented the project stated that their experience gained was extremely important. Despite problems of school infrastructure and resources available, and lack of experience in project work, namely novice teachers, their initial fears and insecurity were finally overcome.

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They evaluated positively the potential offered by the project method and expressed the need for their systematic training in the method. As for some pedagogical implications, one can say that education is not offered with impersonal teaching methods and educational tools. Yet, the teacher has always been considered as a source of inspiration and encouragement, a model of living example. In addition, knowledge of modern teaching methods and willingness to experiment with the use of modern technology are powerful tools for the achievement of teacher proficiency.

To end with the necessary performance indicators that decide on the EFL teacher level of proficiency attainment, it is empirically worth wise to evaluate the efficiency of those indicators by using the method of "Reflective Teaching". The latter was given an ample attention in the related review of literature. Teachers who do not reflect on their teaching cannot develop their ways of teaching, and consequently, they cannot improve their teaching qualities. In other words, they cannot move beyond the level of automatic or routinized responses to classroom situations and achieve a higher level of awareness of how they teach.

Novice teachers of the experimental classes at Ben Badis middle school were struggling to provide a means of coping with many of the routine demands of teaching, both stated on their lesson plans, or performed in the classroom because they have not developed a 'teaching style' that helps the particular configuration of strategies a teacher uses to constitute such style. By contrast most experienced teachers develop their classroom skills fairly early in their teaching careers. Proficient teachers found themselves thinking about adjusting the learning environment needs with the different teaching strategies meant for developing the process of the teacher proficiency.

As effective tools that reflect the process of reflective teaching are Peer examination of lesson plans to have an idea about the broad lines of the lesson procedure and as a second tool, peer observation of the lesson demonstration. Strategies most commonly applied to novice teachers based on the belief that this kind of teachers isn't familiar with some teaching strategies and styles. Peer lesson plan can provide opportunities for teachers to view each other's preparations in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. Another useful way of engaging in the reflective process is through the use of written accounts of experiences.

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Personal accounts of experiences through writing are common in other disciplines (Powell 1985) and their potential is increasingly being recognized in teacher education.

Self-reporting on the other side is also considered as tool that reflects the process of reflective teaching. It involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985). The inventory may be completed individually or in group sessions. The accuracy of self-reports is found to increase when teachers focus on the teaching of specific skills in a particular classroom context and when the self-report instrument is carefully constructed to reflect a wide range of potential teaching practices and behaviours (Richards, 1990).

5.9 Conclusion

Chapter five with the effectiveness and efficiency of Findings from classroom observation and teacher's document analysis objectively determined teacher's skills and academic performance. Theoretically, document analysis exemplified in the lesson plan served as a useful tool to teachers in developing appropriate teaching materials and procedures, while on the practical side, classroom observation was the teacher's battle field to unmask his potential in lesson demonstration. Variables show differences in lesson performance among the three types of teachers (novice, experienced, proficient). Such differences are the core elements to decide on the improvement of the EFL teacher proficiency development.

However, lesson performance also depends on the quality of the aids that decides on the degree of lesson success. The use of technology in education has taken a remarkable place in the language classroom. Technology in education is commonly defined as a technical device or tool used to enhance instruction. Its use to guide instructions has changed the teacher's roles and affected his teaching skills. In addition, Teaching and technology became part and parcel of each other due to their elective theoretical and practical affinities. The next chapter will tackle teachers' electronic survey analysis and suggest some recommendations and implications for the study as well.

Chapter

six

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Chapter Six: Data Collection and Interpretation: Part Two: Teacher's Electronic Survey

6.1 Introduction

The current chapter is dedicated to the analysis of the third research tool used in this study (teachers' electronic survey). The study highlights considerable findings, about the possibility of using ICT in both lesson preparation and presentation by the middle school language teacher at Ben Badis middle school in Chlef. Our intent behind this attempt is to determine the potential of modern technology to improve the language teacher proficiency in language teaching, and to provide a feedback for every area of enquiry.

The teacher's survey with its myriad varied inquiries about teaching a foreign language proficiently under the use of modern technology has modernized the teaching/learning process in the 21st century. The next step is to deal with what is derived from the investigation as a whole. Thus a summary of the study will be provided in what comes later on. Implications and recommendations will be put forward for consideration in the hope of providing a suitable situation where the implementation of digital tools to teach English as a foreign language in the Algerian middle schools will be manageable.

6.2 Teachers' Electronic Survey Analysis

Out of the conviction that triangulation in the field of investigation has its potential to contribute to the overall quality of the study in that it facilitates the achievement of some clearly articulated purposes, Teachers' survey used in this study intends to corroborate the findings of the other research tools(classroom observation ,teacher's document analysis). Its administration was electronically done to cover a maximum number of teachers' viewpoints. Responses were widely received, for the implications of the findings did not reflect the teaching situations of our case study only, but situations from the country middle school teachers as well. The latter, might help generalize the study findings to the Algerian educational system.

➤ Section one: Teachers' Background Information

Q1: Gender

Response	Respondents	percentage
Male	10	21.%
Female	39	79%
Total	49	100%

Table: 6.1: Gender of the respondents

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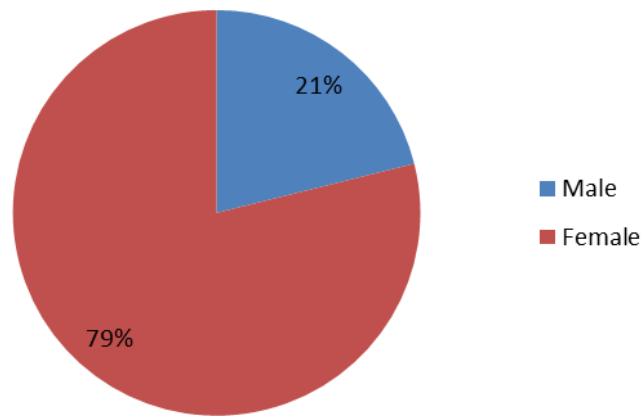


Figure 6.1 : Gender of the Respondents

As it is indicated in the above table and figure, respondents were from both genders however they differ in number. The majority of the respondents were female 78.9% and 21.1% were male.

Q2: Age of the respondents

Age	percentage
23-34 years	31.6%
35-44 years	15.8 %
45-54 years	21.1%
55 years ...	15.8%

Table: 6.2: Age of the Respondents

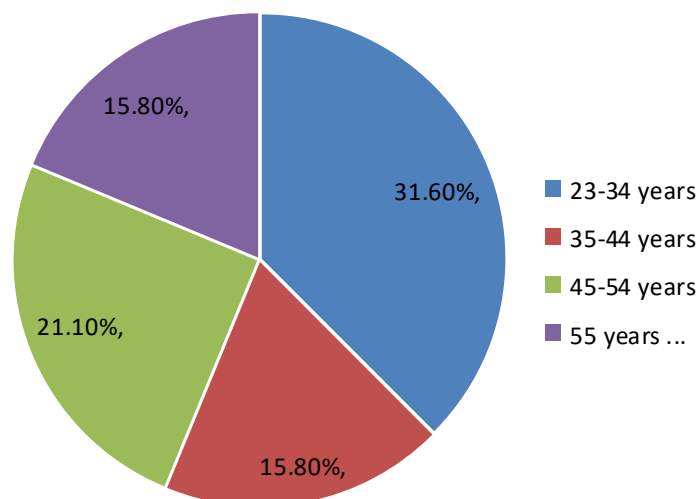


Figure 6.2: Age of the Respondents

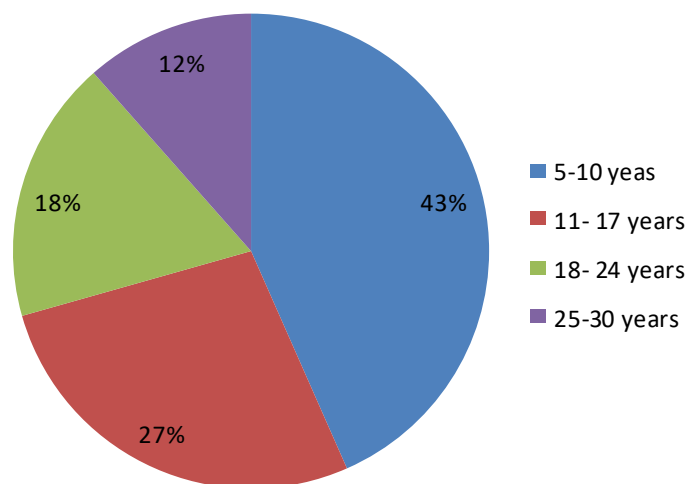
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As for teachers' gender, age is also a considerable measure to be taken into consideration in order to decide on the future language teachers' perspectives in language teaching. Most of the participants in this investigation are young teachers aged between 23 and 34 years old 31.6%. The same rate was found among teachers aged from 55 years onward. Respondents aged between 45 and 54 represented 21.1% of the total respondents. Yet, teachers aged between 35 and 44 represented only 15.8%.

Q3: How long have you been working as a teacher of English?

Teachers' experience as an EFL teacher at the middle school	Respondents	Percentage
5-10 years	21	43.4%
11-17 years	13	27.2%
18- 24 years	9	17.9%
25-30 years	6	11.5%
Total	49	100%

Table 6.3: Teachers' Experience as EFL Teachers.



Figure

6.3: Teachers' Experience as

EFL Teachers.

As table 6.3 and figure 6.3 indicate, the respondents experience in the field of teaching depends on their age. Yet, 43.4% of them are teachers having an experience from five to seven years. 27.2% of them have reached an experience ranging between 11 and 17 years.

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Only few of the respondents have a considerable experience in the field of teaching: 17.9 of them have spent from 18 to 25 years of teaching while 11.5 of them have an experience from 25 to 30 years.

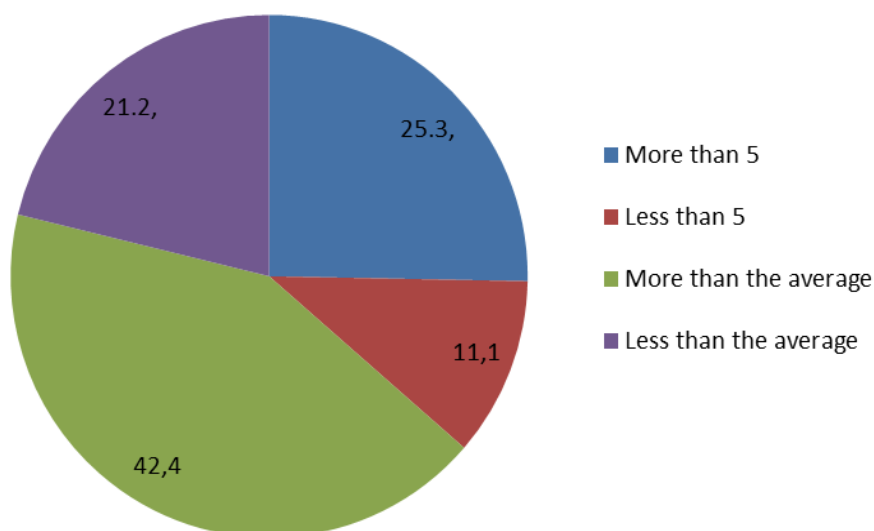
➤ Section Two: Questions related to pupils' learning Process

Notwithstanding, the idea that the current study tends to shed light on the improvement of the language teacher proficiency using ICT, it is also necessary to unmask the hidden side of the pupils' area of inquiry encompassing their learning subject matter difficulties. Responding to pupils' difficulties depends on the language teacher proficiency to be solved, no matter the sort of the difficulty is. Foreign language learner has as basic difficulties related to pronunciation, language forms, language functions and the use of vocabulary in context.

Q4: How many of these have trouble in learning English?

Number of pupils having troubles in learning English	Respondents	Percentage
More than five	12	25.3
Less than five	6	11.1
More than the average	21	42.4
Less than the average	10	21.2
Total	49	100%

Table 6.4: Pupils Having Troubles in learning English



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Figure 6.4: Pupils Having Troubles in Learning English

Table 6.4 reveals the number of pupils with difficulties in learning English. These difficulties are of different types which they will be discussed in what comes later. The number of pupils with difficulties is worrying. Yet, more than half of the class have difficulties in learning English language.

Q5: What types of difficulties are the most common?

Items	Respondents	Results
.a).Difficulties related to pronunciation	5	10.2%
.b).Understanding new vocabulary	13	27.1%
.c).Using language forms appropriately	16	34.4%
.d).Responding to language functions appropriately	15	28.3%
Other	00	00%
Total	49	100%

Table 6.5: Learners' Types of Language Learning Difficulties

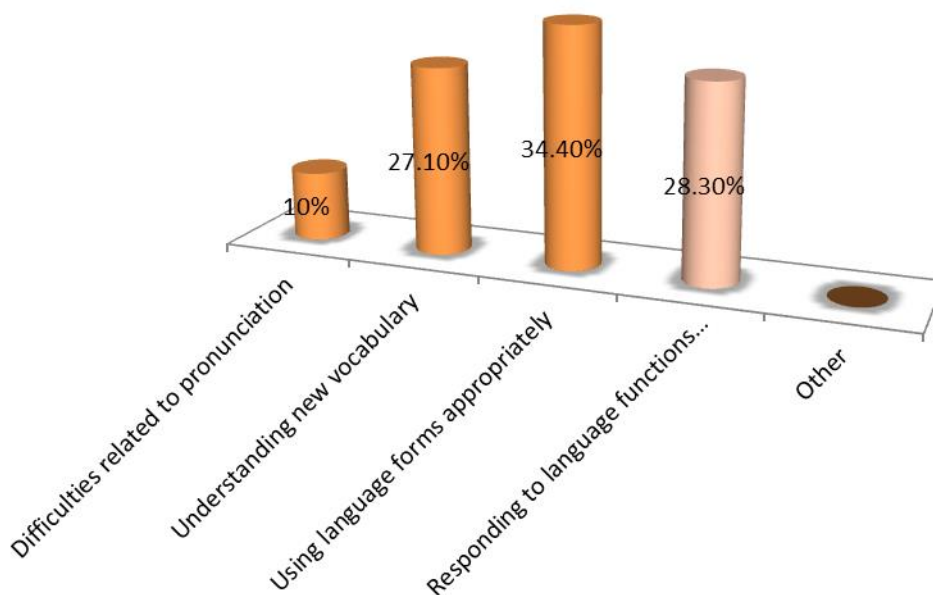


Figure 6.5: Learners' Types of Language Learning Difficulties

Based on the results from the above table 6.5 and figure 6.5. pupils' difficulties in learning English are attributed to different areas of learning. Articulating the sound system

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of the language does not matter the pupils much with regard to the other difficulties. Hence 10.2% of the respondents share the idea that L2 pupils have troubles in pronunciation. 27.1% of the respondents agree that these pupils have difficulties related to understanding new vocabulary of the target language. The majority of the respondents with a rate of 34.4% of them voted for pupils' bad mastery of language forms while using the language. Finally, using the language functions appropriately by EFL pupils is not really effective.

Q6: Types of factors affecting learning areas

Language learning difficulties	Types of factors affecting learning areas	Results
a).Difficulties related to pronunciation	1-Lack of ear-training	11.1%
	2-Social milieu	50.9%
	3-Lack of oral practice	38.00%
	4- Other	00%
b).Difficulties attributed to new vocabulary	1-Bad demonstration	40.2%
	2-Lack of using visual aids	47.3%
	3-Abstracts words	10.00%
	4-Other	02.5%
c).Inappropriate use of language forms difficulties	1-Lack of being exposed to the language	16.1%
	2-Pupils favour fluency to accuracy	50.3%
	3-Language forms are taught inductively	23.4%
	4-Other	10.2%
d).Inappropriate language functions response difficulties	1-Pupils' background limitation	32.2%
	2-Choice of leaning contexts	39.1%
	3-Pupils demotivation to learn	20.2%
	4-Other	10.5%

Table 6.6: Types of Factors Affecting Learning Areas

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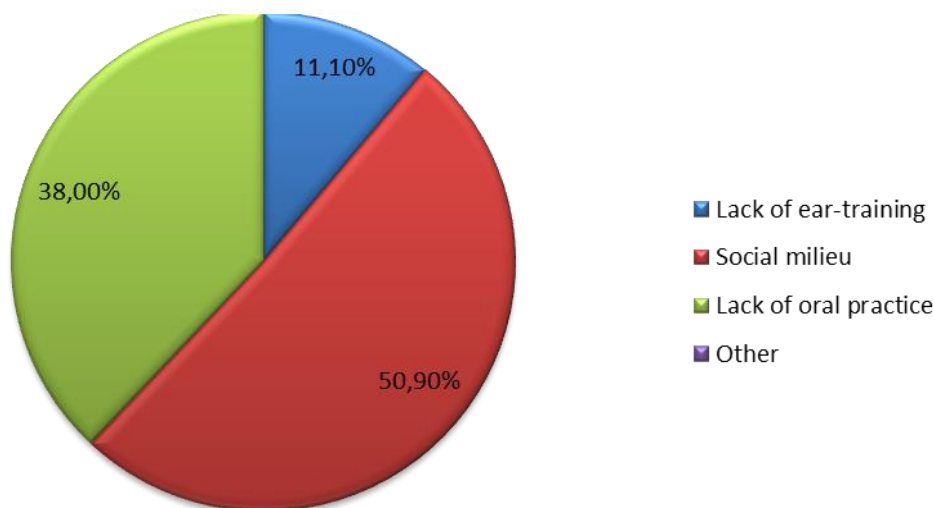


Figure 6.6: Difficulties Related to Pronunciation

Table 6.6 and graph 6.6 echoed the different types of factors that negatively affect the EFL learner pronunciation. 11.1% of the respondents argued that it is due to the lack of the learner's ear training. The great portion of the respondents (50.9%) voted for the inappropriate social milieu for learning English. 38% of them agreed on the lack of practice of English by the EFL learner.

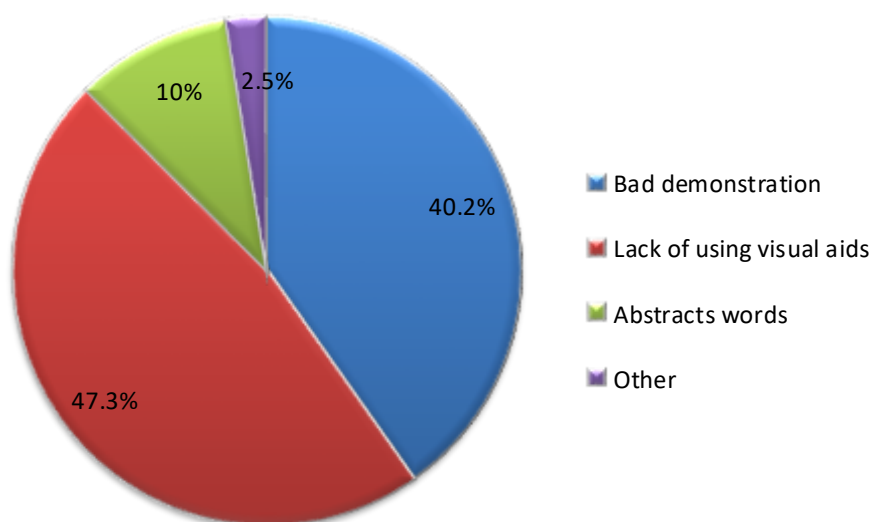


Figure 6.7: Difficulties Attributed to New Vocabulary

As table 6.6.and figure 6.7 indicate, difficulties related to new vocabulary range between causes having as origins the EFL teacher himself and the pedagogical staff as well. Yet, 40.2% of the respondents claimed that it because of the EFL teacher bad

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demonstration and 47.3% believe that it is an unquestionable outcome of EFL teachers who do not use visual in their classrooms. One might understand that good demonstration necessitates the use of ICT to help learners grasp the meaning of new words effortlessly. Abstract words do not occupy a great portion in the list of difficulties related to vocabulary, for they were considered to be so only by 10% of the respondents.

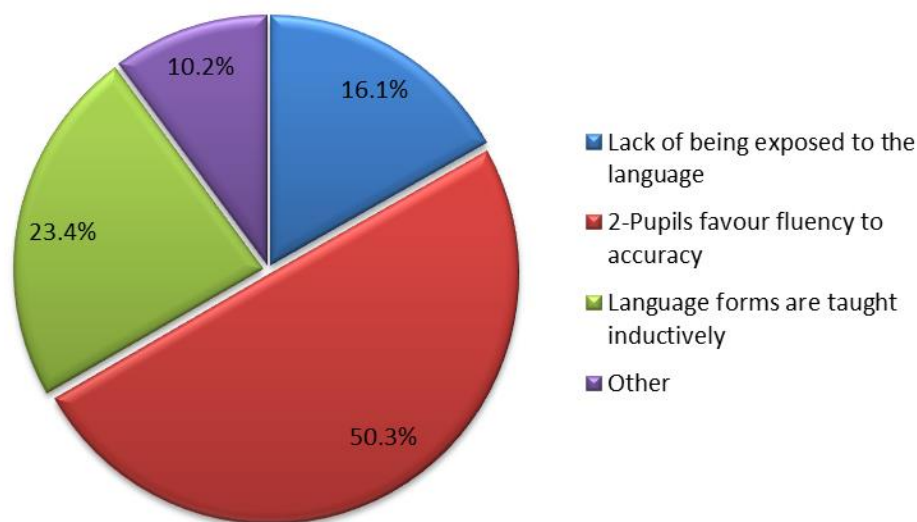


Figure 6.8: Difficulties Related to Appropriate use of Language Forms

Among the other types of difficulties commonly encountered by the EFL learner, probably the most common one is the one related to the appropriate use of language forms. Table 6.6 and figure 6.8. show that 50.3% of the respondents believe that it is because today's EFL pupils favour fluency to accuracy while 23.4% of them said that it is because language forms under the use of modern approach are taught inductively. 16.1% argued that it is because pupils are not sufficiently exposed to the target language. Language forms are mastered by providing designed feedback by the EFL teacher.

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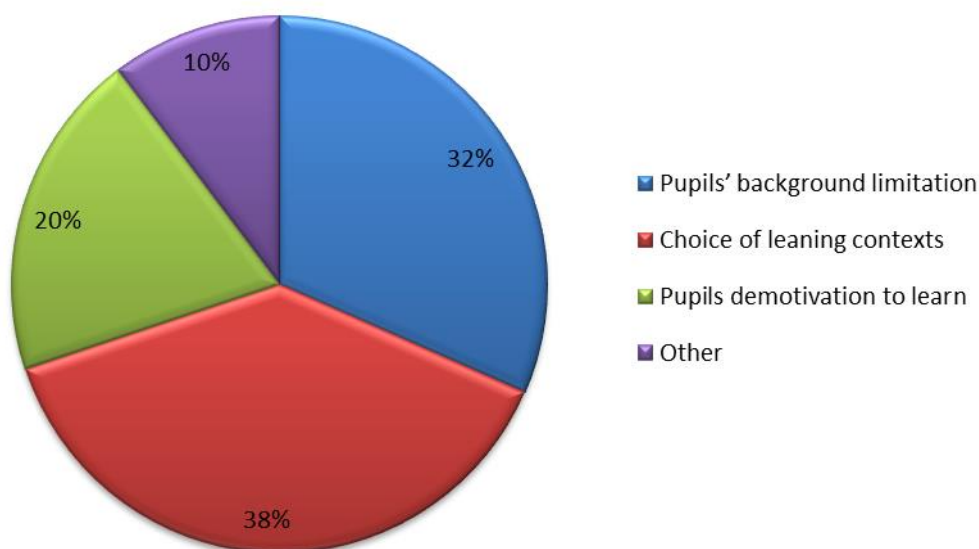


Figure 6.9: Appropriate Language Functions Response Difficulties

Using appropriate language forms to respond comprehensively by the EFL learner is also another concern based on the belief that today, language is used as a tool meant for communication. A part from the most common barriers affecting a reasonable response as showed in table 6.6 and graphs 6.9 ranges between limitations of the EFL learners background in the target language .Yet, 32% of the respondents opted for this view. In addition to this, 38% of our respondents went further and decide on the learning context chosen by the EFL teacher that it doesn't fit the EFL learner to perform more. Finally, 20% of the respondents believe that it is an outcome of EFL learners who are demotivated to learn.

➤ Section three The EFL Teacher Frequency Use of ICT in the Classroom

Q7: How often do use ICT as an aid in your classroom?

Frequencies	Respondents	Results
Always	2	05.20%
Sometimes	12	24.80%
Seldom	30	60%
Never	5	10%
Total	49	100%

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Table 6.7: How often do use ICT as an aid in your classroom?

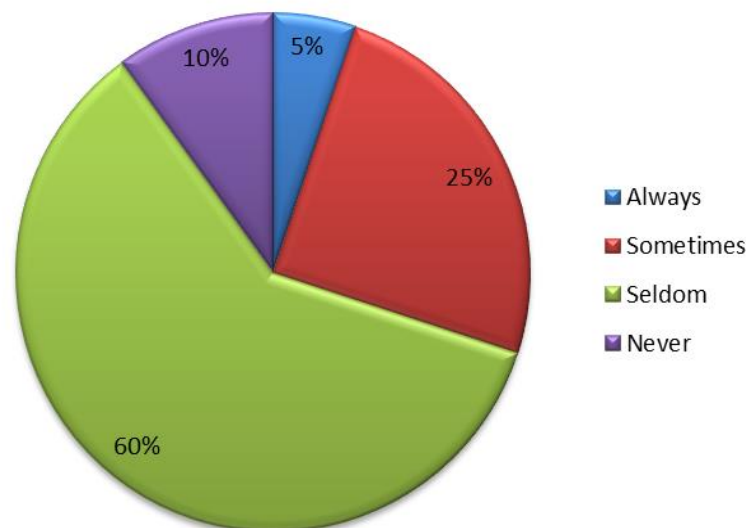


Figure 6.10: How often do use ICT as an Aid in your Classroom?

The use of adequate language teaching material to assure better learning situations has always been the concern of the language teacher. Yet, question 7 reveals the reality of the EFL teachers using modern technology to demonstrate lessons in the in the classroom. Thus, most of the respondents argued that the EFL teacher though s/he believes the use of pictures as traditional support in their classroom is not worth wise with today's digital generation. S/he is still considered as a reluctant user of technology. As table 6.1 as well as figure 6.1 indicates; only 05.20% voted for a permanent use of ICT in their classrooms, 25.80% sometimes do while more than half of them rarely do.10% of the respondents are still traditional teachers.

➤ **Section Four: Tasks Conducted via ICT**

Tasks		
07-Have ever tried an online lesson?	Yes	31.6%
	No	68.4%
19- What are the most noticeable differences? (on line ,in the classroom)	No response	
09-Have you distributed a test/homework on line?	Yes	31.6%
	No	68.4%
10-Do you regularly communicate with pps via social media?	Yes	26.3%
	No	73.7%
Have you ever tried an online feedback?	Yes	15.8%
	No	84.2%

Table 6.8. Tasks Conducted via ICT

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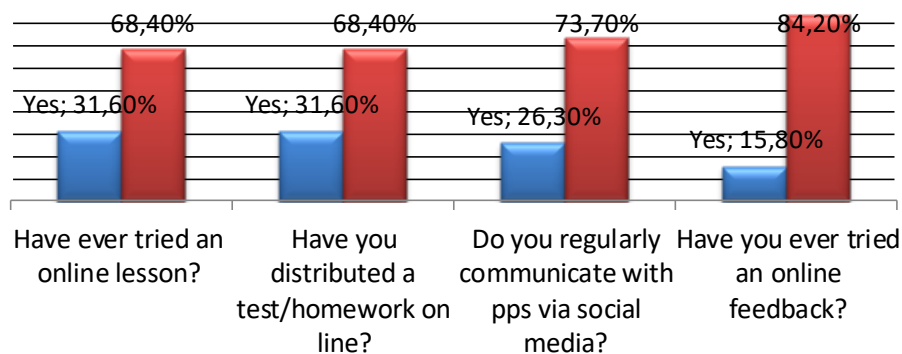


Figure 6.11: Tasks Conducted via ICT

Table 6.8 and figure 6.11 indicate the EFL teacher contribution to digital teaching in the modern language classroom. The number of EFL teachers who tried online courses is noticeably restricted. Only 31.60% did so while 68.40% of the respondents opted for option “No”. They justify their claim by the insufficient material provided in the language classroom. As for online lesson presentation, online homework and test distribution seem to be less importantly considered by the EFL teacher for only 31.60% of the respondents care about this activity by contrast 68.40% do not believe in it. Communicating with pps via social media on the other hand doesn't have a place in the EFL teacher agenda, though it is widely practised among the pupils themselves. Hence, 26.30% of the respondents use social media to communicate with their pupils, by contrast 73.70% of the respondents do not. Last but not least and though technology provides prompt feedback, the EFL teacher was fortunately reluctant in giving online feedback to his/her pupils.

Q9: In what Language Skill-s- do you use ICT as an Aid in your Teaching?

Skill	Percentage
Listening	10.6%
Speaking	49.4%
Reading	29.9%
Writing	10.1%

Table 6.9: The Use of ICT in Language Skills

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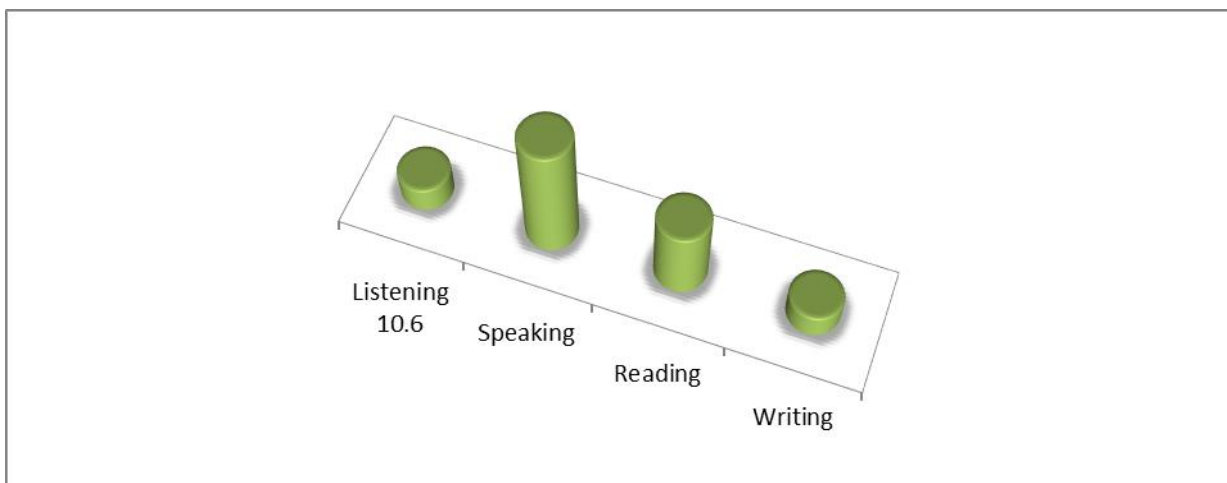


Figure 6.12: The Use of ICT in Language Skills

The use of technology depends on the language skill to be a target in the lesson. From table 6.9 and figure 6.12, it becomes clear that speaking necessitates a great importance from the part of the EFL teacher. 49.9% of the respondents believe that the use of ICT in the speaking skill is a must because language is meant for being articulated by the EFL learner to converse. 29.9% of the respondents would agree that the reading skill necessitates the use of ICT to help pupils better comprehend the passage under eyes. However, they don't see crucial use of ICT in the listening and writing skills.

➤ Section Five: The Effect of ICT on Teaching and Learning Achievements

Questions		Results
Question 05: How do you judge the ICT's effect on pps' achievement	Efficient	88.9%
	Inefficient	11.1%
Question 06: Do you think technology in general is beneficial for the teachers' tasks, or does technology make it harder for them?	Beneficial	100%
	Harder	00%
Question 04: How does ICT make your job?	Fun	22.2%
	Easier	66.6%
	Harder	22.2%

Table 6.10. The Effect of ICT on Teaching and Learning Achievements

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Q10: How do you judge the ICT's effect on pps achievement?

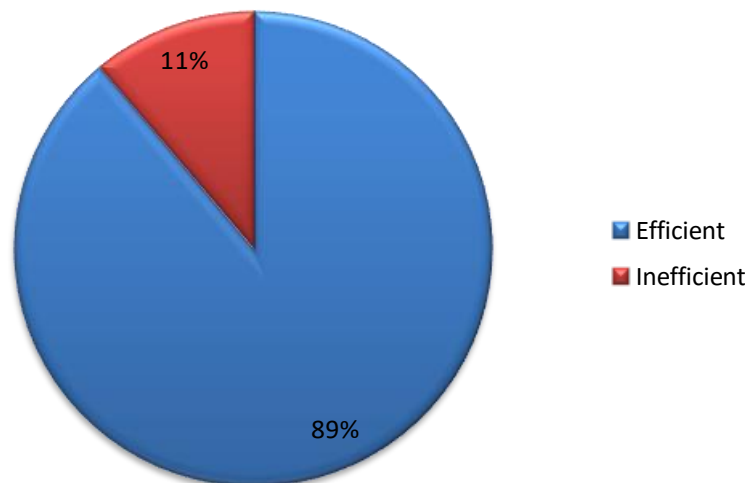


Figure 6.13: ICT's Effect on Pupils' Achievements

For the tenth question, the majority of the respondents believe that ICT effect on pupils' achievement is efficient as table 6.3 and figure 6.13 indicates. 89% of the respondents believe so. ICT does help EFL learners to achieve teaching materials outputs by offering a variety of ways to undertake pedagogical tasks and benefit from readymade feedback.

Q11: Do you think technology in general is beneficial for the teachers' tasks, or does technology make it harder for them?

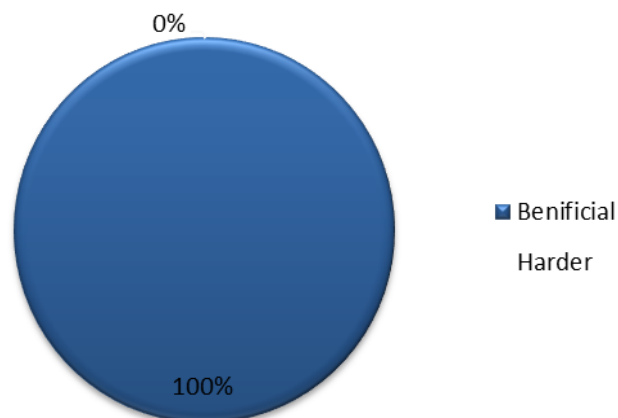


Figure 6.14: ICT's Effect on Teacher's Tasks Presentation

As shown in both table 6.3 and figure 6.14, all of the respondents agree that technology in general is beneficial for the teachers' tasks. It is so because technology helps the EFL teacher to do his job easily and more efficiently. Using ICT to demonstrate a language item

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does not necessitate a heavy demand on the part of the EFL teacher. It makes the teaching learning process more practical and feasible.

Q12: How does ICT make your job?

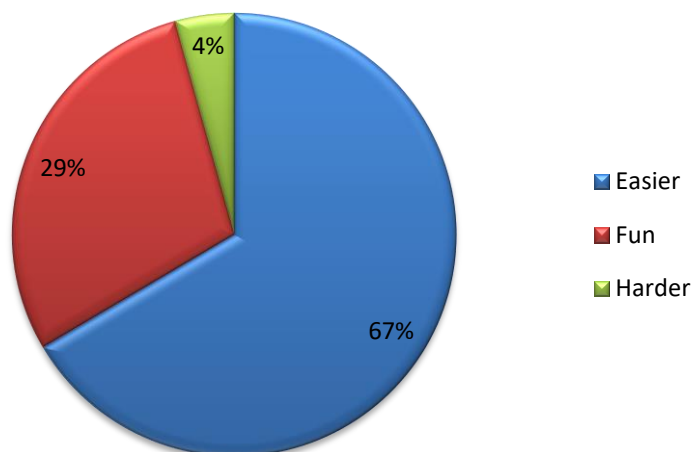


Figure 6.15: ICT's Effect on the EFL Teacher's Job

The use of ICT in the language classroom makes the EFL teacher's job easier as indicated in table 6.3 and graph 6.15. 67% of the respondents voted for this claim, however only 4% of them think that ICT makes the job of the language teacher hard. It offers the EFL teacher the opportunity to vary his pedagogic tasks in a very short time and also it helps moderating the design of language items according to the learners needs. Yet, when the EFL learner feels more comfortable, s/he'll be involved in the lesson willingly.

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**Section Six: Skills Reflecting the EFL Teacher Proficiency Development
Using ICT**

Skills reflecting the EFL teacher proficiency development using ICT		Results
-I can select appropriate software to use in my teaching	Yes	73.3%
	No	26.7%
-I can design technology enhanced learning activities for my pupils	Yes	84.2%
	No	15.8%
-I can teach my pupils to use appropriate software to use in their projects	Yes	68.4%
	No	31.6%
-I can teach my pupils how they can make their own webpages	Yes	57.9%
	No	42.1%
-I can use internet in my class to meet certain learning goals	Yes	84.2%
	No	15.8%
-I can teach pupils to use graphics software to create pictures	Yes	52.6%
	No	47.4

Table 6.11: Skills Reflecting the EFL Teacher Proficiency Development
Using ICT

Section six aims to obtain general information about important aspects related to the EFL teacher's competence in using ICT to undertake pedagogical tasks and also to see the extent to which this might affect his/her proficiency development. This section consists of seven statements revealing what the teacher can do in the language classroom to help pupils solving problems using ICT.

Item 13: I can select appropriate software to use in my teaching

According to table 6.11 and graph 6.16, the EFL teacher shows readiness to use appropriate software to use in his teaching .Such claim was indeed proved to be true in the analysis of the EFL teacher's documents and demonstrated in one of the classroom observations session. 73.3% of the respondents claimed that they can select appropriate software to use in their teaching while 26.7% of them voted for their inability to do so.

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Item 14: I can design technology enhanced learning activities for my pupils.

Most importantly item 14 is worth wise to be diagnosed among the EFL teachers since our case study consists of young pupils aged between 13 and 12 years old where their preference of receiving knowledge depends greatly on using technology to design some learning activities in order to enhance their learning. 84.2 % of the respondents showed the ability of doing so, however 15.8 only claimed the opposite.

Item15: I can teach my pupils to use appropriate software to use in their projects.

Using appropriate software to be used in pupils' projects is one of the fundamental features in the modern language classroom. Technology can help pupils develop their critical thinking and ways of problem solving. As table 6.11 as well as figure 6.15 indicate that 68.8 of the respondents can undertake this kind of activity while 31.6 of them did not respond positively.

Item 16: I can teach my pupils how they can make their own webpages

Making one's own webpage using the internet to store some digital documents seem to be quite efficient and economical in this digital world .Yet, the EFL teacher was found able to share this kind of positive attitude. 59.7% of the respondents admitted that they can teach pupils to make their own webpages and 42.1% of them opted for the inability to fulfil this task.

Item 17: I can use internet in my class to meet certain learning goals.

The presence of the internet in the language classroom is a must. Yet, it helps the EFL teacher make quick navigation to meet some certain learning goals. According to table 6.11 and figure 6.16, 84.2% of the respondents believe that they can use internet in their class in order to meet some learning goals. Meanwhile, 15.8% of the respondents claimed that they cannot.

Item18: I can teach pupils to use graphics software to create pictures.

Since pupils favour learning by doing, using graphics to create pictures is mostly preferable to be conducted in the language classroom to help EFL learners designing some learning activities using pictures. The latter helps them remembering some difficult

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teaching items by associating them to their teaching situations using. Table 6.11% echoed the EFL teacher's ability to teach pupils to use graphics to create picture with a rate of 52.6% and 47.4 of them were unable to perform this task.

6.3 Teachers' Electronic Survey Findings Discussion

In attempt to answer both the third and fourth question in this study respectively: To what extent do EFL teachers use technology to enhance one's proficiency in the middle school of Chlef? – What are the consequences behind using technology to achieve proficiency in language teaching? , an electronic survey has been handed out to middle school teachers via social media. The majority of the respondents were from Chlef. The survey was composed of six sections. The first section was devoted to collect information about teachers' personal profile. The second one aimed at consulting some queries related to the pupils learning process. The third section, on the other hand, attempts to check The EFL Teacher Frequency Use of ICT in the Classroom. The fourth section in our survey aimed to obtain information about the different areas where the EFL teacher use ICT. Section five intended to shed light on the effect of ICT on teaching and learning achievements. The section was meant for drawing evidences to answer the two above sighted research questions posed in this study. Finally the chapter ended with a sixth section. It reflected the EFL teacher's digital competence and determined the potential of his/her proficiency development using ICT.

Starting with the first section the findings revealed that the majority of the respondents were female, young novice EFL teachers with an experience in the field of teaching ranging between five and ten years. These characteristics helped the researcher to determine the quality of the EFL teacher proficiency development under the use of ICT since the majority of them were born in a digitalized era. From the second section we wanted to shed light on learners' number with troubles in learning English and some learning difficulties that the EFL learners suffer from so that we can decide on an effective EFL teacher proficiency development. 42.4% of the respondents claimed that more than the average class have difficulties in learning English. Parts of these difficulties are those attributed to pronunciation, understanding new vocabulary and more importantly those with concern of language forms and language functions.

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Difficulties attributed to pronunciation are not really a big concern among digital learners nowadays. The rapid growth in the application of digital technologies, especially the computerized mediated instructions devices has a significant impact on education (Pennington & Rgerson, 2019). Casual listening helps pupils be familiar with the target language sound system. Some EFL pupils are found more fluent than their teachers. Unlike pupils' familiarity with the sound system of the target language, they are reluctant in understanding new vocabulary presented through the use of traditional tools.

An appropriate presentation of vocabulary in real contexts requires an authentic learning situation. In this respect, language teacher proficiency to set an equal equation in teaching new vocabulary to be used in contexts with appropriate language forms is hold as a truth to be self-evident. Appropriate use of language forms are according to our respondents in this study is because pupils favour fluency to accuracy since native-like environments are possible to be adopted everywhere.

The 'anywhere and anytime learning' system offers foreign learners several opportunities to learn and practice the language sufficiently. Accurate language among foreign language learners seems to be ill-mastered in the EFL classroom today because they want to be fluent speakers. Many teachers believe that fluency is a goal worth striving towards since they believe language is meant for communication. Yet, fluency should be the main goal in their teaching and that it should be practiced right from the start.

More traditional EFL teachers tended to give accuracy greater importance. Often rigid educational systems like the one of Algeria where tests and exams are the focus will have pupils (and their traditional teachers) believe that language accuracy is what matters most, and giving the "correct" answers often becomes an obsession. EFL Pupils who have been taught this way can complete any grammar gap-fill you care to give them, but will struggle to order a coffee in a real English speaking situation.

Ending with the last factor of learners' difficulties to learn a foreign language, appropriate language functions response highlight empirical causes for learners to be carefully analysed. The choice of contexts for language learning comes in the first place among the many other factors. Situation is important because it has possible applications to language teaching. Language is used in situations like buying a railway ticket, ordering a meal or making introductions. The context of situation is used as a technical term to mean

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the situation which serves as an appropriate environment for a given piece of language (Widdowson, 1988:98).

Pupils learn words and expressions in contexts. Words are always contextual, for its meaning cannot be independently grasped. Context is important because each word when used in a new context is a new word. The choice of favourable learning situations help pupils acquire new words to be used to defend oneself in a given communicative situation. Pupils' background limitation impedes successful communication. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Language functions depend greatly on sufficient language background to be practiced.

Often learning difficulties are not always the outcome of the language subject matter itself, but rather and according to our respondents they are attitudinal. Some EFL learners are demotivated to learn. Pupils are demotivated to learn because of both some internal and external factors. The former are pupil-self related ones leading negative outcomes while the latter are those resulting from the outside such as the teachers, books, learning environment. Trang and Baldauf (2007) identified factors such as poor self-esteem, experiences of failure and negative attitudes towards English as possible sources of learner related demotivation. To sum up, language learning difficulties are of varying types: they are affected by different factors depending on the nature of each difficulty. They are dependent on the psychological status of the learner, and also on the learning environments.

Section three has been designed in an attempt to make a full picture on the EFL teacher as being responsible for his/her teaching so as to decide on the quality of his/her teaching proficiency development. Item one reveals the different frequencies to determine the use of ICT in the language classroom. They were the soul paramount to highlight the place of the EFL teacher of Chlef in this digital world. According to our respondents' claims, only 05.20% of the EFL teachers have a regular use of ICT in their classroom. One cannot estimate that this category of teachers can keep pace with the changes of this digital world nor do they benefit from a digital proficiency development. EFL teachers' reluctance to use technology in the language classroom according to some researchers in the field of education can be translated in a number of barriers. These barriers have been classified in

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various ways. One way to classify such barriers to technology integration is to create a distinction between first-order and second-order barriers (Ertmer, 1999; Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012).

First-order barriers to technology integration include those that are external to the teacher and may include resources, training and support, while second-order barriers include those barriers that are internal to the teacher, including personal self-efficacy for technology use and beliefs about the value of technology for learning (Ertmer, 1999; Vongkulluksn, Xie, & Bowman, 2018). Barriers to technology integration are not all of the same kind, and these barriers come in several different categories. The various categories of barriers to technology integration that provide a framework for this study include access, training and technical support, administrative support, time, and teacher beliefs (Clark, 2006; Ertmer et al., 2012; Hew & Brush, 2007; Kopcha, 2012; Reinhart et al., 2011; Ritzhaupt et al., 2012). Most of the respondents still undertake courses using traditional methods. They believe that their primary objective as teachers is to present material to be tested later on. They do not care about how well it was done, but rather how much it was done.

Section three echoed a real situation of the EFL teacher using ICT in the language classroom in the city of Chlef. Proficiency development depends greatly on amount of practice. It becomes clear that these teachers and since they do not take sufficient profits from these technological tools will confront an uphill with the new perspectives of the learning teaching process. Moreover, they suffer from a poor pedagogical content knowledge (PCK). This has long been discussed as crucial for effective teaching (Shulman, 1986). Effective EFL teachers must use the affordances of different pedagogies for particular content topics. With the advent of numerous novel technologies over the past decades, EFL teachers have an abundance of technologies to make their teaching more effective.

Moving to section four and for the question of designing courses in the modern language classroom, it depends on the language skill being taught. The importance of the language skill decides on the frequency of ICT use. Yet, our respondents believed that the use of technology is a must and they voted for the speaking skill as a prominent one to be undertaken with the use of ICT with a portion of 49.4%. Thus, and according to Kramsch

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and Throne, 2002 in Dang and Nhung, 2014, ICT can provide learners with unprecedented opportunities to practise English and involve themselves in authentic environments of language use. Reading skill on the other side becomes our respondents' second target skill to be taught with the implementation of technology. 29.9% of the respondents believe the reading skill requires the use of technology. The reading skill helps the EFL learner learn more vocabulary to be used either in conversation or composition writing.

Segers and Verhoeven (2002) found that young children can extend their vocabulary with the help of an adaptive and interactive software program. The writing and listening do not necessitate a massive use of ICT to be taught. It is obvious the four skills play a major role in using a language; however, listening has a relatively much important role as it is found in the statements of Krashen and Terrell (1995), Rivers & Temperly (1978). The writing skill in the Algerian education system is deemed to be the backbone in learning EFL. Writing usually appears to be more important for a pupil.

This can be explained by a pupil who can read or speak, but unable to write will confront difficulties, especially in the examination hall. In some schools or countries where English is taught as a foreign language where the examination is considered as one of the yardsticks to evaluate pupils' language learning progress, writing would be the most suitable skill to test and verify the mastery in the language of the learners. This is further supported by Nurul-Alwanis et al. (2011) point out that the external centralized public examination is the most influential tool of assessment in the Algerian Education system.

Ending with the last item which consists of the different tasks conducted by the EFL teacher using technology, it is revealed that the situation is not promising since their attempt to use technology is very restricted. Such belief provoked the researcher to doubt what was mentioned in this section. Trying an online course has been responded to be so by the EFL teacher though the number of the doers was very limited. It is because in reality most of these EFL teachers display negative attitudes in using ICT in education. They also suffer from lack of knowledge and skill. According to Pelgrum (2001), the success of educational innovations depends largely on the skills and knowledge of teachers. Teachers' lack of knowledge and skills is one of the main hindrances to the use of ICT in education both for the developed and underdeveloped countries (Mamun, & Tapan, 2009; Pelgrum, 2001; Ihmeideh, 2009; Williams 1995). Homework and tests on the other side were not massively distributed online.

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Our informants believed that pupils do not display positive attitudes nor do they have sufficient technological skills to perform tasks related to their studies. Much time is devoted to gaming. Nowadays, EFL pupils are overwhelmingly using social media in their daily routines. Therefore, they should be added to traditional education in order to reinforce the learning process in school communities. Last but not least, and though permanently available on the social networks, online feedback is not given importance by the EFL teachers. Some pupils are passive in the classroom; therefore, online feedback helps them to be fully engaged in some learning activities. Actively involving learners in learning tasks is often recommended best practice, especially in contexts where learner engagement is low and very passive (Chi & Wylie, 2014).

Section five provided contradictory findings to the former section. EFL teachers do believe in the efficiency of using technology to present language courses either in the classroom or online, however they didn't show aspects of doing so in their daily teaching. They judged the effect of using ICT in teaching as to be efficient on their pupils' achievements. They also believed that technology is so beneficial for their language tasks. ICT has tools for teaching, learning, research, information and interaction for pupils and educators. ICT integration into education might also have some ramifications for social studies (Beck & Eno, 2012; Acun, 2012). Especially, its ability to bring visual images of real life experiences through movies, documentaries and still images has great potential for younger pupils (Voogt, 2008; Dede, 2008).

Teachers should believe the technology is useful for their purposes. If they believe ICT is useful for them, the logical conclusion is that they bear positive attitudes. One might expect, then, positive attitudes will lead to more intensive use of it in educational settings; however it is not always the case with EFL teachers in the city of Chlef. Attitudes therefore play another important role in the issue of integrating ICT in teaching and learning (Kao & Tsai, 2009; Yılmaz & Alıcı, 2011).

There are many challenges which affect the integration of technology into language learning. This is because of the difference in age, learning styles, perception, attitudes and others which the EFL teacher holds. Factors like confidence with ICT, self-efficacy, and prior educational background are the core uphill in integrating in the language classroom. Muilenberg (2002) investigated on analytic studies of barriers to online teaching. He

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identified eight underlying constructs that limit teachers' experience of online teaching. These barriers are administrative and instructor issues, limitations of social interactions, limited academic skills, limited technical skills, teacher motivation, time and support for studies, high cost and limited access to the Internet, and technical problems.

A part from the opportunities that technology can offer to teaching, it can also make it fun and easy, especially with young pupils. Efficient usage of the new age technological tools has the power to make a proficient teacher out of a good teacher - one who would be cherished and remembered by the pupils, parents, and teaching institutes alike. Young EFL teacher understands that pupils are increasingly exposed to various communication devices like smart phones, cameras, scanners, PDAs, laptops, game devices, and internet, and would like to integrate them in teaching methodologies to develop the learning content of the curriculum.

With the use of various technological tools mentioned above, it is widely seen that the teacher's role is changing and becoming more instructional, facilitating them to conduct the lesson in a more organized and focused manner. The teacher indulges in increasing the fun and interaction elements with pupils, creating a vibrant academic atmosphere that is highly conducive for a better learning process. Besides being used to prepare lesson plans, technology is used to award grades and assess student's performance.

The last section of the teacher's electronic survey encompasses some skills reflecting the EFL teacher proficiency development under the use of ICT. Our respondents opted positively and optimistically in mastering those skills, knowing that they didn't show any attempt to put them into effect in their language classrooms. Selecting software to be used in teaching came as a prominent skill mastered by the majority of our respondents. Bewick and Kostelnik (2004) have identified that the evaluation, selection, and use of appropriate technology as an issue that most early childhood teachers grapple with. Such skill if consciously managed in performing some pedagogical tasks does not only enhance the EFL pupils learning but the EFL teacher proficiency development as well. As demonstrated in the classroom observation in chapter five, EFL teachers conducting lessons using ICT have showed some talents revealing their proficiency in selecting software material for their teaching. Accordingly, this was also demonstrated while analysing the teacher's document.

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Being able to select software to be taught in the language classroom is not enough for the EFL teacher's task to be meaningfully done. Not all selected software if not appropriately well designed are supposed to meet the EFL learners' goals. Only well designed technology can enhance learning activities for the pupils. The majority of the respondents opted for this belief, especially when this teaching material is prepared for young EFL learners. Young children learn in a social context while they play with others (Carpendale & Muller, 2004). Their learning improves when the context is meaningful and relevant to them. Thus, a simple computer screen without social contexts may not be as effective for young children as a technology design that embeds social and relevant context in its application (Gopnik, 2012, Perkins, 2001).

Teaching the use of appropriate software to be used by the EFL learners in their projects was the most important criterion underlying the EFL teacher proficiency development in the modern language classroom. Project-based Learning (PBL) is the sole programme used nowadays with implementation of the competency based approach in the Algerian schools. Projects help pupils developing their critical thinking and enhance their problem solving skill. Project-based learning seems to match this English teaching and learning need. PBL is simply defined as "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (Moss & Van Duzer, 1998,). Respondents from different middle schools of Chlef city voted for the idea of using software to be used in the EFL pupils' projects.

Notwithstanding the idea that today's generation of EFL teachers are in constant use with technology in different fields, making webpages seems to be one of their target option to be mattered in this digital world. The role of the EFL instructor is to teach pupils how to better design their webpages. Good design creates a positive experience for users and can lead to more desirable outcomes (Phyo, 2003). The results of the electronic survey affirmed that 57.9% of the respondents can teach their Pupils how to make webpages to be used as a pedagogical support in the learning teaching process. They believe that they promote interacting with others using an e-devise. According to Zhang and Dran (2002), website functions as a "window" through which users have their initial interaction with the organization. Originally they were created for people located at a distance from each other to really communicate. Now they are used for educational purposes in teaching foreign languages.

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Using internet in the classroom remains as a fundamental activity for the EFL teacher. It can help solve many problems and offers many opportunities to meet some learning goals. It provides easy, immediate, and virtually unlimited access to software, applications, and a myriad of necessary platforms and materials which can assist English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

Shyamlee (2012) analysed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee (2012) recommended the use of multi-media technology in classrooms, particularly as its positive impact on the learning process aligns with the on-going efficacy of the teacher role. From the penultimate item it is revealed that pictures serve as genuine tools to stimulate children interest in the lesson and enhances their motivation. EFL teachers who are skilled in using graphics software to create pictures will automatically meet their effective goals while designing their language courses. As indicated in the last table of our electronic survey, EFL teachers of Chlef city share skills of managing this kind of material design in language teaching. Using graphics software help crate realistic pictures that look like the objects they refer to in the real world outside of the instruction.

If the intention is to communicate a concrete example of the concept being presented, then a realistic picture is a good option for doing so. Logical pictures, on the other hand, provide a visual depiction of the structure of a concept being presented. Peeck (1993) has suggested that the effectiveness of pictures within instruction is dependent upon the manner in which they cause the learner to process the information contained within the visual elements provided. Pictures between the traditional versions and the modern ones are always considered to be the best tool ever used to assist different learning situations.

6.4 Synthesis of the Main Findings

This investigation has attempted to explore how the use of ICT can enhance the EFL teacher proficiency development. It aims at showing the effect of the application of some digital tools in the Algerian EFL classroom. In this study, the researcher has adopted some relevant instruments to collect data appropriately. The data collection instruments were the classroom observation, teacher's document analysis and teacher's electronic survey. Based on the analyses and the discussions tackled previously, the main results of this research are:

- The findings of the observation class showed that most of the EFL teachers took part in this study, whose job was to present a language lesson using ICT succeeded even partially in conveying their lessons. The findings also showed an unusual attempt of EFL learners' interest in the lesson. A picture that forcibly supposed to be deduced since they were not usually accustomed to such learning situations. Furthermore, they attempted to bring chaos to the learning situation as the lesson develops. Our interpretation to this kind of situation was that pupils wanted to show their satisfaction about the way the lesson was presented and how technology stimulated their interest.
- To answer the first and the second question about the identification of the nature of

the EFL teachers proficiency development under the use of ICT in the language classroom and to confirm the findings of the observation, two other tools have been conducted. The first was teacher electronic survey that aimed to determine the EFL teacher perceptions and skills of using technology in the language classroom to meet some pedagogical goals while the second was the teacher's document analysis attempted to scrutinize the 'What' and 'How' of the teaching material being presented. After identification of the pre and after lesson presentation, the findings revealed a frequency of mismatch between what was meant to be done in the classroom and what was in fact done. This meticulously indicated that teaching proficiency might be harassed by an ineffective readiness of the EFL teacher to do his/her task. Our claim has indeed been deduced from the observation results

- The findings obtained from the teacher's electronic survey and teacher's document

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analysis revealed that the first hypothesis which stated that if the current EFL teacher proficiency development is founded only on some teaching skills and language proficiency , this wouldn't suffice the modern EFL teacher proficiency development was validated as experienced middle school teachers were struggling to present their lessons effortlessly at Ben Badis middle school in Chlef. Meanwhile, novice teachers, though showing talents in manipulating some technological items were found lacking some pedagogical skills. Consequently, they were unable to succeed in most of the lesson demonstrations matching between the 'know' and the 'know how'. Novice teachers with some skills in the manipulation of ICT lacking the teaching skills, while experienced favour reaching their goals as they do not care too much about how they should attain them. Yet, EFL proficiency development in the digital era does not necessitate only some pedagogical skills, but some technological ones as well.

Meanwhile, the second hypothesis which assumed that since language teaching proficiency evolves over time, the need for a vision of a future proficiency development is a must as EFL teachers responded on their electronic survey that they can perform different activities via the use of different e-devices however they do not apply them in their real teaching. They justify this by some administrative as well as some pedagogical barriers. Some of them even address this reluctance to the EFL teachers' attitudes. The findings showed most of the EFL teachers believed that traditional supports are no longer working with today's digital generation, however they were not found using technology in their language classrooms. Moreover, the results revealed that ICT is beneficial for lesson presentation and also make the EFL teacher's job easier. This indicated that the second hypothesis was confirmed as teachers responses opted for a future vision of lesson demonstration.

- EFL Teacher proficiency development is regarded as a dominant part in the success

of the modern teaching/learning process. For a better modern proficiency development some teaching skills and language proficiency are not quite sufficient. Therefore, the need for implementing some e-devices in the language classroom seems to be crucial. In order to answer the third question, an electronic survey was administrated to EFL teachers via social media. The results revealed dramatic outcomes that were discussed in section three

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of chapter six. EFL teachers in the middle schools of Chlef rarely use ICT in their language classroom, for their proficiency development in this digital world need to be questioned.

In an attempt to test the validity of the third hypothesis which stated that updating one's method of teaching and modernizing the level of proficiency development, EFL teachers in Chlef are concerned with the use of a multimedia approach. According to (Smith and Woody, 2000), there has been the emergence of various types of learners in this digital world: some pupils prefer obtaining information through visual modes, others through auditory ones, and there are always those who need extra practice. Therefore, the implementation of a Multimedia approach in a teaching situation like this seems to be crucial. The latter should be tailored to individual learning styles so that each pupil is able to acquire and extend knowledge in the most effective way for him or her. In other words, to increase pupils' interest in the lesson and expect better results, the EFL teacher is concerned with the use of a multimedia approach in this modern world. Consequently, the third hypothesis was validated.

- In order to test the validity of our fourth and last hypothesis formulated in this study stating that excessive use of technology to improve one's teaching proficiency might deprive the teacher from his identity as a language teacher, responses from the electronic survey being tested and compared to what was effectively performed in the language classroom observation revealed that the interference of the EFL teacher to guide some teaching activities is part of the EFL teacher and only. Adapting the teaching methods closely to the pupil's needs requires emotional intelligence, something that is currently still a human monopoly, despite recent announcements of the development of emotionally intelligent robots (Dockrill, 2016). The EFL teacher can read on the face of his pupils, and provide an immediate response to any single critic situation, a feature that is hard, yet impossible to be mastered by a robot teacher. Accordingly, the last hypothesis has been rejected.
- To answer the fourth question about the consequences behind using technology to achieve proficiency in language teaching, results highlighting the difference between the traditional EFL teacher document and the modern one, namely lesson plan document with an idiosyncratic intent of how it can be realised in the

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classroom. Teachers who prepared this kind of document electronically succeeded to address the necessary change and adapt some teaching points immediately before reaching their language classrooms. By contrast those with traditional document found themselves losing much time making the necessary change and even it is sometimes hard for them to decide on some teaching materials. Evidences that prove positive consequences to be achieved by EFL teachers who use technology to prepare and present language lessons have been the concern of some researchers in the field of education in this digital era.

6.5 Pedagogical Implications and Recommendations

Improving FL teaching has widely been investigated. A variety of educational approaches and methods sought to foster the quality of teaching. To make teaching effective and updated, the need for improving EFL teacher proficiency has been suggested as a main concern. EFL teacher proficiency cannot be meaningfully developed in this digital world far from the use of some e-devices. Such belief was the impelling motive for addressing the current research to the analysis of the EFL teacher proficiency development under the use of some digital tools.

The results showed how the EFL teacher undertakes some pedagogical tasks proficiently when using technology. They also shed light on the current teaching situation of the EFL teachers in Chlef city .Contribution to the existing literature in the areas of new teaching methods, teachers' new roles language classroom infrastructure has been also been part of this study. It has revealed important implications for the EFL teacher proficiency development in this modern era of teaching.On the basis of the research findings obtained from the teacher's document analysis, we suggest some recommendations and implications for an effective course development using adequate material that help reaching the expected goals in a more proficient way.

6.5.1 Implications for Course Design

Course design is the teacher's concern. It is because s/he is the first responsible of his/her class. Questions related to the classroom atmosphere, pupils' level, structure of the course, quality of the aids to be used in demonstrating the lesson, namely digital ones, since the intent of this study is improving the EFL teacher proficiency in this digital world,

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have always and still are the building blocks of the EFL teacher's secret of success in the language classroom. An effective course design using ICT should involve cognitive, pedagogical, social and technological resources.

Using technology to prepare a language course has implications for the classroom and for the teacher, especially after the shift from teacher-centred to learner-centred. The use of technology to perform some language tasks in the classroom remains as a primary objective in course design. The use of technology to design a language course builds the learners' confidence and increases their likelihood of success.

6.5.2 Implications for Classroom Management

From the classroom observation results, it has been revealed that managing the language classroom nowadays requires new skills for the EFL teacher. S/he must give more opportunities to learners to become active agents and responsible for their own learning. As noted in some classroom demonstrations, bringing technology into the classroom has also been shown to help boost pupil motivation (Ellison, Steinfeld & Lampe, 2007).. Except for a very few pupils who were found fluent enough and accurate, the rest of the class were speaking English with their native language sound.

Yet, good language mastery including both accurate and fluent skills pertaining to language acquisition along with the proper use of technology can be possible in the class through various activities undertaken by power point presentations, video prospectus, and other feasible digital products. Being a proficient EFL teacher in a digital classroom entails the use of technology inside. The latter has reshaped the pupils' behavior. Disruptive pupils are no longer disruptive. Technology has almost revolutionized pupils in the language classroom. Creating activities that pupils enjoy and respond to, is a challenging task for language teachers. Because pupils respond positively to technology and are motivated by technology, teachers should make conscious efforts to create activities that encompass some form of technological tool.

6.5.3. Implications for the EFL Teacher's New Roles

With the advent of technology-based teaching the new approach of language teaching today is learner-centred education rather than relying on the teacher. New perspectives on the roles and responsibilities of the EFL teacher and the learning process have emerged. Learners can facilitate their learning process with the help of technology and educated

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without time and place constraints. Utilizing the tools and technologies will reduce some limitations in the classroom (Zamani & Azimi, 2008). Proficiency in language teaching Today requires from teachers to become technologically oriented and responsible not only for their teaching but also for their pupils' learning.

They are recommended to be facilitators helping young learners to decide on the quality and validity of new sources and knowledge, be open-minded and critical independent professionals. In this digital era, teachers' role has shifted from the traditional knowledge transmitter to a new set of roles such as facilitator and coordinator. This transformation requires that teachers can face their new tasks in a more flexible way and be prepared for their new roles. Based on the classroom observation results, middle school EFL teachers proficiency development in Chlef city knows an up-hill since educational institutions have not yet adapted the teaching /learning process to the new digital and knowledge demands of this 21st century.

Education is facing great challenges from traditional ways of learning towards innovative ways of learning. Access to different kinds of digital tools is no longer the concern of neither the rich pupil nor the poor one. The rich can buy a technological device at his pace while the poor struggles and also buy it. Socioeconomic status doesn't make the difference in front of technology, for there is no single reason not to believe that everyone's expectation toward teaching and learning has shifted dramatically to emphasize the impact of social and technological network on education.

Before the advent of modern teachers used to be the major source of knowledge, the leader and educator of their pupils' school life. Teachers would even organise after-school activities; they used to be the authority in the class and often took over the role of parents. Nowadays, teachers provide information and show their pupils how to tackle them. Although they are still considered to be a kind of leader in the class, they can be thought of as facilitators in the learning process. They are supporters rather than educators. From a teaching process perspective, we still realise that there are great number of changes in this field as well, and all of them have an influence on the role of teachers.

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First of all, teachers in modern classrooms are no longer knowledge providers, they are facilitators, their main task is to set goals and organise the learning process accordingly. Technology has changed the way in which digital learners understand any concept. A not tech savvy teacher, cannot get recognition and respect from these kinds of learners. One of the many challenges that 21st century teachers will face is how to evolve from an educational system in which the teacher was traditionally characterized by being a constant transmitter of knowledge to a modern educational system which has emerged under the scope of technological advances. Thus, the teacher has to rethink all his/her tasks and assume the impact that new technologies are going to have upon his/her teaching practices (Santandreu, 2004:17).

Many modern views on teachers' modern role(s) derive from the assumption that teachers have a less deal of power over their learners in the modern language classroom. Sometimes the discipline imposed by the teacher in the classroom is very important. Teachers also control the social and learning behaviour of their learners through the choice of activities and the ways in which they organize the learning group to do the activities. However, this doesn't mean that in the new learner-centred approach, more responsibility needs to be given to the learners for deciding on the type of activities and the way to undertake them. It must be clearly stated that the proficient teacher will not be the one who knows all the answers, but rather, s/he is the one who must become an expert learner, who can help students solve problems and find answers to their questions. The teacher therefore becomes as much a part of the learning process as their pupils as they learn to work in a facilitative and collaborative e-learning environment.

New technologies have affected the roles of the teacher in the language classroom. S/he is no more considered as a source of neither knowledge as s/he used to be, nor that kind of teacher gifted with good handwriting to be imitated. The role of the proficient teacher becomes like the one leading an orchestra. Pupils come to the classroom with extra information stored in their technological devices waiting for the teacher to decide on the new lesson. They can collect much information about the new lesson inside the classroom as they can plague their teacher with a hail of questions.

6.5.4 .Implications for the EFL Teacher's New Teaching Strategies

Since emerging proficient teacher's new roles in this digital world is a must, the need for modern teaching strategies is also another must. The shift, from traditional language learning approaches and methods, that were acceptable for teaching the old generations, have to be transformed into digital learning since the pupils nowadays have changed their ways in learning English. The language learning strategies, the learning environments, and the learning opportunities are major factors that the proficient teacher must care for.

In realizing the three goals, the modern language classroom at Ben Badis middle school should provide equipment to support the teaching and learning process. Teachers should update their teaching methods and techniques. Creative teachers have as a primary goal planning and designing sufficient teaching strategies to create English language teaching environments that assist different pupils in learning English efficiently and effectively. New teaching strategies depend greatly on the different means used to present new teaching materials in the modern language classroom.

Chamot and O 'Malley's (1994) identification of some general learning strategies that contribute to second language pupil success in academic and classroom environments has been affected by the emergence of digital devices that have reshaped the redesign of those general learning strategies in formal classroom environments. Learning strategies depends on the pupils' learning style profiles which differ from one pupil to another. Pupils will also have different needs relative to learning strategies. For a reasonable and proficient teaching, the language teacher should determine the learning styles of the pupils in each class, and then create lesson plans and select activities and tasks to match their learning styles. The use of technology in language teaching can constantly create new materials, activities and tasks, changing formats, and refocusing the lessons. The more the language teacher begins to understand the different learning styles of his/her pupils the more s/he begins to think of teaching strategies in a more global sense.

Because teaching strategies depends greatly on the pupils' learning styles teachers should take into consideration pupils' learning styles. This will be possible if language teachers design teaching- strategies, methods and approaches in such a way that these accommodate pupils' preferred learning styles. It is a common belief that it is sometimes

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impossible to respond to the different pupils' learning styles because of the big classroom size. However, with the advent of modern technology, it is no longer causing a problem. Accommodating pupils' preferred learning styles will be easier for the teacher to develop a Technology Engagement Teaching Strategy (TETS) and prepare appropriate teaching materials to assist specific pupils.

Proficient EFL teachers should provide their learners with a bunch of advice to be used out of the classroom doors to prevent them from technology offence and to arm them with positive ideas to develop positive attitudes towards modern technology use. In this respect the evolution of teaching strategies do not take into consideration the "how to teach" but also the "where and the means with which to teach". A good teaching strategy is the one that implies relevant and visible training values which shall motivate young pupils and make them aware of their understanding and reflection, help them make up their critical thinking which will guarantee their trust in their own forces.

6.5.5 .Implications for the teacher-pupil relationship

Teacher-pupil relationships are vital to successful learning and teaching. Learning cannot take place with an unfriendly teacher. Learners love and care a lot about their lessons if the teacher loves and cares about his learners. Today, relationship between teacher and learner can easily be tightened thanks to use of technology. They can be in constant contact. As noted in the experimental class teachers who have solid relationship with their learners did not find any obstacle to respond to their needs by providing the necessary material. However with teachers who have not developed friendly relationships with their learners were noticed lacking the strategy of inviting the learners to be involved in his lesson. Technology can help the proficient teacher to be more proficient and offer less help to the teacher who lacks the necessary teaching skills.

6.6 Suggestions for Further Research

Based on the research findings, improving EFL teacher proficiency can be accomplished by the consideration of other factors that were not prescribed in this study. Thus, the outcomes of improving the EFL teacher proficiency in this digital world may serve the teaching process in a number of ways, for they must be investigated appropriately. The findings of this study are deemed to be important inputs for the

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Algerian middle school EFL teachers in order to respond proficiently enough to the emergence of new ways of teaching in this digital world.

Since they reveal the current picture of some limited teaching situations, further research is required to explore levels of EFL teacher proficiency development in other middle schools, other sociolinguistic and economic contexts of both the EFL teacher and EFL learner in order to evaluate the efficacy of technology throughout the EFL teacher teaching skills. Further research is also required to determine how reflective teaching help improving the darkened areas of different teaching situations. They will be explored throughout time in order to draw some consequences about where it fits and where it doesn't. Other activities might serve as useful tools, besides researches to enrich the field of educational investigations such as:

6.6.1. Written Accounts of Experiences

According to Powell (1985) another useful way of engaging in the reflective process is through the use of written accounts of experiences. Personal accounts of experiences through writing are common in other disciplines and their potential is increasingly being recognized in teacher education. A number of different approaches can be used.

6.6.2. Self-Reports

Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985). The inventory may be completed individually or in group sessions. The accuracy of self-reports is found to increase when teachers focus on the teaching of specific skills in a particular classroom context and when the self-report instrument is carefully constructed to reflect a wide range of potential teaching practices and behaviours (Richards, 1990).

Self-reporting helps teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices. For example a teacher could use self-reporting to find out the kinds of teaching activities and the different tools being regularly used, whether all of the programme's goals are being addressed, the degree to

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which personal goals for a class are being met, and the kinds of activities which seem to work well or not to work well.

6.6.3. Autobiographies

Powell (1985) discusses the use of autobiographies in teacher teaching. These consist of small groups of around 12 teachers who meet for an hour each week for at least 10 weeks. During this period of time each works at creating a written account of his or her educational experience and the weekly meetings are used to enable each person to read a passage from his or her autobiography so that it can be supported, commented upon by peers and the teacher. Powell (1985) described the use of reaction-sheets – sheets teachers complete after a teaching activity has been completed – in which they are encouraged to stand back from what they had been doing and think about what it meant for their own teaching and what it entailed for their work as teachers of others.

6.6.4. Journal Writing

A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection on one's teaching is the journal or diary. The goal of journal writing is,

1. To provide a record of the significant teaching experiences that has taken place. We acknowledge here the use of ICT as a useful tool to keep comprehensible records.
2. To help the EFL teachers come into touch with those teaching experiences and keep in touch with the self-development process that is taking place for them
3. To provide the EFL teachers with an opportunity to express, in a personal and dynamic way, their self-development so as to reach the state of a proficient teacher.
4. To foster a creative interaction between the EFL teachers and the self-development process that is taking place between EFL teachers of different middle schools and between the EFL teachers and the facilitator whose role it is to foster such development.

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6.7. Conclusion

This last chapter has ended with the analysis and interpretation of the electronic survey, our third tool used to gather data necessary for the study. Meanwhile, it has also brought the study into a close by providing some recommendations and suggestions for the English language teacher proficiency development under the use of ICT. The most significant implications put forward cover the different areas of the teaching /learning process in the digital era. These include the need for reconsideration of the language learning / teaching methodology. Course design, teacher's new roles and new strategies, and the learning environment. New perspectives of modern teaching believe that pedagogy and technology must together serve language tasks by using a learner-centred approach.

Improving the quality of teaching is a critical issue; particularly at a time of educational expansion. The potential of digital tools use in education however opens up major concerns. One of them is that it is evident that in the twenty-first century teaching profession requires active participants in the so-called digital era, which entails that the forms of communication which they are now engaged in, have changed considerably to previous generations, and therefore, an adjustment is needed to formalise the contents of digital materials to the new needs of the EFL teacher.

General Conclusion

General conclusion

Proficiency in language teaching in the so-called digital era requires from the EFL teacher to master new technologies. Aspects of the teaching profession, such as lesson preparation and development are no longer presented with traditional methods. This thesis was an attempt to investigate the effect of using some e-devices in language teaching by the EFL teacher and therefore determine how such digital tools affect his /her teaching proficiency development. The thesis was made up of six integrated chapters three theoretical chapters, one chapter for the methodology and two analytical ones.

Chapter one has focused on knowledge of the language teacher's proficiency with special reference to some proficient pedagogical tasks. The chapter has dealt with the knowledge and abilities that determine the notion of teaching proficiency using traditional material in lesson demonstration. Limited availability of visual aids in the traditional language classroom did not limit the innovative teacher's capacities to make the lesson interactive and feasible. Nevertheless, they did not keep pace with future generation demands. Consequently, the EFL teacher was noticed struggling to convey his/her message in those traditional teaching situations. Finally, the chapter has ended with stating some necessary language teacher's pedagogical tasks performed before and while the lesson develops. The objective and the way of implementing every single task form the basis of the EFL teacher proficiency.

The second chapter has presented the different challenges and consequences, the EFL teachers have encountered in the so-called digital era, namely: the availability of digital tools in the Algerian language classroom, teachers' digital literacy, competencies and attitudes towards using such material in their classrooms. This chapter also has intended to make a clear distinction between the two teaching situations (traditional and modern), be it teacher's roles or teaching strategies, and more importantly the different kinds of aids used in every teaching situation. Approaches have viewed this kind of distinction from different perspectives of teacher proficiency development, starting from attitudinal development to implement modern technology in their teaching and to prepare a future generation believing that the use of technology is a must while caring about its risks is everyone's vigilance.

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Chapter three was the author's personal classroom teaching situation design, in an attempt to shed light on the possibility of implementing digital tools to present a fourth year middle school (MS4) English course at Ben Badis middle school in Chlef . The presentation of this demonstrative lesson has highlighted significant differences between the traditional classroom and the modern one: the new teacher's roles are no longer the traditional ones; the new teaching strategies were in no way resonating to the new teaching methods. The classroom atmosphere became more active than usual. The research has discussed on its part the possibility of having a column in the fourth middle school pupils' syllabus listing the different types of technology being used to assist the presentation of each lesson. Hence, and except for the linguistic items that are meant to be taught and the estimated time for each lesson, the 4MS Syllabus seems to be poor in terms of modern technology integration. The chapter has ended with the author's view point towards the establishment of an integrated curriculum and the place of technology in it.

The fourth chapter has explained the methodology used in our study. Actually, a triangulation of data sources has been realised between teachers' electronic survey handed out to a population of 60 EFL middle school teachers and four EFL middle school inspectors, classroom observation and teacher's document analysis. By triangulating data, the researcher has attempted to provide a confluence of evidence that breeds credibility' (Eisner, 1991). Yet, the document of a lesson plan usually plays a role in supporting the EFL teacher improvement of his/her teaching strategies and objectives as well. The author has examined mainly the mission of the lesson plan as described in the analytic chapter and has reported that it promoted the image of general assistance while the lesson develops, providing help in many areas, whereas the other documents (daily copybook, yearly, monthly and weekly distributions) have focused their assistance more specifically on the organization of the pedagogical tasks and the necessary tools to be used in the language classroom.

Starting with a preliminary phase in which an electronic survey was sent via social media, namely Facebook and some EFL teachers' e-mails to evaluate their attitudes and beliefs in using digital tools in their language classrooms. The researcher wanted to acknowledge the respondents' reluctance to answer a variety of questions, though the survey was sent electronically. Meanwhile data obtained served the researcher to have an idea about the current teaching situations in the Algerian middle school language classrooms.

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The second phase of the research was based on documents analysis that was applied to some teacher's documents such as lesson plan. The latter has reflected the teacher's teaching competence in terms of lesson objectives, classroom management, time management, and rational use of digital tools. Some other teacher's documents were inspected accordingly. They were also of additional importance to assess the language teacher proficiency development at Ben Badis middle school in today's teaching situation.

The last phase of the investigation was based on real situation of analysis. Classroom observation reported every single action of the EFL teacher while conducting the lesson. The fifth and the sixth chapters dealt with the analysis and discussion of the research findings. Chapter five dealt with the findings' analysis and discussion of the classroom observation and the teacher's document analysis. Chapter six was devoted for the findings' analysis and discussion of the teacher's electronic survey. In addition to that, some recommendations and suggestions for further research have been provided. Since the current investigation has been suggested to explore how ICT improve the EFL teacher proficiency, four questions were needed to be asked.

The first research question was about determining the nature of the current teaching proficiency development of the EFL teachers. The second one looked for the EFL teachers' way of perceiving proficiency in language teaching. The third question dealt with the extent to which EFL teachers use some e-devices to enhance the development of their teaching proficiency. Finally, the last question considered the consequences behind using technology to achieve proficiency in language teaching. This thesis also tried to answer these questions and see whether the findings were plausible with the suggested hypotheses. In order to answer the above questions and test the validity of the hypotheses, the study used three methods to collect data in two major phases.

In the pre-treatment phase, classroom observation and teacher's document analysis were used whereas the teachers' electronic survey was conducted in the post-treatment phase. In the pre-treatment phase, classroom observation was used to get a live picture of the EFL teacher using an e-device to present a lesson. The findings revealed that there was a steady improvement in lesson presentation from one attempt to another as demonstrated in chapter five. In addition, the findings showed interdependence between lesson development and technology assistance. Moreover, Pupils' interest in the lesson was noticed from the very beginning of the lesson. In this respect, lesson presentations and

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instructional materials were observed to cater for learners' interest. More importantly, to scrutinize the EFL teacher proficiency development.

Furthermore, classroom observation and teacher's document analysis were used to answer the first and second question in order to determine the nature of the current teaching proficiency development of the EFL teachers and how they perceive it in language teaching. The findings obtained from the classroom observation and the teacher's document analysis revealed that each category of EFL teachers, novice and experienced had distinct teaching skills as well as technological skills, most effectively noticed with novice teachers.

Therefore, the first hypothesis which stated that If the current EFL teacher proficiency development at Ben Badis school in Chlef is founded only on some teaching skills and language proficiency, this wouldn't suffice the modern EFL teacher proficiency development was validated as experienced middle school teachers were struggling to present their lessons effortlessly at Ben Badis middle school in Chlef. To test the second hypothesis which stated that since language teaching proficiency evolves over time, the need for a vision of a future teaching proficiency development is a Must; teachers' electronic survey was used. The findings showed most of the EFL teachers believed that traditional supports are no longer working with today's digital generation, however they were not found using technology in their language classrooms. Moreover, the results revealed that ICT is beneficial for lesson presentation and also make the EFL teacher's job easier. This indicated that the second hypothesis was confirmed as teachers responses opted for a future vision of lesson demonstration.

After the identification of the relationship between language proficiency, teaching skills and technological skills in the EFL teacher future proficiency development, the findings revealed that lesson presentations in the experimental class knew frequencies of change related to the above cited EFL teacher's competencies. They clearly indicated that some experienced teachers did not make their learners fully interested in the lesson as they were lacking the skill of integrating some technological fun activities, regarding the age of the learners, which in fact corroborate with the researcher's observation results. The researcher considered the use of technology in the language classroom as a dominant tool in the lesson success and assumed that appealing to today's young pupils' learning styles is an important determinant in stimulating the learners' interest and therefore there is a sound knowledge for the EFL teacher proficiency development. As a result, it was hypothesised

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that to update one's method of teaching and modernize the level of teaching proficiency development, EFL teachers at Ben Badis middle school are concerned with the use of a multimedia approach. In order to test the validity of the third hypothesis which stated that to update one's method of teaching and modernize the level of teaching proficiency development, EFL teachers at Ben Badis middle school are concerned with the use of a multimedia Approach, it was necessary to check the correlation between the findings of the teacher's electronic survey and that of the classroom observation. After treating the findings of the survey and compared them to those of the classroom observation, it was revealed that today' EFL teachers, namely novice ones display some technological skills. They went further and claimed that they could use it in different teaching activities. Thus, tasks like making courses interactive by using multimedia and technology, enriching teaching methods and techniques using technological tools, and encouraging pupils to access information from a variety of sources were the soul parameter that could justify the presence of a multimedia approach in the modern language classroom.

On the other hand, the need for a multimedia approach in the modern language classroom was not found calling only for new learning styles and new teaching situations, but also for mechanisms meant for updating the methods of teaching and developing teaching proficiency as well. Consequently, the third hypothesis was validated. Dealing with teachers' electronic survey and classroom observation, both of them highlighted the new teaching roles in the modern language classroom. The findings of the classroom observation displayed that the EFL teachers were balancing their roles as instructors and technology use to demonstrate language items of the lesson. Accordingly, they held positive attitudes towards the match of new teaching roles with rational technology use and mostly believed it had a positive influence on their learners' assimilation. Moreover, some teachers felt the need for some useful teaching strategies to effectively manage their roles in the classroom while using an e-device to perform a language task. Performing language tasks under the use of ICT was found more practical and time saving to solve many problems in the field of education.

The findings of the classroom observation revealed that EFL teachers' awareness of their new teaching roles and confirmed the positive effect of the use of ICT to make teaching more learner centred. The results showed that teachers believed the use of technology in the language classroom had influenced their level of proficiency development positively after they had varied their teaching activities and instructional

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materials that catered for their new teaching needs. In the same vein, the findings revealed that despite the varied e-devices used in different language classroom demonstrations and responses from the teachers' electronic survey on the rational use of technology in teaching, the language teacher was found as the key-element in framing the lesson procedure and direct it as it developed. Accordingly, the fourth hypothesis which stated that excessive use of technology to improve one's teaching proficiency might deprive the EFL teacher from his identity as a language teacher has been rejected.

The results obtained from the teachers' electronic survey, the classroom observation and the teacher's document analysis have yielded full answers to the research questions. They also revealed that the integration of ICT in the language classroom affected the teaching/learning process in a significant way: for the EFL teacher it has reshaped his/her new teaching roles, new teaching strategies and more importantly the EFL teacher proficiency development in this digital world. For the EFL learners, it has made the learning more enjoyable and interactive. The latter has increased pupils' interest in the lesson and minimized the degree of chaos in the disruptive classrooms. We have also noticed from the research findings that although the implementation of ICT in teaching was advantageous for both teachers and pupils, some teachers, namely experienced ones showed disinterest in implementing some e-devices such as smart phones or data show in their classrooms. This was as a result of their negative attitudes towards this new advent and the poor infrastructure of their language classrooms.

By contrast, we had noticed that novice teachers were restricted in varying their teaching techniques to direct the lesson procedure and consequently, they were struggling to achieve the lesson expected outcomes. This was due to the fact that teachers did not design types of pedagogical activities relevant to technological ones. The skill of matching such activities with technological ones was undoubtedly considered as a new phenomenon for both experienced and novice teachers. Thus, the intent of mastering this kind of new skill was deemed to be the feature of the proficient EFL teacher. Moreover, the use of ICT to improve one's proficiency in EFL teaching had clearly influenced some of the EFL teachers' outcomes as noted in the study. The findings of the classroom observation showed that integrating new and adequate e-devices helped pupils learn in a collaborative and interacting atmosphere which improved learners' motivation and attitudes towards learning EFL.

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The outcomes, consequently, demonstrated the significance of the use of technology in the EFL classroom which proved to be effective in fostering pupils' interest towards the subject matter. To this end, proficiency development should take as a starting point when preparing lesson plans and tools. The EFL teacher's new role in the classroom should be diversified and designed in a way that corresponds to the new demands of a digital language classroom. For this result, the researcher assumed that in order to create a better teaching situation, it is necessary to improve the quality of teaching instruction and teaching methods in this digital world. It is recommended that EFL teachers should match their pedagogical skills with their technological ones to foster their proficiency development and create a positive learning atmosphere to increase interaction in the classroom.

Technological devices might be used to attract learners' attention and enhance cognitive and memory processes. Moreover, it will facilitate the task of the teacher and help diversify his/her activities in the classroom and avoid wasting time. In this vein, lesson plans should be compatible with a rational use of e-devices by using various types of activities to appeal to different learning preferences. In addition, training programs should be provided to EFL teachers by the Ministry of National Education to provide teachers with up-to-date information regarding teaching methods and material use. Among a number of recommendations, the researcher has proposed some types of activities that serve as a guideline for empowering the EFL teacher new teaching methods. The results of the study are expected to contribute to the study of improving the EFL teacher proficiency development using ICT. It is believed to be beneficial inputs for Algerian Middle school EFL teachers in order to create a positive learning environment. It is expected that other research focuses on the factors causing EFL teacher proficiency development.

In addition, further research needs to be conducted in different schooling levels with EFL teachers of different age and different gender in order to evaluate the efficacy of using ICT to enhance proficiency improvement throughout age, gender and level. Moreover, other investigations may be conducted with EFL teachers in different subject matters in order to determine whether or not teachers use the same teaching materials in different subject areas and to explore the factors that influence academic success. More importantly, research may be carried out with responsables in the field of education to evaluate their attempts towards the integration of technology in the Algerian EFL learner curriculum and

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their use of instructional activities in a variety of contexts and through different teaching situations.

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Appendices

Appendix 1: Teachers' Electronic Survey

Dear teachers,

This Electronic Survey aims to find out about Middle School teachers perceptions and expectations of ICT use improving one's proficiency.

Please give your most candid and thorough responses to the questions below, Be sure that the information you share here is confidential. Thanks in advance.

A) Background knowledge

- 1) Precise your gender: Male Female
- 2) How old are you? 23-34 34-44 44-54 55
- 3) How long have you been working as a teacher? 5-11 12-16
17-21 22-32
- 4) What level do you teach? 1st year 2nd year 3rd year 4th
year

B) Questions about pupils

- 1) How many do you teach in your average class?
- 2) How many of these have troubles in learning English?
- 3) What types of difficulties are the most common?
- a) Difficulties related to pronunciation
- b) Understanding new vocabulary.
- c) Using language forms appropriately
- d) Responding to language functions appropriately
- 4) What do you think these difficulties can be attributed to ?
- a) For pronunciation
- b) For vocabulary
- c) For appropriate language forms use
- d) For appropriate response to language functions

e) Other

4.a) If you think these difficulties are attributed to pronunciation, is because of:

- 1) Lack of ear-training
- 2) Social milieu
- 3) Lack of oral practice
- 4)

Other.....
.....

4.b) If you think these difficulties are attributed to vocabulary, is because of:

- 1) Bad demonstration
- 2) Lack of using visual aids
- 3) Abstract words
- 4)

Other.....
.....

4.c) If you think these difficulties are attributed to language forms , is because of:

- 1) Lack of being exposed to the language
- 2) Pupils favour fluency to accuracy
- 3) Because language forms are taught inductively
- 4)

Other.....
.....

4.d) If you think these difficulties are attributed to language functions, is because of :

- 1) Limitations of pupils' background
- 2) Choice of contexts
- 3) Pupils' demotivation towards learning
- 4) Other

.....

C) Questions regarding the use of aids in teaching English language

1) Do you experience pictures (**Traditional support**) with today's generation?

- Yes

- No

2) How do you use ICT (particularly the computer and the Internet) as an aid in your class?

- Always

- Sometimes

- Seldom

- Never

-3) In what skill do you use ICT as an aid in your teaching?

- Listening

- Speaking

- Reading

- Writing

4) How does ICT make your job?

- Fun

- Easier

- Harder

5) How do you judge ICT's effect on pupils' achievements?

-Efficient

-Inefficient

6) Do you think technology in general is beneficial for the teacher's tasks, or does technology make it harder for them?

- It is beneficial

- It is harder

7) Have you ever tried an online lesson? In case of yes, what are the most noticeable differences between

the two situations (online , in the classroom)?

- Yes

- No

8) Most noticeable differences between the two situations

- Online

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

-In the
classroom.....
....

.....
.....

-9) Have you distributed a test / homework / evaluation et. On line?

-Yes

-No

-10) Do you regularly communicate with your pupils via social media?

- Always

- Sometimes

- Seldom

- Never

11) Are you afraid of using (certain aspect) of ICT because you don't seem to be ignorant in front of your pupils?

-Yes

- No

12) What do you think about your feeling about working with ICT?

D) Activities revealing the digital language teacher proficiency in teaching.

1) What sort of positive impacts does the use of ICT have on the job of the teacher?

a) Assure lifelong learning

b) Facilitating the teaching /learning process

c) Responding to the needs of digital generation

d) The desire to have much of the information much electronically

e)

Other.....
.....

2) What sort of negative impacts does the use of ICT have on the job of the teacher?

a) Wasting time

b) Making pupils lazier

c) Bring chaos to the classroom

d) Killing pupils' creativity

e)

Other.....
.....

3) I make my course interactive by using multimedia and technology

a) Never b) Seldom c) Sometimes d) Often e)

Almost every lesson

4) I create and use subject-specific materials in my courses

a) Never b) Seldom c) Sometimes d) often e)

Almost every lesson

5) I encourage producing different solutions for a question or a problem

a) Never b) Seldom c) Sometimes d) Often e)

Almost every lesson

6) I include activities highlighting individual differences

a) Never b) Sometimes c) Seldom d) Often

e) Almost every class

7) I encourage my pupils to access information from a variety of sources

- a) Never b) Sometimes c) Seldom d) Often e)

Almost every class

8) I use technological tools to prepare content for the courses

- a) Never b) Sometimes c) Seldom d) Often e)

Almost every class

9) I use technological tools for the evaluation of courses

- a) Never b) Sometimes c) Seldom d) Often e)

Almost every class

10) I enrich my teaching methods and techniques using technological tools

- a) Never b) Sometimes c) Seldom d) Often e)

Almost every class

11) Concerning my course, I encourage my students to use these technological tools

- a) Never b) Sometimes c) Seldom d) Often e)

Almost every class

E) Where does the 21st century teacher stand? Say yes or No

	Yes	No
1.I can use PowerPoint in my class.		
2.I can use e-mail to communicate with other teachers and students.		
3. I can create a document in Microsoft.		
4. I can print a document in Microsoft.		
5.I can use formula in spreadsheet.		
6. I can teach my pupils creating newsletter using desktop publishing .		
7.I can select software to use in my teaching.		
8. I can design technology enhanced learning activities for my pupils .		
9. I can teach my pupils to use appropriate software to use in their projects.		
10. I can teach my pupils how they can make their own webpages.		
11. I can use Internet in my class to meet certain learning goals.		
12. Computers help pupils understand concept clearly.		
13. I can teach pupils to use graphics software to create pictures.		
14. I can teach pupils use scanners to capture graphics, photos and/or text .		
15. I can teach pupils to import clipart into text.		
16. I can teach my pupils browsing W.W.W.		

Appendix 2: Classroom Observation Checklist

OBSERVATION DATA

Teacher _____ Date _____ School _____
 _____ Grade/Level _____ Observer _____
 _____ Lesson _____

Time of class: one hour

Language teacher ICT background

-Tick in the right box using plus (+) or minus (-)

Plus (+) stands for a total agreement about what the interrogation want.

Minus (-) stands for a partial agreement about what the interrogation want.

Caution: When an interrogation received a partial agreement, the teacher is required to justify.

	Yes	No
1) Does the teacher have good ICT subject knowledge and understanding?		
2) Does s/he show a thorough knowledge of the subject content covered in the lesson?		
3) Does s/he show a good understanding of the ICT Programmes of Study and of the Pupils levels if appropriate		
4) Do s/he have enough ICT skills to manage the lesson?		
5) Can s/he use hardware and software appropriate to the lesson?		
6) Does s/he use appropriate ICT language and terminology?		
7). Can s/he explain new ICT skills and concepts in a way that makes sense to pupils of all abilities		
8) Can s/he draw on pupils own ICT skills and knowledge when presenting new materials?		
9). Does s/he match ICT equipment and software to interest and challenge pupils?		
10) Does the teacher extend the boundaries of the use of ICT in the wider world?		
11) Does the teacher make effective use of time and ICT resources?		

12). Does the teacher provide effective support to all pupils who need it when using ICT?		
13. Does the teacher assess other aspects of ICT capability?		
14) Does the teacher talk to pupils to assess their progress during the lesson?		
15) Is the teacher an effective role model for pupils in their use of ICT?		

-Language teacher Using PowerPoint to present a lesson

-SA= Strongly agree, A= Agree, U=Undecided, D= disagree, SD= Strongly Disagree

-Tick in the right box

No: Statement	SA	A	U	D	SD
1. The lesson with PowerPoint was interesting					
2. Teacher succeeded to teach more language elements					
3. The teacher seemed to be ignorant in front of the pps.					
4. Teacher was using materials effectively					
5. Teacher managed the class time efficiently					
6. Teacher succeeded to minimize hi/her role using PPT					
7. Teacher moved from one stage to another successfully					
8. Teacher didn't allow enough class participation.					
09. Teacher motivated the learners during the lesson					
10. Teacher used techniques to stimulate pps thinking					
11. Teacher's tasks design was good.					
12. Teacher's goals were satisfactorily achieved.					
13. Teacher seemed to be satisfied of his/her PowerPoint presentation					

Appendix 3 : MS4 Sequence Plan

<u>Teacher:</u>			<u>Level: 4MS</u>			
Project Three: Our Online Letter Gallery / Our School Charity Project			Sequence Three: Me, my Community and Citizenship			
Situation/ Lesson	Objectives	Resources LGP	Communicative tasks	Reference (Tasks in textbook)	Time	Pre requisites
Initial situation	<p>Many people think that cultural globalization is a new kind of colonialism, which represents a real threat to national identities and cultures across the world. The first victims are young people.</p> <p>Write an open letter to the Algerian young people in which you will weigh up the pros and cons of cultural globalization and express your point of view. Whatever your opinion, you will give advice and make recommendations to your young fellow citizens on how/why to protect your national identity and culture and be a good citizen.</p>					
Learning situation Part 01	<p>As you were debating with your friend, you faced problems with him because he is a selfish person and doesn't accept others opinions and always criticizes people. In your debate, give him advice on how should we express our point of view and respect the others' opinions too even if we are against.</p>					
I listen and do 1 Part one+ two (the mother's speech)	- Give advice	Frightened- hard-defeat- clear goals- open eyes- criticise- opinion-interests- fight- realise- human society	Debate/ speech	Tasks: 1, 5, 6, 9,11, 12 14 pages: 97/98 Tasks: 16, 20, 22, 24, 29, 30	2 hours	
I Pronounce 01	Identify the following silent letters in some English words: k; w; l; b; n. - My pronunciation tools p 108	Silent letters : k ,w , l , b , n	An open letter	01,03, 4, 7 p110	1 hour	
I practise 1	- Give advice -	The imperative mode	A debate	Tasks: 6 page 114	1 hour	The imperative
Learning situation Part 02	<p>Your classmate thinks that learning languages is a waste of time and not important, but you have a different point of view. Write a conversation between you and your mate in which you try to convince him about the importance and benefits of studying foreign languages</p>					

	through giving him a list of arguments.					
I listen and do 02 (part 3 of the mother's speech)	- Defend opinion and positive actions. - Defend or support my opinion with valid arguments	Foreign languages, learn, study, firstly, secondly, ... I think/ believe/ I don't think/ I don't believe/ in my opinion	An interview	Tasks: 31, 33, 39, 41 pages 101/ 102 Task 13 page116	1 hour	
I pronounce 02	Pronounce correctly the "s" endings in plural nouns and the 3 rd person singular of verbs in the present simple tense.	The final "s" sounds: /s/, /z/ and /iz/	speech	Tasks: 10, 12 page111	1 hour	
I practise 02	- Use sequencers to put in order a set of instructions or arguments. - Use the first conditional to talk about the result of an imagined future situation that is likely to occur.	The first conditional (conditional type 1) sequencers		Tasks: 8, 9, 10, 11, 12	2hours	The present simple/ The future simple/ sequencers
Learning situation Part 03	As you were at school canteen with your classmates, you saw the workers throwing the rest of food in the bin. As a Muslim, you felt concerned to raise the necessity of being charitable person among them because there are many people in need (one man's trash is another man's treasure). Conduct a survey to find out how much they feel and believe their charity may make a change in society.					
I listen and do 03 (Mrs Drif's interview part1)	Compare eating habits and table manners -Express likes and dislikes regarding people's behavior, opinions or attitudes. - make recommendations. - Compare my culture with other cultures.	To be accustomed to, traditional mattress, brass tray, tablecloth, silverware	interview	Tasks: 58, 60, 62, 63, 64, 66 pages104/ 105	1 hour	
I listen and do 4 (Mrs Drif's interview part2/ 3/4/5/6)	Identify the values and specificities that determine my personality, national culture and identity. Identify universal human values related to the world culture and community.	Charity, founders, participants, dedicate, organization, community, involve, right, duty, ancestors, pride, dignity	interview	Tasks: 68, 71, 74, 82, 88, 90 pages105, 106, 107	1 hour	
I pronounce 03	pronounce the "-ing" form correctly.	/ŋ/ sound			1/2 hour	
I practise 03	- Expressing likes and dislikes with the verbs: like/ dislike; hate/ love; enjoy;	Sequencers: first, next, after that, finally	A survey Recipes		02 hours	Sequencers imperative

	<p>prefer</p> <ul style="list-style-type: none"> - Sequencing steps in recipes 	<ul style="list-style-type: none"> - Use the “-ing” form after the verbs that express likes and dislikes. 				
<p>I read and do (01) Essay by Dominic Cole</p>	<p>Defend opinion and positive actions.</p> <ul style="list-style-type: none"> - Defend or support my opinion with valid arguments 	<p>Pros- cons- globalization- advantages- disadvantages- arguments- national traditions</p>	<p>speech</p>	<p>Tasks 1, 2 (adapted), 3 pages118/ 119</p>	<p>01 hour</p>	
<p>I read and do 02 (An Algerian Charity Group That Raises Hope)</p>	<p>Identify universal human values related to the world culture and community.</p>	<p>Charity group, religious, organize, witness,</p>	<p>interview</p>	<p>Tasks 4, 5, 6 pages120/ 121</p>	<p>01 hour</p>	
<p>I learn to integrate.</p>	<p>Write an argumentative essay.</p> <ul style="list-style-type: none"> - Defend or support my opinion with valid arguments 	<p>Situation:</p>	<p>An open letter</p>	<p>Task page 122</p>	<p>02/3 hours</p>	
<p>I think and write</p>	<p>Identify the values and specificities that determine my personality, national culture and identity.</p> <p>Debate important issues related to my culture, community and citizenship.</p>	<p>Situation:</p>	<p>An article for a school magazine.</p>	<p>Task 1 page 124/ 125</p>	<p>01 hour</p>	

Appendix 4: MS4 Test Typology Checklist

Indicators		Yes	No
TEXT	It is submitted for the first time.		
	Its length is between 12 and 15 lines. (letter size 12 Times New Romans)		
	The topic is from the official curriculum (Exit Profile).		
	It is authentic or adapted.		
	It is related to the candidates' age, interests and background.		
	The source is mentioned at the end (the author, the publisher, the year of publication, page...)		
	It is mistake-free.		
	There is an illustration or a picture with the text.		
	It is communicative.		
	It conveys National and Universal values.		
	The scoring scale appears for each section and each activity .		
	The reading comprehension activities appear in the same page .		
	Enough space is left between different parts and activities .		
	The instructions are readable / legible , written in bold type and underlined .		
	The instructions are conform to the BEM Guide 2018.		
Part one Activities	The activities are well balanced and graded (from easy to difficult) according to Bloom's taxonomy.		
	The activities reflect the candidates understanding of the text. (skim,scan, reading for detailed understanding)		
	General truth questions are avoided.		
	The activities cover the whole text.		

	The activities are given in the order the answers appear in the text.		
	Mastery of Language activities are contextualized.		
	Items of the different activities could be reinvested in the situation of integration.		
SITUATION OF INTEGRATION	The situation is thematically related to the topic of the text.		
	The situation includes three sections: CONTEXT ----TASK---- SUPPORT		
	The situation bears the following characteristics: a problem solving situation – communicative - significant to the learners - challenging and motivating - complex (integration of different resources) - contextualized		

Appendix 5: MS4 Yearly Pedagogic Assessment Plan

الجمهورية الجزائرية الديمقراطية الشعبية
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
وزارة التربية الوطنية
MINISTRY OF NATIONAL EDUCATION

المفتشية العامة للبيداغوجيا

**THE YEARLY PEDAGOGIC ASSESSMENT
PLAN**

PERIODS	DOMAINS	TARGET COMPETENCIES	DESCRIPTORS OF IMPLEMENTATION
FIRST TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support. .	Can: <ul style="list-style-type: none"> - ask questions and answer briefly - deal with situations related to his personal life and experience and his community. - use familiar expressions relating everyday situations , and simple sentences in a spontaneous way. -ask and Can speak about his plans and projects . - Can give his opinion , give and understand instructions, ask for and give help,etc.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support. ,	Can: <ul style="list-style-type: none"> -understand instructions in easy classroom language - guess meaning of instruction from context. - understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interest (sports, hobbies), his needs ,wants, expectations..), current events occurring in the world ,etc - read, understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of naration , personal stories, feelings ,wishes. -
	Production of oral and written messages	In a situation of meaningful communication , the learner will be able to produce oral or written messages / text o descriptive,narrative,	Can: <ul style="list-style-type: none"> -describe facts in short narrative texts relating to the learner’s environment, family ,school; work ,experiences and events (past and present) - produce different types of texts (descriptive, narrative , argumentative and prescriptive) of a medium length /complexity using a wide range of connectors and time sequencers (first, and, but, because, so, the, next ,finally)

		prescriptive or argumentative type , using written, visual or oral support. .	- write a personal letter or an email to describe his environment, his life...
SECOND TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support. .	Can: - ask for and give information about food. -make recommendation for a healthy diet / table manners. -give instructions. -Compare and contrast food items. -describe food habits. -Ask for and give advice -Defend positive actions(
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support. ,	- can : - read ,understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of narration , personal stories, feelings ,wishes. - Can: * read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food * understand the gist of a story, the narrator's ideas and opinions clearly expressed, a simple letter describing a person, narrating or predicting an event
	Production of oral and written messages	In a situation of meaningful communication , the learner will be able to produce oral or written messages / text of descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.	Can: - write simple instructions for recipes ,instructions for use, itinerary ;etc... - produce coherent writing and generate ideas - build conversation/role play/interview -defend positive actions

THIRD TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/ texts of descriptive types using written, visual or oral support.	<ul style="list-style-type: none"> - Can: -Describe famous landmarks / outstanding figures -compare coking habits / monuments -exchange information on the web
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of descriptive type using written, visual or oral support.	<ul style="list-style-type: none"> - Can: * understand medium dialogues on familiar subjects (the ones dealt with in the previous domain) * understand short texts with illustrations (audio or visual: picture, graph, map, etc.) Information transfer from a network research
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of descriptive type using written, visual or oral support .	<ul style="list-style-type: none"> - Can : - write a medium length descriptive paragraph on environmental sites, Landmarks and monuments, outstanding figures in history , literature and arts -compare food and dishes around the world -express cause and effects / opposition / concession (unlike / whereas)

Adapted Yearly Learning Plan

Key Stage 03 / Level 4MS

2020 - 2021

Term	Month	Week	Domain + Target Competency	Learning Objective	Resources			Communicative Tasks	Descriptors Of Implementation
					Grammar	Lexis	Pronunciation		
One	Nov	Two	<p style="text-align: center;"><u>Diagnostic Assessment</u></p> <p style="text-align: center;">KWL Strategy - Ice breakers- "Knowing You" Questionnaire</p> <p style="text-align: center;"><u>First Suggested mini-Project :</u></p> <p style="text-align: center;"><u>Suggested Topics :</u> Our Universal Landmarks Brochure / Our Mini-Anthology of Outstanding Universal Figures. Design an Online Touristic Guide For Algeria / Design A Leaflet About Tourism In Algeria</p> <p style="text-align: center;">** Sequence One : Me, The Universal Landmarks And Outstanding Figures**</p>						
		Three	Oral * Interact	<u>Session 01: Pre-requisites :</u> Check the previous language forms	Simple past tense	Basic lexis(words and expressions/ formulaic language) related to travel/tourism	Vowel Sounds Diphthongs	*Mind Map *Discussion/Speech *Picture Describing *Interview / Chatting *Information Gap *Oral Presentation *Role Playing	*Can use his critical thinking to analyze the situation , identify the problem and decide what resources he needs to learn to solve it
		<u>Session 02: Pre-requisites :</u> Check the previous language forms Remediation		Simple past tense					
		<u>Session 03: Initial Situation :</u> Starting off phase. Introducing the sequence topic You are among the best learners who were selected by the Ministry of National Education for a trip to Los Angeles. You are curious to know about this city. Conduct a research on the net to find out more information about the places of interest, the landmarks, food...							
		Four	Oral * Interact	<u>Session 04: I Listen And Do</u> Seek and exchange info about travelling on the web	S, present tense, Strong adjectives to describe landmarks	Words & expressions related to travelling and tourism	-Diphthongs /ei/ , /ai/ to be integrated as a skill	*information transfer *e-mailing *chatting/networking-forums/blogs-leaflets/ads *Form-filling *ID card/Bio card- *Opinion Exchange	*Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words. *Can: -Describe famous landmarks / outstanding figures * use adjectives and comparison forms correctly to compare monuments *exchange information
<u>Session 05: I Listen And Do</u> Describe/compare famous landmarks -Locate landmarks on a map	-Comparative of equality /inferiority (as....as ; not asas) , discourse markers (unlike, whereas, however...)	lexis related to travel/tourism -types of landmarks (monument /mosque/ tower / bridge							
<u>Session 06: I Listen And Do</u> Describe/compare famous landmarks -Locate landmarks on a map	-Comparative of equality /inferiority (as....as ; not asas) , discourse markers								

				(unlike, whereas, however...)	/castle/templ e...)			on the web	
Dec	One	Oral + Written *	<u>Session 07: I Practise</u> Seek for provide info about famous monuments and landmarks around the world	passive voice(past simple) -cause and effect(because, as , since/therefore, so, as a result)	-Names of international monuments and landmarks lexis related to landmarks and their types (monument /mosque/ tower / bridge /castle/templ e...)			*Reporting *Information Transfer *Retelling *Say it differently *Jigsaw *Demonstration *Account Completion	*Can understand medium dialogues on familiar subjects (the ones dealt with in the previous domain) * understand short texts with illustrations (audio or visual: picture, graph, map, etc.) containing simple language and familiar expressions used in everyday life
			<u>Session 08: I Practise</u> Seek for provide info about famous monuments and landmarks around the world	passive voice(past simple) -cause and effect(because, as , since/therefore, so, as a result)					
			<u>Session 09: I Practise</u> Narrate using historical info about famous monuments and landmarks around the world -chronological order of events	The passive voice(S, past tense) -Discourse markers(review and expansion) -Chronology (first ,then, next ,after that, finally, shortly /afterward ...)					
	Two	Oral + Written	<u>Session 10: I Read And Do</u> -Describe an itinerary and identify its components	Discourse markers(review and expansion) -Chronology (first ,then, next ,after that, finally, shortly /afterward ...)	Words and expressions related to travel (tour information, destination, duration ...)	*Scanning and designing an itinerary / touristic leaflet *Design An Advert	*Can understand essential details in a conversation or a written passage, *Can Transfer info from verbal to non-verbal and vice versa *Can show mastery of target language forms		
			<u>Session 11: I Read And Do</u> -Narrate using biographical information about outstanding figures in history, literature	-Discourse markers(review and expansion) -Chronology (first ,then, next ,after that, finally, shortly /afterward ...)	Names of famous national and international figures	*Biography *Narrative Account Completion			

		* Interpret	and art (narrative account / biography) chronological order of events					and resources		
			<u>Session 12: I Read And Do</u> -Narrate using biographical information about outstanding figures in history, literature and art (narrative account / biography) chronological order of events	-Discourse markers(review and expansion) -Chronology (first ,then, next ,after that, finally, shortly /afterward ...)	Names of famous national and international figures		*Biography *Narrative Account Completion			
	Three	Test One								
		Remediation and moderation								
		* Written	<u>Session 13: Learning to integrate Situation :</u> You have just come back from a trip around Algeria with a group of friends. You want to post on your Facebook page the report of this trip to make people around the world aware of the cultural and historical richness of your country. Describe your itinerary and talk about the landmarks you visited and the outstanding figures in history, literature or arts that you learnt about during this trip.					*Design An Advert *Web Blog/Page *Web Touristic Guide *Make A Leaflet *Problem Solving	*Can write a medium length descriptive paragraph on environmental sites, Landmarks and monuments, outstanding figures in history , literature and arts -compare food and dishes around the world -express cause and effects / opposition / concession (unlike / whereas)	
			Four	Produce	<u>Session 14: integrating Situation (solo work)</u> Your English web pal Richard has asked you about famous Algerian writers .You have decided to write him an e-mail in which you will give him some biographical information about Kateb Yacine , an outstanding modern Algerian writer .					
		<u>Session 15: I Get Ready For My BEM Exam</u>								
	Project Presentation									
	Jan	Second Suggested Mini-Project :								
		<u>Suggested Topics :</u> Our Online School Magazine Special issue / Our Dream Careers Video Survey . Design A Moudjahid Account / Make A Self-Portrait (Monologue Presentation)								
** <u>Sequence Two : Me, My Personality And Life Experiences</u> **										
One		<u>Session 01: Pre-requisites :</u>	Present simple / future							

		Oral *	Check the previous language forms	simple / past simple Present perfect (for / since)	Words § expressions related to life experiences	pronunciation of final “ ed “ in regular verbs	*Role Playing *Discussion/Speech *Picture Describing *Interview *Information Gap *Oral Presentation *Monologue *Opinion Exchange *Find Someone Who	*Can use his critical thinking to analyze the situation , identify the problem and decide what resources he needs to learn to solve it	
			<u>Session 02: Pre-requisites :</u> Check the previous language forms Remediation	Present simple / future simple / past simple Present perfect (for / since)					
			<u>Session 03: Initial Situation :</u> Starting off phase. Introducing the sequence topic Lalla Fatma N’Soumer is one of the most famous women freedom fighters who fought for the independence of our country. Write an article in which you tell about her personal profile, life experiences and victories to be posted in an international, education blog.						
		Oral *	Interact	<u>Session 04: I Listen And Do</u> Expressing similarities and differences in personality features	simple present + personality adjectives (review § expansion) The superlative with long and short adjectives -contrast markers (like ,unlike, whereas)	Lexis related to the topic of personality and character		*Picture Narration *Reporting *Information Transfer *Retelling *Say it differently *Jigsaw *Demonstration	*Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words. * Can use adjectives and past simple tense to ask questions and answer briefly about personality and others experiences
				<u>Session 05: I Listen And Do</u> Ask and answer about life experiences	Simple past + often, always, ever, never ... (review)	Words § expressions related to life experiences	pronunciation of final “ ed “ in regular verbs		
		Two	Oral + Written *	<u>Session 06: I Practise</u> Report on significant events and life experiences	simple past and past continuous, using them in narration and reporting (when – while)	Words § expressions related to past life events		*Portrait *Problem Solving *Information Transfer *Oral Presentation *Monologue *Account Completion	*Can use familiar expressions relating everyday situations , and simple sentences in a spontaneous way.
				<u>Session 07: I Practise</u> Reporting past life events	present perfect tense + Time markers (always, ever, never, just ...)	Words § expressions related to past life events			
			Interpret		S, present + s, future	Words §			

		Three		<p>Session 08: I Practise Give info/ respond to questions about dreams, projects</p>	<p>tense - Prefixing adjectives(negative meaning: dis/ un/ in/ il/ ir/ im) -Suffixes (ful/ less)</p>	<p>expressions related to dreams, projects , future career</p>		<p>*Can anticipate the meaning of message and interpret correctly *Can understand essential details in a conversation or a written passage about past life experiences, containing simple language and familiar expressions used in everyday life</p>
				<p>Session 09: I Practise Give info/ respond to questions about dreams, projects</p>	<p>S, present + s, future tense - Prefixing adjectives(negative meaning: dis/ un/ in/ il/ ir/ im) -Suffixes (ful/ less)</p>	<p>Words § expressions related to dreams, projects , future career</p>		
			Oral + Written	<p>Session 10: I Read And Do Interpret a portrait for a famous person (information transfer) including personality features and life events and dreams</p>	<p>All points tackled before</p>	<p>Lexis related to the topic</p>		<p>*Letter Of Application *Letter Of Motivation *Problem Solving *Information Transfer</p>
			<p>Session 11: I Read And Do Interpret a portrait for a famous person (information transfer) including personality features and life events and dreams</p>	<p>All points tackled before</p>	<p>Lexis related to the topic</p>		<p>*Oral Presentation *Monologue *Profile Completion</p>	
		Interpret						
		Four	Written	<p>Session 12: Learning to integrate Situation : To commemorate the 1st of November 1954, your English and history teachers have asked you to search the internet and write a web article for your school's website ,in which you will compare Kateb Yacine's and Zohra Drif's childhood school memories and experiences, with special focus on the impact of these memories and experiences on their personalities ,their awareness of their national identity and their decision to take part in the fight against the French .</p>				<p>*Letter Of Application *Letter Of Motivation *Problem Solving *Information Transfer *Oral Presentation *Monologue</p>
	*	Produce						

Two			<p align="center">Session 13: integrating Situation (solo work) After reading the extract from Mrs Drif's book in class and searching the internet for more information about her life , you still have a lot of questions to ask this legendary woman .So, you have decided to write her a letter and ask her those questions about her childhood and adolescence memories ,dreams and experiences during the French occupation.</p>				*Profile Completion	situation and integrate them to solve a real problem situation.		
	Feb	One	Winter Holidays (Jan 28 - Feb 06 , 2021)							
		Two	Session 14: Moderation through another problem situation							
			Session 15: Now I Can (solo work) Self-assessment for learners / Remedial work							
			Session 16: I Read For Pleasure Extra reading for specific purpose							
			Session 17: I Get Ready For My BEM Exam							
	Three	Project Presentation								
		Feedback , assessment and remediation								
	Four	Feedback , assessment and remediation								
	Mar	One	First Term Evaluation (Feb 28 - Mar 04 , 2021)							
		Two	Feedback / Remediation / Moderation / Regulation							
		Three	Spring Holidays (Mar 11 - Mar 20 , 2021)							
		Four	Flashback Revision and refreshing learners' memory							
Apr	<p align="center">Third Suggested Mini-Project : Suggested Topics : Our Online Letter Gallery / Our School Charity Project</p>									
	** Sequence Three : Me, My Community And Citizenship **									
	One	Oral	<p>Session 01: Pre-requisites Check the previous language forms</p>	<p>-Imperative (advice and recommendations) -Present simple / future simple /imperative -Sequencers</p>	<p>Words § expressions related to the topic</p>	<p>-Pronunciation of final "s" -Silent letters k, w, l, b, n</p>	<p>*Role Playing *Discussion/Speech *Picture Describing *Interview *Information Gap *Comparing Pictures</p>	<p>*Can use his critical thinking to analyze the situation , identify the problem and decide what resources he needs to learn to solve it</p>		
	<p>Session 02: Pre-requisites Check the previous language forms Remediation</p>									

			* Interact	Session 01: Initial Situation : Starting off phase. Introducing the sequence topic In the beginning of every school year, Algerian schools help learners in need. You feel concerned and wonder whether or not you can help. This raises your curiosity about your school mates attitude towards the necessity of being charitable. Conduct a survey to find out how much they feel and believe their charity may make a change in society.				
	Two	Oral * Interact	Session 04: I Listen And Do - Defend opinions and positive actions (citizenship, good attitude Commitment with charity clubs/ helping hand /respect of others)	S, present, S, future tense	Words § expressions related to the topic of charity	- Silent letters : k ,w , l , b , n	*Oral Presentation *Monologue *Opinion Exchange *Find Someone Who	*Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words -give instructions. -describe food habits. -Ask for and give advice -Defend positive actions
			Session 05: I Listen And Do Defend opinions and positive actions (Charity, citizenship, good attitude)	S, present, S, future tense Should shouldn't	Words § expressions related to the topic of charity	-Pronunciation of final "s" -Silent letters k, w, l, b, n		
	Three	Oral + Written * Interpret	Session 06: I Practise Expressing likes + dislikes	S, present -" _ing " form after the verbs : enjoy , prefer, love / hate, like/dislike	Words § expressions related to the topic		- Open letter - Interview - Debate/speech	.* Can: - ask for and give information about food. -make recommendation for a healthy diet / table manners. -give instructions. -Ask for and give advice -Defend positive actions
			Session 07: I Practise Give advice about positive actions and habits	- Should shouldn't -Imperative	Words § expressions related to positive living actions			
			Session 08: I Read And Do Giving instructions and Making recommendations	conditional type one (S,present +imperative)	Words § expressions related to citizenship			
			Session 09: I Read And Do Giving instructions and Making recommendations	conditional type one (S,present +imperative)				

		Four	Test Two			
			Remediation and moderation			
		Written * Produce	<u>Session 10: Learning to integrate Situation</u> Unlike Dominic Cole ,many people think that cultural globalization is a new kind of colonialism or imperialism, which represents a real threat to national identities and cultures across the world. The first victims are young people. You will write an open letter to the Algerian in which you will weigh up the pros and cons of cultural globalization and express your point of view. Whatever your opinion, you will give advice and make recommendations to your young fellow citizens on how/why to protect your national identity and culture.	*Agony Letter *Design An Advert *Make A Leaflet *Problem Solving *Information Transfer *Oral Presentation	Can write simple instructions - produce coherent writing and generate ideas - build conversation/role play/interview -defend positive actions * Can reinvest and mobilize previous learning and knowledge to solve a real problem situation	
		Written * Produce	<u>Session 11: integrating Situation (solo work)</u> After reading the interview about “ Ness El Khir “ and searching the internet for more information about youth charities in Algeria and other countries, you have decided to write an article for your school magazine to sensitize your school mates to the need for volunteer charity work, and recommend an original list of humanitarian and environmental activities that can help our community.			
		<u>Session 12: Moderation through another problem situation</u>				
		<u>Session 15: Now I Can (solo work)</u> Self-assessment for learners / Remedial work				
	May	One		<u>Session 16: I Read For Pleasure</u> Extra reading for specific purpose		
				Project Presentation		
				Feedback , assessment and remediation		
		Two	Feedback , assessment and remediation			
		Three				
	Jun	Four				
		One				
		Two	Second Term Evaluation (Jun 13 , 2021)			
			Summer Holidays			

Teacher

Headmaster

Inspector

Adapted Yearly Learning Plan

Key Stage 01 / Level 1MS

2020 - 2021

Term	Month	Week	Domain + Target Competency	Learning Objective	Resources			Communicative Tasks	Descriptors Of Implementation		
					Grammar	Lexis	Pronunciation				
One	Nov	Two	Oral * Interaction	First contact Greeting. : My name is + what's your name?	Basic structures : to be (is) Imperative in some commands : stand up sit down , open your book	Basic words related to greeting Names of school things	Pronunciation of target words	Labelling Games Songs Role playing	* Can make contact with his interlocutor and maintain oral interaction introducing himself * Be aware of basic words of greeting and class commands		
		English Phonics Letters + their sounds									
		Class Commands § school things									
		Three	First Suggested Mini-Project: Designing A Family Profile (containing introducing oneself, family members, their names, ages, hometowns and a schedule for their daily routine)								
		Sequence One Me And My Friends									
Oral * Interaction	Session 01: Initial Situation Starting off phase. Introducing the sequence topic You want to join an international friendship blog . The members of the blog want to know about you. Introduce yourself to them.				What, To be (is) my , your	Greeting, hello, nice to meet you	/ ei / , /ai/.	Role playing Songs Labelling Games	* Can use his critical thinking to analyze the situation, identify the problem		
	Session 02: I Listen § Pronounce Greeting and asking about names		What, To be (is) my , your	Greeting: nice, glad numbers: 1-13					/ ei / , /ai/.	* Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words	
	Session 03: I L § P 2 Greeting and asking about names and age										
Four	Session 04: I Practise giving info about :		Present: to be /to live - Pronouns: I ,	Greeting, numbers			* Can understand				

		Oral + Written *	name , age , and hometown	my , you , your, Punctuation marks (. , ! ?) . Preposition “in”	I am from, names of cities		Labelling Games Songs Role playing Information gap tasks	and interpret short oral/ written messages to react/respond appropriately * Can use the correct form of S present with the pronoun “ I ” to ask , answer and introduce a family member	
		Interpretation	<u>Session 05</u> : I Practise giving info about : name, age, and hometown	Present: to be /to live - Pronouns: I , my , you , your, (. , ! ?) . Preposition “in	Greeting, numbers I am from, names of cities				
		Oral + Written *	<u>Session 06</u> : I Read § Do transforming an ID card into a written passage introducing oneself.	All grammatical points mentioned before	Lexis related to the sequence topic		Filling an ID card Posters	* Can transform non- verbal info (ID cards) into verbal (text)	
	Dec	One	Written *	<u>Session 07</u> : I Learn To Integrate - Groupwork - You are a new member of your school blog , your friends want to know more about you. Introduce yourself to them.			Designing a poster ID cards	*Can reinvest and mobilize previous learning and knowledge acquired in the previous situation and integrate to solve a real problem situation .	
			Production	<u>Session 08</u> : I Think And Write - Assessment - You want to join your school English Language Club. Fill in your ID card then introduce yourself to the club members.					
				<u>Session 09</u> : Now I can Self assessment					
	Two	Sequence Two Me And My Family							
		Oral *	<u>Session 01</u> : Pre- requisites Check the previous language forms	Use of question word (what, who, where...?) Numbers from 01 to 20	Lexis related to introducing oneself	/ ei / , /ai/.	Interview Role play Guessing games	* Can use his critical thinking to analyze the situation, identify the problem * Can make contact	
			<u>Session 02</u> : Starting off phase. Introducing the sequence topic						

		Interaction	Jack is your new e-pal on the international friendship blog. He is from England. He wants to know about your family. Introduce your family to Jack and send him your family tree.				Songs	with his interlocutor and maintain oral interaction using listening strategies		
			Session 03: I Listen & Pronounce Introducing family members (parents, brothers and sisters)	This is... , he, she, it, they	Lexis related to family (members)	/ð/ , /θ/				
		Three	Test One							
			Remediation and moderation							
		Oral * Interaction	Session 04: I Listen & Pronounce Introducing a family member giving name, age and likes	Introducing a family member giving name, age and likes	Lexis related to family and some hobbies				and correct pronunciation for target words	
		Four	Oral + Written * Interpretation	Session 05: I Practise Asking and answering about family members, their age and likes	Affirmative and negative form of to be / to live / to like .	Lexis related to family and some hobbies		Interview Games / Songs Role playing Information transfer Posters Family tree Letters / E-mails	* Can understand and interpret short oral/ written messages to react/respond appropriately * Can use the correct form of S present with “ he , she, it, they” to ask , answer and introduce a family member * Can transform non-verbal info (ID cards) into verbal (text)	
				Session 06: I Practise Asking and answering about family members, their age and likes	Affirmative and negative form of to be / to live / to like .	Lexis related to family and some hobbies				
				Session 07: I Read And Do transforming an ID card into a written passage introducing a family member	All grammatical points mentioned before	Lexis related to the sequence topic				
		Jan	One	Written *	Session 08: I Learn To Integrate - Groupwork - Your e-pal wants to know more about you and your family . Draw your family tree, add information (age, job..) and send it as an attached				Posters Family tree	Can reinvest and mobilize previous learning and

			Production	document.				knowledge acquired in the previous situation and integrate to solve a real problem situation .	
				Session 09: I Think And Write - Assessment - world introduce themselves on an international friendship blog. Post your information to make new friends .					
			Session 10: Now I can Self assessment						
		Two	Sequence Three Me And My Daily Activities						
				Session 01: Pre-requisites Check the previous language forms	Question words (who /what / where ?) present simple with: like - live - go - be - have	Lexis related to the previous sequence		Mind Mapping Interview Games Songs Role playing	* Can use his critical thinking to analyze the situation, identify the problem * Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words
			Oral * Interaction	Session 02: Starting off phase. Introducing the sequence topic Your e-pal Jack wants to know about your leisure activities . Send him a viber message and tell him about your leisure activities at weekends.					
				Session 03: I Listen § Pronounce Describing daily activities	simple present, preposition "at" numbers	Lexis related to daily routine			
			Three	Session 04: I L § P 2 Telling time with daily activities	numbers, verbs related to some activities	lexis related to daily routine and time			
		Oral + Written * Interpretation		Session 05: I Practise Describing someone's daily activities	present(neg, intrg), I , my ,she, her , it. Punctuation marks (. , ! ?)	lexis related to daily routine and time	/s/ , /z/ ,/ɪz/		
			Session 06: I Practise asking and answering someone's daily	present(neg, intrg), I , my ,she, her , it.	Lexis related to family,		Interview Information	* Can understand and interpret short oral/ written messages to react/respond appropriately	

		Four	Oral + Written * Interpretation	activities	(. , ! ?)	routines time	transfer Posters Letters E-mails Time Table completion Schedules	* Can use the correct form of S present with all pronouns to ask , answer and describe daily activities	
				Session 07: I Practise asking and answering someone's daily activities	present(neg, intrg), I , my ,she, her , it. (. , ! ?)	Lexis related to family, routines time			
				Session 08: I Read And Do Scanning for info and filling in a schedule/ timetable	All grammatical points mentioned before	Lexis related to the sequence topic			
				Session 09: I Read And Do Scanning for info and filling in a schedule/ timetable					
	Feb	One	Winter Holidays (Jan 28 - Feb 06 , 2021)						
		Two	Written *	Session 10: I Learn To Integrate - Groupwork - You are back to school after the week-end and you want to know about your friend's leisure activities. Ask him /her about his week-end leisure activities and write about them.					*Can reinvest and mobilize previous learning and knowledge acquired in the previous situation and integrate to solve a real problem situation .
				Production	Session 11: I Think And Write - Assessment - You receive a letter from your e-pal Mark. His mother wants to know about your mother's daily activities. Read the letter and write a reply.				
				Session 12: Now I can Self assessment					
		Three	Project Presentation Feedback , assessment and remediation						
		Four	Feedback , assessment and remediation						
Mar		One	First Term Evaluation (Feb 28 - Mar 04 , 2021)						
	Two	Feedback + Moderation / Remediation							
	Three	Spring Holidays (Mar 11 - Mar 20 , 2021)							
Two		Third Suggested Mini-Project: Designing a school profile / My country profile / A Tourist Brochure							

		Four	Sequence Four Me And My School						
		Oral * Interaction	<u>Session 01:</u> Pre-requisites Check the previous language forms	Question words (what/ where?) present simple	Lexis related to the previous sequence		Mind Mapping Interview Games Songs Role playing	* Can use his critical thinking to analyze the situation, identify the problem	
			<u>Session 02:</u> Starting off phase. Introducing the sequence topic You have rights and duties at school. You want to remind your mates about them. Write a poster of your rights and duties and publish it on your school blog.						
			<u>Session 03:</u> I Listen & Pronounce Naming and Describing parts of a school	S present	Names of parts of school	Review of the previous sounds		* Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words	
			<u>Session 04:</u> I L & P 2 Locating places in my school	prepositions of place: in, next to, between ...	Names of parts of school				
	Apr	One	Oral + Written *	<u>Session 05:</u> I Practise Ask and answer about location of places in a school	Where, what prepositions of place: in, next to, between ...	Names of parts of school		Interview Information transfer Posters Letters E-mails Time Table completion Schedules School map	* Can understand and interpret short oral/ written messages to react/respond appropriately
				<u>Session 06:</u> I Practise Ask and answer about location of places in a school	Where, what prepositions of place: in, next to, between ...	Names of parts of school			* Can use the correct form of S present with all pronouns to ask , answer and school parts and activities
		Two	Interpretation	<u>Session 07:</u> I Read And Do Transforming a text into a map locating school parts or vice versa	All grammatical points mentioned before	Lexis related to the topic of the sequence			* Can transform non-verbal info (school map) into verbal (text)
				Written	<u>Session 08:</u> I Learn To Integrate - Group Work -				

			*	Your British friend - Harry - sends you an email about the regulations in his school .He wants to know about the Algerian school regulations. Respond.				mobilize previous learning and knowledge acquired in the previous situation and integrate to solve a real problem situation .	
				Production	<u>Session 09:</u> I Think And Write - Assessment - You have duties and rights at school. Add more rights about exams, break, homework, computer room, class council, school website....				
		Three	<u>Session 12:</u> Now I can Self assessment						
			Sequence Five Me, my Country and the World						
			Oral *	<u>Session 01:</u> Pre-requisites Check the previous language forms	prepositions of location “ in “ -present simple -Where	Lexis related to the previous sequence	/ð/ , /θ/	Mind Mapping Interview Games Songs Role playing	* Can use his critical thinking to analyze the situation, identify the problem
		<u>Session 02:</u> Starting off phase. Introducing the sequence topic You want to invite your e-pals to visit Algeria. You want them to visit our beautiful country, its monuments and famous places. Make a leaflet to attract them including our national dish , national currency, famous people and celebration days							
		Four	Test Two						
			Remediation and moderation						
			Oral *	<u>Session 03:</u> I Listen § Pronounce Asking and answering about my country : currency and celebration days (national+ religious)	Wh pronouns The present simple with verbs related concrete details about countries	Basic lexis words and expressions related to countries , flags , currencies	/ g / , / dʒ /	Mind Mapping Interview Games Songs Role playing	* Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words
				<u>Session 04:</u> I L § P 2 Introducing other countries : currency and celebration days (national+ religious)					
May	One			Basic lexis		Interview	* Can understand		

		Two	Oral + Written *	Session 05: I Practise Asking and answering about nationalities	word formation (adjectives + suffixes)	words and expressions related to countries , flags , currencies		Information transfer Country Posters Letters E-mails Maps Country fact files	and interpret short oral/ written messages to react/respond appropriately * Can use the correct grammatical structures to ask , answer and introduce country* Can transform non-verbal info (country profile) into verbal (text)	
				Session 06: I Practise Practice on Asking and answering about nationalities						
			*	Interpretation	Session 07: I Read And Do Transforming a form (text / info card about a country) into another	All grammatical points mentioned before	Lexis related to the sequence topic			
					Written *	Session 08: I Learn To Integrate - Group Work - This is an e-mail from Kathleen about her country. Read it and help your partner to write a reply to Kathleen.				Can reinvest and mobilize previous learning and knowledge acquired in the previous situation and integrate to solve a real problem situation .
		Session 09: I Think And Write - Assessment - You want to invite your friend to visit your beautiful country and its wonderful places and monuments. Make a leaflet to attract tourists from all over the world (include national dish, national currency, famous people, national and religious celebration days, languages....)								
		Three	Session 10: Now I can Self assessment							
			Project Presentation Feedback , assessment and remediation							
		Four	One							
	Two		Second Term Evaluation (Jun 13 , 2021)							
	Jun		Summer Holidays							

Teacher

Headmaster

Supervisor

Adapted Yearly Learning Plan

Key Stage 02 / Level 2MS

2020 - 2021

Term	Month	Week	Domain + Target Competency	Learning Objective	Resources			Communicative Tasks	Descriptors Of Implementation	
					Grammar	Lexis	Pronunciation			
One	Nov	Two		First contact Diagnostic						
		Three	First Suggested Mini-Project: Designing A Personal Profile / House or Market Map							
			Sequence One Me, My Friends And Family							
			Oral * Interaction	Session 01: Pre-requisites Check the previous language forms	S present, colours adjectives , preposition "in"	Lexis related to introducing oneself and family members				* Can use his critical thinking to analyze the situation, identify the problem
				<u>Session 02: Initial Situation</u> Starting off phase. Introducing the sequence topic You have just seen an advertisement on TV. Actors and actresses aged from 14 to 20 are wanted for an Algerian show. One of your classmates wants to be one of them. Help her write an e-mail to apply for this job.				Role playing Songs Labelling Games		
		<u>Session 03: I Listen § Pronounce</u> Describing physical appearance and family relationships		S present, adjectives , possessive pronouns	Lexis related to description and family	Silent letter "h" Silent letter "d"	* Can make contact with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words			
<u>Session 04: I L § P 2</u> Describing physical appearance and family relationships	S present, adjectives , possessive pronouns	Lexis related to description and family								
Four		<u>Session 05: I Practise</u>	S present,	Lexis related to						

		Oral + Written *	Describing physical (ones and family members')	adjectives , possessive pronouns	description And family (colour ,body height, build, hairstyle, beauty and physical attraction)		Labelling Games Songs Role playing Information gap tasks	* Can understand and interpret short oral/ written messages to react/respond appropriately * Can use the correct form of S present with the pronoun " I " to ask , answer about physical appearance	
		Interpretation	<u>Session 06</u> : I Practise naming and locating a place (parts of school)	Present: to be Preposition "in Location adverbs	Lexis related to location and parts of the house				
		Oral + Written *	<u>Session 07</u> : I Read § Do Locating a place (Parts of school) on a map	Present: to be Preposition "in Location adverbs	Lexis related to location and parts of the house		Filling a map	* Can transform non-verbal info (house map) into verbal (text)	
	Dec	One	Written *	<u>Session 08</u> : I Learn To Integrate – Group work - You are entering a national competition organised by the Algerian Ministry of National Education for middle school students about the "Best Personal Profile" written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20 th . The first three winners will be offered a four-week English language course in London next summer				Designing a poster / house plan - map	*Can reinvest and mobilize previous learning and knowledge acquired in the previous situation and integrate to solve a real problem situation .
			Production	<u>Session 09</u> : I Think And Write - Assessment - Your English friend Liz is asking you to tell her about the place where you live. Send her a message (viber, e.mail, whatsApp... communicative message) with a detailed description of your house and your room with a plan of your house as an attached document.					
				<u>Session 10</u> : Now I can Self assessment					
	Two	Sequence Two Me And My Family							
				Cardinal and			Silent h, d		

		Oral * Interaction	Session 01: Pre-requisites Check the previous language forms	ordinal numbers , this, that	Lexis related to the previous sequence	Interview Role play Guessing games Songs	* Can use his critical thinking to analyze the situation, identify the problem * Can make contact with his interlocutor and maintain oral interaction using listening strategies		
			Session 02: Starting off phase. Introducing the sequence topic It is Akram's birthday. His mother wants to make a big birthday cake . She asks Akram to buy the ingredients she needs. Help Akram to write his shopping list and show him the way to the supermarket						
			Session 03: I Listen § Pronounce Describing shopping items	This, that adjectives + quantifiers *Many, much, some, any	Lexis related to shopping			Pronunciation of /l/ and dark /ɫ/	
		Three	Test One						
			Remediation and moderation						
		Four	Oral + Written	Oral * Interaction	Session 04: I Listen § Pronounce Ask / give info about quantity, price, shape, size	*How many/ much... ? *What is the size of ...? *How big is ...? *What shape is ...?+ polite forms	Lexis related to shopping	Pronunciation of /r/ and silent r	and correct pronunciation for target words
					Session 05: I Practise Locating places+ showing the way to amenities(Supermarket)	imperative + prepositions / adverbs of place	Lexis related to the topic of locating places	Interview Games / Songs Role playing Information	* Can understand and interpret short oral/ written messages to react/respond appropriately * Can use the correct
	Session 06: I Practise Locating places+ showing the way to amenities(Supermarket)	imperative + prepositions / adverbs of place	Lexis related to the topic of locating places						

			* Interpretation	<p>Session 07: I Read And Do Interpreting and Locating places on a map (from verbal to non-verbal and vice versa)</p>	All grammatical points mentioned before	Lexis related to the sequence topic		<p>transfer</p> <p>Posters</p> <p>Shopping list / bills Letters / E-mails</p>	<p>form of adjectives, quantifiers to ask about shopping items * Can transform non-verbal info (shopping list) into verbal (text)</p>
Jan	One	Written	*	Production	<p>Session 08: I Learn To Integrate – Group work - Sandra your English friend wants to know about shopping in Algeria. Write her an email to give her information about shopping malls , supermarkets, street markets and traditional craft shops in the place where you live. Tell her also about how Algerian teenagers dress and what they usually eat. Then, ask her questions about shopping in England and what English teenagers wear and eat . Attach to you email a street map showing the shopping amenities in your neighbourhood and the location of your home.</p>			<p>Posters</p> <p>Family tree</p>	<p>Can reinvest and mobilize previous learning and knowledge acquired in the previous situation and integrate to solve a real problem situation .</p>
					<p>Session 09: I Think And Write - Assessment - You are spending your summer holiday in another town in Algeria (or a foreign country). When you return to school, your English teacher asks you to write a report about your shopping there (the local shops, markets, malls, traditional craft shops, bazaars, souks, and the local products that attract your attention). Describe these products and draw a street map to explain to your classmates the location of all these location places.</p>				
					<p>Session 10: Now I can Self assessment</p>				
	Two	<p>Sequence Three Me And My Health</p>							
				<p>Session 01: Pre-requisites Check the previous language forms</p>	<p>The imperative S, present of to have</p>	<p>Lexis related to the previous sequence</p>		<p>Mind Mapping</p> <p>Interview</p>	<p>* Can use his critical thinking to analyze the situation, identify the problem * Can make contact with his interlocutor and maintain oral</p>
				<p>Session 02: Starting off phase. Introducing the sequence topic In a forum of discussion , you read Mona’s message asking for help. She suffers from obesity . She weighs 98 kilos. She feels tired and sick. Write a reply to Mona and</p>					

		Three	Oral * Interaction	help her lose weight.				Games Songs Role playing	interaction using listening strategies and correct pronunciation for target words
				Session 03: I Listen & Pronounce Describing some health	Present of to have, should Adverb : terribly	Lexis related to health and illnesses	*Pronunciation of "should: /ʃəd/, /ʃʊd/ "shouldn't": /ʃʊdn't/ * "sh": /ʃ/ "ch": /tʃ/		
				Session 04: I L & P 2 Giving advice and recommendations	Imperative Should / shouldn't	Lexis related to health and illnesses			
		Session 05: I Practise Asking for/ giving advice	Wh question: what should I do? -Should + imperative	Lexis related to, food, health., diseases					
		Four	* Interpretation	Session 06: I Practise Asking for/ giving advice	Wh question: what should I do? -Should + imperative	Lexis related to, food, health., diseases	Interview Information transfer Posters Letters E-mails	* Can understand and interpret short oral/ written messages to react/respond appropriately * Can use the correct form of S present with all pronouns to ask , answer and describe health problems	
				Session 07: I Practise Asking for/ giving advice	Wh question: what should I do? -Should + imperative	Lexis related to, food, health., diseases			
			* Interpretation	Session 08: I Read And Do Scanning for info about health problems and give advice accordingly	All grammatical points mentioned before	Lexis related to the sequence topic			* Can scan a written passage for info about health problems and suggest advice accordingly
				Session 09: I Read And Do Scanning for info about health problems and give advice accordingly					
		Feb	One	Winter Holidays (Jan 28 - Feb 06 , 2021)					
	Two		Written	Session 10: I Learn To Integrate – Group work - Nacer, my Tunisian friend, is overweight wants to know what kind of diet my dietitian recommends because he knows I have the same problem. I'm going to send him a				*Can reinvest and mobilize previous learning and	

		*	detailed email in which I explain my doctor’s dietary advice and recommendations about food and exercise. I’m also going to send him a weekly diet plan and a typical daily menu as attached documents.					knowledge acquired in the previous situation and integrate to solve a real problem situation .
			Production	<u>Session 11: I Think And Write - Assessment -</u> You want to make a poster, put it up in your school and post it on your school website and your blog to help other teenagers stay healthy. The poster should contain ‘five dietary keys’ (or recommendations), each with “one important reason explaining why it should be followed and respected “. You can add drawings or pictures to your poster.				
				<u>Session 12: Now I can Self assessment</u>				
		Three	Project Presentation Feedback , assessment and remediation					
	Four	Feedback , assessment and remediation						
	Mar	One	First Term Evaluation (Feb 28 - Mar 04 , 2021)					
		Two	Feedback + Moderation / Remediation					
		Three	Spring Holidays (Mar 11 - Mar 20 , 2021)					
	Two	Four	Second Suggested Mini-Project: Planning an itinerary for my next holidays / A Tourist Brochure					
			Sequence Four Me And My Travels					
Oral * Interaction		<u>Session 01: Pre-requisites</u> Check the previous language forms	Question words (what/ where?) present simple	Lexis related to the previous sequence		Mind Mapping Interview Games Songs	* Can use his critical thinking to analyze the situation, identify the problem	
		<u>Session 02: Starting off phase. Introducing the sequence topic</u> You have rights and duties at school. You want to remind your mates about them. Write a poster of your rights and duties and publish it on your school blog.						
	<u>Session 03: I Listen & Pronounce Describing</u>	Demonstratives : this/these,	Lexis related to topic,	Review of the previous		* Can make contact		

	Apr	One		amenities and places(tourism)	that/those Adverbs of place	tourism, locations	sounds	Role playing	with his interlocutor and maintain oral interaction using listening strategies and correct pronunciation for target words	
				Session 04: I L & P 2 Describing amenities and places(tourism)	Demonstratives : this/these, that/those Adverbs of place	Lexis related to topic, tourism, locations				
		Two	Oral + Written *		Session 05: I Practise Planning for a holiday / Describing itinerary	S, future tense: will/ to be going to *Adjectives ending with "y"	Lexis related to topic, tourism, locations environment		Interview Information transfer Posters Letters E-mails Schedules country map brochure for holiday	* Can understand and interpret short oral/ written messages to react/respond appropriately * Can use the correct form of S future to plan for a next holidays * Can transform non-verbal info (forecast map) into verbal (text)
					Session 06: I Practise Planning for a holiday / Describing itinerary	S, future tense: will/ to be going to all forms	Lexis related to topic, tourism, locations environment			
			Interpretation		Session 07: I Practise Planning for a holiday / Describing itinerary	S, future tense: will/ to be going to all forms	Lexis related to topic, tourism, locations environment			
					Session 08: I Read And Do Reading and interpreting a map containing weather signs (touristic guide)	All grammatical points mentioned before	Lexis related to the topic of the sequence			
				Session 09: I Read And Do Reading and interpreting a map containing weather signs (touristic guide)	All grammatical points mentioned before	Lexis related to the topic of the sequence				
		Three	Written *	Session 10: I Learn To Integrate - Group Work - Andrew Williams, your Australian friend is going to visit Algeria next summer. I'll be his guide. So, I organise a three-day tour for him to visit the most interesting places in the region where I live (museums, parks, forests, mountains, old medinas, souks,						Can reinvest and mobilize previous learning and knowledge acquired

			Production	"ksours", traditional craft shops, etc.).I prepare a detailed itinerary of this tour using a map of my region with the necessary map icons. Then, I sent him this itinerary and the map by email.		in the previous situation and integrate to solve a real problem situation .
				<u>Session 11:</u> I Think And Write - Assessment - Next summer holidays, you are going on a weekend tour to another region in Algeria (or abroad, to a foreign country). Write a a schedule about this tour (the places you will and the activities you will do).		
				<u>Session 12:</u> Now I can Self assessment		
		Four	Test Two			
				Remediation and moderation		
				Remediation and moderation		
	May	One	Self assessment for learners + Remedial work			
		Two				
		Three				
		Four	Project Presentation Feedback , assessment and remediation			
	Jun	One	Second Term Evaluation (Jun 13 , 2021)			
		Two				
			Summer Holidays			

Summary

Proficiency in language teaching is believed to be a successful factor for the EFL teacher along with his /her career as an effective teacher. This dissertation investigates the effects of using ICT in the language classroom within the Algerian middle school context in order to identify how the latter impacts positively their teaching skills and methods. For this end, a mixed method approach was adopted, in which a classroom observation, teachers' electronic survey and teachers' document analysis were conducted for EFL middle school teachers and a fourth year middle school class. The findings showed that a rational use of some e-devices in the language classroom has revealed an unusual, but efficient learning situation for lesson development. The attained results accentuated the importance of multiplying the use of such material and diversifying class instruction, rethinking the teaching beliefs and approaches, offering equivalent opportunities for all EFL teachers by responding to their needs of using ICT in their teaching classrooms. The study eventually provided some recommendations and implications in attempt to enhance the EFL teacher proficiency development.

Keywords: EFL, ICT Proficiency, Teaching skills, Teaching methods

Résumé

La compétence que requiert l'enseignement de la langue anglaise, en tant que langue étrangère, constitue certes un paramètre de réussite de tout le processus d'enseignement-apprentissage. Aussi, notre travail porte-t-il sur l'effet de l'utilisation des TICE au cycle moyen en Algérie, et ce, afin de voir comment ces technologies peuvent affecter positivement les habiletés des apprenants d'une part, et les méthodes d'enseignement mises en place d'autre part. Pour ce faire, nous avons opté pour différents outils d'investigation dont un questionnaire destiné aux enseignants, des observations de classe et une analyse des documents- supports desdits enseignants. Les résultats obtenus montrent bien que le recours aux TICE est de nature à créer une atmosphère peu ordinaire en classe et permet de concevoir autrement les cours. Cela devrait amener également les enseignants à réfléchir à d'autres méthodes plus efficaces dans le but d'accorder les mêmes chances à tous les apprenants. Le travail débouche sur des propositions allant dans le sens d'une utilisation optimale de ces technologies en cours de langue anglaise afin d'asseoir solidement les compétences visées aussi bien chez les apprenants que chez les enseignants eux-mêmes.

Mots-clés : Maîtrise - Technologies d'informations et de communication – Habiletés d'enseignement – Méthodes d'enseignement – Langue anglaise en tant que langue étrangère.

الملخص

تعد الكفاءة في تدريس اللغة عاملا ناجحا لمعلم اللغة الإنجليزية كلغة أجنبية وهذا بالنظر لحياته المهنية كمدرس فعال. تبحث هذه الأطروحة في آثار استخدام تكنولوجيا المعلومات والاتصالات في قسم اللغة الخاص بمرحلة التعليم المتوسط الجزائرية من أجل تحديد كيفية تأثير هذه الأخيرة بشكل إيجابي على مهارة هؤلاء المعلمين الخاصة بالتدريس و كذلك الطرق المستعملة في التدريس. ولهذه الغاية، تم اعتماد نهج أسلوب مختلط، يتمثل في ملاحظة عملية سير الدرس و استبيان الكتروني للمعلمين تحليل مستندات المعلمين لمعلمي اللغة الإنجليزية كلغة أجنبية في المرحلة الإعدادية وكذلك قسم السنة الرابعة متوسط. لقد أظهرت النتائج أن الاستخدام الرشيد لبعض الأجهزة الإلكترونية في فصل اللغة قد كشف عن جو غير عادي، لكن مجدي لتطوير الدروس داخل القسم كما أبرزت النتائج المحققة أهمية مضاعفة استخدام هذه المواد وتنويع التدريس في الفصل ، وإعادة التفكير في معتقدات ومناهج التدريس ، وتقديم فرص مكافئة لجميع معلمي اللغة الإنجليزية كلغة أجنبية من خلال الاستجابة لاحتياجاتهم من استخدام تكنولوجيا المعلومات والاتصالات في الفصول الدراسية الخاصة بهم. كما قدمت الدراسة في النهاية بعض التوصيات والآثار في محاولة لتعزيز تنمية كفاءة معلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: إتقان، تكنولوجيا المعلومات والاتصالات، مهارات التدريس، طرق التدريس، اللغة الإنجليزية كلغة أجنبية.