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Investigating EFL Teachers' Attitudes Towards the Use of the 5Es Model.

The Case of Teachers at the Department of English, Guelma University.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture.

Submitted by: **Supervised by:**

GRINI Ikram   Mrs. Imene TABOUCHE

AZZOUZ Amira

The Board of Examiners

Chairwoman: Dr. Amina ELAGGOUNE   (MCB)   University of 8 Mai 1945/Guelma

Supervisor: Mrs. Imene TABOUCHE.   (MAA)   University of 8 Mai 1945/Guelma

Examiner: Mrs. Imane DOUAFER.   (MAA)   University of 8 Mai 1945/Guelma

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Dedication

This dissertation is dedicated

To the memory of my beloved Father, who was supporting me at the beginning of writing

this dissertation, may he rest in peace.

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Ikram

Dedication

I dedicate this work to all my family members.

A special feeling of gratitude goes to my parents who have been a constant source of

support and encouragement until my research has fully finished.

May Allah bless you!

Amira

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Abstract

Teaching is an art of delivering knowledge to learners through the use of different strategies

and methods . The present study aims at exploring English as a foreign language teachers' attitudes

towards the use of the 5Es model at the department of English at Guelma university. It

hypothesizes that teachers may be aware about the 5Es model as an instructional strategy and have

a positive attitude towards it. In fact, though the educational reform that took place in the Algerian

universities years ago, teacher-centered instruction still exists in EFL classes.This method leads to

the creation of passive learners who always depend on teachers in processing knowledge and those

who adopt learner-centered methods still face problems in engaging their students in the teaching/

learning process. As far as the research method is concerned, the current research opted for a

descriptive quantitative qualitative method. More specifically, a questionnaire has been

distributed to 20 teachers of different specialities at the department of English at Guelma

University. Results show that most teachers prefer learner-centered methods, a good number of

instructors are aware of the concept of the 5Es model and have a positive attitude towards its use.

List of Abbreviations

• **5Es:** Engagement, Exploration, Explanation, Elaboration, and Evaluation

• **BEA:** Broad of Educational Affairs

• **BSCS:** Biological Sciences Curriculum Study

• **EFL:** English as a Foreign Language

• **Q** : Question

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General Introduction

The choice of teaching method is important to assist students to accomplish learning goals, master course information, and understand how to employ their knowledge in certain circumstances. Recently, the appearance of new methods makes a revolution in the history of teaching methods, and one of the most important constructive methods of teaching is the 5Es model, which states that students can build, generate and develop knowledge by comprehending and practicing different activities from their experience of learning through five phases: Engage, Explore, Explain, Elaborate, and Evaluate.

1.Statement of the Problem

The objective of EFL teachers is to help the student to learn in order to improve his level to use that language in everyday life. However, regarding comprehension and classroom interaction the teachers still face some issues like the passive classroom, negative students-teachers interaction, and boring classroom atmosphere, this can be due to the type of teaching method adopted that may not correspond to the course content and learners' orientation. The teaching method plays a crucial role in motivating the students and in boosting motivation and the 5Es model can be a perfect solution to solve such kinds of issues.

2. Aims of the Study

The aim behind the current study is to investigte EFL teachers' attitudes towards the use of The 5Es Model. It tries to shed light on the importance of using of learner-centered method,

particularly, the 5Es model. It also attempts to draw both teachers and students' attention towards the necessity of creating an active class through the adoption of adequate methods.

3. Reasearch Questions

The study aims to answer the following questions:

- Are EFL teachers aware of the existence of the 5Es model?

- Is the 5Es model applicable in all English courses and modules?

- To what extent can the 5Es model be useful in the teaching/learning process?

4. Research Hypothesis

EFL teachers can use a variety of instructional strategies to achieve better performance and results and the 5Es Model could be a successful strategy to improve students' perfermance. Hence, we hypothesize that:

- EFL teachers are aware and have a possitive attitude towards the use of the 5Es Model.

5. Research Method and Tool

This study adopts a descriptive quantitative qualitative method to investigate EFL teachers' attitudes towards the use of the 5Es Model at the Department of English at Guelma University. Hence, the chosen tool to reach this aim, a questionnaire composed of (23) mixed questions of close-ended and open-ended nature.

6. Population and the Sample of the Study

The present research population consists of 20 teachers who teach various moduls and levels at the Department of English, Guelma University. Furthermore, the teachers are selected randomly.

7. Structure of the Dissertation

The current dissertation is composed of three chapters, two theoretical and one practical. The first chapter is entitled "The history of Teaching Methods"; it goes through a brief description of the teaching methods, It starts with defining teaching methods, it then deals with the major 20th century methods, some current teaching methods, in addition to some alternative 20th century methods. It finally identifies the most salient differences between teacher-centered and learner-centered methods.

The second chapter deals with "The 5Es Model ", it explores the definition of learner-centered method, its psychological principles, characteristics, determines the roles of the teacher and student in this method as well; and how to create a student-centred classroom besides its benefits. The 5 Es model is provided as an important example to adopt in learner-centred classroom , with its definition, the different roles of the teacher and the student, it also indicates the importance of the 5Es Model. Additionally, a lesson plan and some exceptions for the use of the 5Es model have been provided.

The third chapter is entitled "Field Investigation", this practical part provides a discription of the teachers' questionnaire; it also analyses and interprets the collected data. Finally, concluding remarks, in addition to pedagogical implications and limitations of the study have been mentioned based on the obtained results.

Chapter One

The History of Teaching Methods

Introduction

The process of teaching has undergone many changes through time leading to the appearance of new teaching methods, techniques, and strategies. The present chapter tackles the main methods in the history of language teaching. It starts with defining teaching methods, it goes then to deal with the major 20th century methods, some current teaching methods, in addition to some alternative 20th century methods. It finally identifies the most salient differences between teacher-centered and learner-centered methods.

1.1.The Definition of Teaching Methods

Al- Rawi defined teaching methods as the process by which the teacher utilizes a wide range of instructional tasks to reach specific objectives (2013). While Hoque defined teaching methods as the collection of values, ideologies, and thoughts of the educational process which are used in schools (2016). According to B.ed "teaching methods are often divided into two broad categories: teacher-centered methods also called direct instruction and learner-centred methods also called indirect instruction or inquiry learning " (2012, p. 9).

1.2.The Major 20th Century Methods and Approaches

1.2.1.The Grammar Translation Method

The Grammar Translation Method is the oldest and simplest method in which the teacher focuses on grammar by translating one language to another (prastyo, 2015). In the eighteenth century, this classical method started in Germany, precisely, Prussia from 1840 to 1940, and acquired the invincible position as the preferred methodology in Prussia (Chang, 2011). According to Rahmane (2012), the main chatacteristics of The Grammar Translation Method are the use of the student's native language with the integration of the target one, with the vocabulary presented in the form of a linguistic unit in addition to the detailed and lengthy

interpretation of grammar complexities, furthermore, grammar imposes some instruction in order to put words in their appropriate position without giving importance to the text content. In The Grammar Translation Method, the frequently used exercise is translating from the target language to the learner's native language. In fact, The Grammar Translation Method develops student's accuracy by reading and assimilating the meaning of literary challenging texts. However, when using this method the classroom environment becomes monotonous, hence, boring. More importantly, it does not build the student's communicative competence (Prastyo, 2015).

1.2.2.The Reform Mouvement

Europeans became more interested in learning foreign languages, especially in the mid of the nineteenth century, where the focus was on phonetics and the phonological system (Richards &Rodgers, 1986). Reformers believed that learners should focus on oral language and be familiar with it by listening first before starting the process of learning. They believed also that teaching phonetics can not be seperated from teaching the language, and the grammar is learned unconsciously (Reneu, 2016).

1.2.3.The Direct Method

The Direct Method entails the use of the target language for the sole purpose which is to make students understand how to communicate with their peers and with their teachers as well. The teacher in this method does not translate or explain, he just demonstrates it through actions using the target language, he also declared that the Direct Method is characterized by speaking fluent English, using visual aids such as pictures, Grammar is taught unconsciously and the language is used only to reach communication Batool et al. (2015).

According to Afraa (n.d), in the Direct Method learners can gain proficiency in using the language and it is more beneficial for adults, but it does not improve their reading abilities and because it prohibits translation this method is both time and energy-consuming.

1.2.4.The Audio-Lingual Method

Reneu argued that the Audio-Lingual Method emerged in the 1950 to the 1960 in the United States as a result of the great importance given to foreign languages. It contains some basis of the Direct Method in addition to incorporating elements and aspects from linguistics. It divides languages into four categories : listening, speaking, reading, and lastly writing (2016).

Rahman claimed that the Audio-Lingual Method is characterized by reliance on imitation, drilling repetitions are used to explain complex structure. Moreover, there is not much grammar clarification and also the very constrained language and aquired within the situation, in addition to the frequent use of illustration and audio (2021). According to Hamood the main drawback of this method is the emphasis on spoken language and repetition only which may lead to a boring classroom envirenment (2021).

1.3. Current Approaches and Methods

The main current methods and approaches are as follows:

1.3.1. The Communicative Language Teaching

According to Rambe Communicative Language Teaching was developed in response to both Grammar Translation Method and The Audio-Lingual Method which deemed ineffective in communication when it comes to language and teaching methods in the 1960s'. Language researchers of that era started thinking about language as an entity different from the meaning that can be found in written works and books. This perspective was embodied in the aphorism

"language is the exchange of information " that advocates that languages teaching aimed at facilitating everyday life language (2017). Ugwu claimed that the followings are the fundamental assumptions of this method :

• It emphasized all aspects of communication.

• The student gets involved in the systematic analysis of the language that is used for purposeful reasons.

• It applies language in unpredictable and unexpected situations (2015).

Thamarana (2015) explained that Communicative Language Teaching was initiated to enhance the student's capacity in communication, especially when using a foreign language like English. Communicative Language Teaching was ideal for highly skilled learners, however, extra maintained exercise was necessary for novices and inexperienced students.

1.3.2. The Content Based Language Teaching

Hull (2018) claimed that in the last ten years, Content-Based Instruction was the most famous method which improves foreign language fluency. It linked learning apart from the restricted goal of improving language abilities and providing learners with academic information. The teacher provides the learners with academic topics ranging from different fields such as art. When students interact with the course content, their fluency in the target language increases.

Simply, Content-Based Instruction is about learning the target language through content. Richards and Rodgers declared that Content-Based Instruction is found in two key principles :

• Students learn the target language easier when they use it for gaining information.

• Learners confronted to daily necessities in life might discover that it is easier to learn the target language through buying food, or in the gaz station than the classical way (2001).

Content-Based Instruction preserves the classroom's energy and student's enthusiasm, it is used to revise for exams and it enhances language memorization (Hull, 2018). Alkhateeb said that the combination between the target language and information may make learners perplexed and create the feeling that they are not learning language (n.d).

1.3.3. The Task Based Language Teaching

According to Richard and Rodgers, Task-Based Instruction is a method of language teaching that uses tasks as the main basis for preparing and teaching the language. Many figures saw it as the logic and natural progression of communicative language teaching (2001).

Nunan (2004) argued that the principles of Task-Based Teaching are the followings:

• The learner's current requirements are directly satisfied in Task-Based Learning.

• The emphasis is on acquiring to use the target language in communication, thus student must generate thoughts and views.

• The connection between schools and everyday life language.

• The importance of personal encounters to students learning (as cited in Celik, 2017).

Task-Based Instruction benefit learners by putting them in daily circumstances in which spoken language is needed to complete a task, it also offers the opportunity for learners to apply their knowledge (Kultur , 2009). Pradesh declared that One of the main drawbacks of this method is the difficulty that the student has to understand the tasks and it is energy and time-consuming (2015).

1.3.4. The Competency Based Language Teaching

According to Bruce, Competency-Based Teaching initiatives are found on the notion that it is essential to concentrate on student's results rather than other factors, including the method by

which the learner acquires competency. Characteristics of the Competency-Based Language Teaching are the following :

• It emphasizes a comprehensive and systematic range of learner objectives such as a profound awareness of topic information and abilities shown via usage as well as skills that make ready learners for professional lifetime education.

• It creates a controlled evaluation of learner's proficiency while maintaining learners to the identical rigorous requirements (Sturgis & Casey, 2018).

Likewise, Bashir provided some principles, in this method competencies are chosen with care, in addition to the theoretical assistance that is combined with abilities exercise, furthermore, necessary information is acquired in order to encourage ability effectiveness, and also the specific educational materials are created to facilitate the development of information, and abilities are linked to goals that will be reached (2012). Sanhaji argued that Competency- Based Learning has many advantages as follows: instead of being divided, learning results are systematic and tend to be over time adaptable to future ability requirements, moreover, learners develop certain abilities and gain self-confidence. However, among the disadvantages that are related to this method is the issue of disregarding elements and procedures, in which teachers have to cope with those elements so language can be appropriately taught (n.d).

1.3.5. Text-Based Language Teaching

Text-Based Instruction viewed language as an element used to generate sense and Significance.Spontaneous language usage is a feature of Text-Based teaching. Teachers are supposed to choose books and reading materials that are both interesting to students and reach the curriculum's objectives (Mickan. n.d).Feez (1998) argued that Text-Based instruction is characterized by understanding the structural and morphological aspects of both verbal and

written materials as well as creating tasks centered on building abilities that are associated with the full written materials. In addition to this, Text-Based Instruction offers learners managed instruction during which they build their vocabulary for important conversations by reading entire books (as cited in Cambridge University Press, 2022). Javliyevna and O'g'li (2023) stated that Text-Based Instruction gives learners access to the real language and improve reading proficiency. Moreover, texts may be employed for teaching different fields and topics. However, when using Text-Based Instruction learners have insufficient experience concerning verbal language, and also have a limited communication.

1.3.6.The Problem Based Language Teaching

According to Karthikeyan （2021） in Problem-Based Instruction learners study a certain topic via the process of fixing issues. It involves discovering new information, improving teamwork, and communicating with peers. Learners select the manner in which they apply what they previously learned to fix the problem as well as what they need to finish the assignment. Smith et al. （2022) declared that there are four characteristics of Problem-Based Instruction and which are, adaptable information, abilities and capacities, engaged and purposeful logicalthinking teamwork and finally challenges in genuine and real Situations. while Problem-Based Instruction enhances the student's critical thinking and encourage working in a team, it is time and eneregy-consuming.

1.3.7.Project Based Language Teaching

Goodman and strivers (2010) stated that Project-Based Instruction is a method of teaching that is built on practical assignments as well as instructional tasks, which represent problems, for learners to address. These tasks often represent the kinds of education and employment that individuals engage in a daily basis far from the school environment. Project based Instuction is

often carried out by team of learners collaborating to achieve a shared objective. It provides learners with the essential abilities that they need to operate as mature people in contemporary life, in addition to subject matter. These abilities involve effective interaction and delivery of information, planning, investigating a study, and also self-evaluating.

1.4. The Alternative 20th Century Approaches and Methods

1.4.1. The Total Physical Response

Total Physical Response which appears in 1970s, aims to focus on motivating students to pay attention to the course and to apply their teacher's oral instruction. In other words, Total Physical Response is a combination of languages and body movments in order to learn a language. It follows the child's way to acquire his native language (Widodo, 2005). The principles of Total Physical Response are as follows: the teacher uses the imperative to guide learners because the oral language needs to be emphasized rather than the written one, furthermore, learners are not supposed to be forced to repeat predetermined procedures because they may acquire knowledge by seeing acts and also by executing them individually, moreover, the teacher should make remarks and modification in a discreet way because students learn better in an enjoyable environment (Freeman, 2000).

Total Physical Response is simple and enjoyable, it develops language over time and does not need extensive planning. On the other hand, timid youngsters face difficulties, and planning gets problematic at advanced levels (Asher, n.d).

1.4.2. The Silent Way

Caleb Cattegno succeed to make a victory over discrimination in the 1970s after he developed an original method of teaching called The Silent Way (Caner, 2014). The Silent Way is characterized by the use of graphics and charts, then the students link between precedent

knowledge and the new one to generate original statements, moreover, the teacher uses different tools and instruments to get an answer from students (Richards & Rodgers, 1989).

Alkhateeb stated that the Silent Way develops imagination and critical thinking, in addition to improving intelligence and retention of information but, it may jeopardise learning by needing little assistance from the teacher (n.d).

1.4.3. The Community Language Learning

Teachers should see students as entire humans, they should also take into account student's intelligence, emotions, bodily responses, instructional defensive instincts and hunger for knowledge (Freeman, 2000).Richards and Rodgers stated that Community Language Learning is similar to other methodologies, it combines creative and traditional learning tasks and practices. Students create a tiny group to translate, the students communicate an idea or statement, the teacher converts it to a foreign language and the student performs by pronouncing the translated sentence, they also participate in tasks such as planning dialogue, producing texts that will be performed at the end of the session. In this method, the discussion is audiotaped and interpreted in the foreign language by learners (1986).

Fuentes et al. claimed that The Comunity Language Learning advantages are :

• It performs effectively with less advanced students who have difficulties with oral language.

• It builds a friendly, compassionate and trustworthy connection between the teacher and his students. While the teacher should be fluent and competent in both target and the native language of learners (n.d).

1.4.4. Suggestopedia

It is a teaching method created in 1978 by Georgi Lozanov. According to him:

Suggestopaedia is a teaching system which makes use of all the possibilities

tender suggestion can offer. Of course, the systematic academic participation is not

neglected but it always in   accord with the suggestive. The first experiment of

memorising 1000 French words in one day was merely a memorisation experiment. It

would have served as a basis for the development of the suggestopaedic Methodology

(Lozanov, 2005, p.11).

When using Suggestopedia, the classroom atmosphere becomes calm and subtle because of

the relaxing music, it helps also in removing mental obstacles to learning, in addition to the joy

and optimism in the learner's heart (Keguruan et al. n.d).

Suggestopedia is a costly method, it can not be applied in all schools but the most

significant benefit concerns the outcomes. Learners acquire much more quickly and for longer

period of time than the other methods (Montagner 2022).

1.5.Teacher Centred VS Learner Centred Methods

There are two different methods of teaching which are learner centered methods and teacher

centered methods. Schug claimed that direct instruction and dynamic teaching were used

exchangeably with teacher centered methods. This means that the teacher is the one who

explains the lesson, gives instructions to students, highlights important concepts, and

modify, teacher centered methods suggest that teachers are highly directive and concentrate on

activities imposed by the educational system. It also makes clear that the teacher is the leader in

the classroom (n.d). Markina and Mollá argued that the major character is the teacher, he

determines the method, materials and the time of the lesson while students are spectators who

absorb knowledge (2022).

Olugbenga claimed that learners centered method is considered as the best way of teaching, it gives the learners the inspiration and the desire to be a part of the educational experience. In learner centered classroom, the teacher has a new position, he is transformed into a monitor with the responsibility of giving advice, correcting errors and evaluating work (2021).

Learner Centred Method is a way of teaching in which the student is the main active figure, while the teacher plays the role of a guide who interferes to help students or sometimes to correct their errors (Zoharbi et al, 2012). According to Olugbenga, students demonstrate their skills, beliefs, and thoughts which influence how they absorb information (2021).

Table 1.1

Learner-Centered vs Teacher-Centered Method

Teacher-centered (passive)	Learner-centered (active)
• Teacher's role = information giver & evaluator, student is learner • Knowledge transmitted • Lecture, Listening/Reading & Independent Study • Acquisition emphasized • Goal is the right answer • Assignments and exams for summative purposes • Teaching & Assessment separate	• Teacher's role = coach & facilitator, all are learners • Knowledge constructed • Online, asynchronous, self Directed /collaborative/cooperative/ Problem- based learning • Synthesizing/Integrating emphasized • Goal is asking better questions & learning from errors • Assignments for formative purposes

• Assessment is indirect & monitors learning	• Teaching & Assessment together • Assessment is direct and promotes & diagnosis learning

Adapted from (Huba & Freed, 2000 p. 10).

Conclusion

   As a conclusion, to be an effective teacher you should know how to deliver the information using the method that facilitates the process of learning to students, without neglecting the modification and adjustment that can be done by the teacher to make this method more productive. In this chapter we tackled the most important methods in the history of language teaching, moreover, the main diffrences between teacher and learner centered methods, their definitions, and the main principles are dealt with in addition to some of their advantages and disadvantages.

Chapter Two

The 5Es Model

Introduction

Recently ,teaching methods have shifted from teacher-centeredness to learner-centeredness. This shift is mainly due to dissatisfaction with the traditional methods that are based mostly on passive classes. In fact, teaching is not a matter of transferring knowledge, it is more about choosing the appropriate teaching method that takes into account learners' needs, capacities, and skills. Learner-centered methods offer the learner the ability to face his learning problems and pave him the way to be responsible and develop his learning skills.

This chapter sheds light on the 5Es model as a learner-centered method. It briefly tackels the main points related to it such as: explanation and definition, roles of its agents, its benefits, its applications, and exceptions of the use of the 5Es model. However, before that a glimpse of learner-centered method is to be offered.

2.1.Definition of Learner-Centered Method

In learner-centered methods, students become the center of the teaching/ learning process rather than the teacher (felder, n.d). In particular, learner-centered method perceives students as active agents (Lawless, 2019), while teachers may take a less active role and focus more on students'needs , skills, and their progress rather than the curriculum (Kennedy, 2015 ; Mariano & Figliano,2019). Furthermore, this method focuses on the collaborative work between learners ; where they share knowledge and content with the whole class (Margeret et al., 2018). More importantly, students should be responsible and independent, hence, create their own knowledge and understanding (Keengwe & Hycybull, 2016). In a nutshell, learner-centered method is a form of instructions where students are expected to concentrate on both the lesson content and the process of learning (Mariano & Figliano, 2019).

2.2. Learner-Centered Psychological Principles

According to the Learner-centered Principles Work Group of the American Psychological Association's Board of Educational Affairs (BEA) (1997), there are 14 psychological principles related to the learner and the learning procedure.These principles place more emphasis on the psychological elements that are more reflective and under the learner's control. They are categorized into four factors :

2.2.1.Individual Differences in Learning

Assessment can help both the learners and teacher to have a clear idea about the learning preferences. Teachers must be aware of their students' needs , abilities, and their way of learning in order to choose the appropriate method of teaching (BEA, 1997). According to Visahan (2020), respecting the students'individual differences such as linguistic, cultural and social backgrounds can improve the learning environment.

2.2.2.Cognitive and Metacognitive Principles

BEA stated that there are many forms of the learning process, such as the creation of new concept, as well as the use of cognitive abilities and learning strategies (1997). Thus, what characterises a successful learner is being active , goal-directed, self-regulatory and responsible for his own learning. Moreover, teachers have an effect on students' thinking process and motivation, hence, can direct them. Therefore, teachers can help learners to determine their learning goals, encourage them to use their own strategies and skills in learning, and observe their progress (BEA, 1997).

2.2.3.Affective and Motivational Principles

 Learners' motivation can be affected by their way of thinking, beliefs, ambitions and emotions. Therefore, negative emotions can weaken motivation, obstruct learning and results in

low productivity, while positive emotions can improve the process of learning and performance (Visahan, 2020). Also, students'innate capacities and willingness to learn are the key factors of motivation, the teacher should motivate these factors by providing learners difficult tasks. Another major factor is students'efforts. In fact the use of strategies such as purposeful teaching tasks and procedure that generate motivation can boost learners'effort and perseverance to learning (BEA, 1997).

2.2.4.Social and Developmental Principles

The positive learning environment and engaging students in a group work can promote critical thinking skill and reflective learning. Additionally, levels of intellectual, social and moral growth, as well as boots students' feeling of acceptance, self-esteem, and community (BEA, 1997).

2.3. Learner-Centered Teaching Characteristics

According to Weimer , in learner-centered teaching students are actively involved in intensive activities. Whereas, teachers focus on developing the explicit skill teaching of this method by directing students'interests in thinking skills such as problem-solving, evaluating arguments, developing hypothesis, and examining evidence (2012). Also, Mizan declared that learner-centered teaching stimulates the student's independence in learning to encourage long-term memory , continuous learning, and the acquisition of crucial skills (2022). Moreover, students are motivated to think critically and make their own decisions about the way of learning, like how to prepare for tests, how to manage their work …etc. Last but not least, learner-centered method gives learners some authority and encourage them to work in groups to be more inspired to learn (Weimer, 2012).

2.4. The Roles of the Teacher and Learner in Leaner-Centered Approach

In the traditional methods of teaching, the teacher plays a dominant role. While students remain passive and receive knowledge from their teachers. However, in recent years, learner-centered method shifts the teacher's role from being a transmitter of knowledge to a facilitator who guides and supports students in their learning process. On the other hand, learners are viewed as active agents and are expected to take responsibility for their own learning.

2.4.1. Teacher's Role

Johnson (2013) stated that "In the learner-centered model, the teacher takes on the role of facilitator: guide, coach, conductor, […]. Why? Because the students are doing the work of problem solving, reviewing, discussing and creating. Initially, this may feel like the teacher's job has been replaced by her students." (as cited in Weimer, 2002). Likewise, according to Yusif (2022), the teacher plays the role of an organiser and facilitates learning process in learner-centered method. He provides students with the guidance and assistance, encourages them to develop their critical thinking as well as probelm solving skill. In addition, he motivates learners to involve in discussions and activities in the class. The teacher also gives students the access to materials that will help them. He gives feedback and shares the educational objectives as well.

2.4.2. Learner's Role

The learner's main role in learner-centered method is to discover his way of learning, his skills, interests and needs. He should ask/ answer questions, and give prior explanation to the topic. An active learner is the one who develops his own research, prepares presentations, and engages in discussion. Besides he can also assess his learning development and provide feedback to other learners (Smith et al, 2022; Varatta, 2017).

2.5.Strategies for a Student-Centered Classroom

Long indicated that the teacher shouldn't give students the answer or the explanation directly, in fact, he should let them doing research and discover it by themselves. gives the learners the chance to explore the lesson through activities and tesks and encourages them to collaborate with each other (2020). For instance, Cornell and Drew suggested the following practice to apply the learner-centered method : students come up with a list of subjects that they want to discuss during a class brainstorming session, after that they choose one topic and divide themselves into supporters and opponents, besides managing the whole process of this competition (2023). The teacher also should assist students in making the connections between the smaller ideas in the course and the main points (Long, 2020) ; in addition to create a comfortable setting to let students relaxed and confident to talk easily and giving them the chance to express their creativity (Llego,n.d). For example,integrating educational games would be beneficial to make the learning process enjoyable and personalised , also it enhances the critical thinking and problem-solving abilities. Playing games encourages students to be impulsive and confident enough to overcome the mistakes made (Villalba, 2023). Moreover, the teacher should provide all students the opportunity to express themselves , be part from the lesson and shares the learning objectives to offre a clear idea about what they will learn (Schinkel, 2022).

2.6.The Benefits of Learner-Centered Method

Vani claimed that learners can learn valuable knowledge and skills that will serve them through their career and enhance their abilities and confidence. Moreover, learner-centered method encourages students to be more active and focus on their learning rather than on injustice inside the classroom; in other words, they can realise their way of learning (2020).

Also All Saints'Episcopal Day School mentioned that learner-centred teaching supports individual differences and offers many different ideas about students'background and opinions (2022), hence, students learn how to work in groups for a better understanding, encourage each others to succeed and become more argumentative; for teachers, a less conventional work is required (Vani, 2020).

2.7.The 5Es Model

The 5 Es Model was created By Rodger w. Bybee and his group of colleagues Biological Sciences Curriculum Study team (BSCS) .During the period of 1980's they needed an educational model because they were creating a new curriculum for elementary science and health (Bybee, 2008). The phases of this model , which is also known as the BSCS 5Es, are engagement, exploration, explanation, elaboration, and evaluation. Each stage serves a particular purpose and helps both teachers and students to deliver an effective lesson plan, and help students to develop a deeper understanding of scientific and technological information, attitudes, and skills. Program, unit, and lesson sequencing and structure have been framed using the concept (Bybee & BSCS, 2009).

2.7.1.The Five Phases: Definitions

Engagement: in this phase, the teacher helps his learners to have an idea about the new lesson by activating their prior knowledge with the current concept through short activities and questions, which motivate them to be curious and interested to know more about the topic (Bybee & BSCS, 2009). Duran and Duran described this part as a motivational period in which students should ask themselves questions like: Is there anything I already know about this topic ? for the purpose of being encouraged to know more about the topic (2004).

Exploration: Bybee and BSCS stated that this stage assists learners to explore more the new lesson via questions, activities, and assumptions in order to correct the misconceptions and develop new ideas, questions and hypothesis (2009). As far as the role of the teacher is concerned, he acts as a facilitator in which he encourages students to work collaboratively and gives them guidance indirectly (Duran & Duran, 2004).

Explanation: the explanation part is the outgrowth of engagement and explanation phases. Students have the chance to think critically and give their own explanation of the concept, then the teacher provides his formal clarification (Bybee & BSCS, 2009). The teacher in this phase can use technological tools such as datashow to offer learners videos, diagrams, pictures…etc for a deeper understanding of the topic (Duran & Duran, 2004).

Elaboration: For a better understanding, student's learning progress has to be based on additional activities. In this phase the teacher provides learners with more tasks to apply what they have learned before and keep the information constant in their minds (Bybee & BSCS, 2009).

Evaluation: in this phase both formal and informal evaluations are included (Duran and Duran, 2004). For instance, the teacher evaluates learners' performance and gives them informal feedback about their previous explanation. While the formal evaluation such as quizzes and tests can deduce their level of comprehension of the whole concept (Bybee & BSCS, 2009). Additionally, students may get the chance to evaluate themselves or their peers (Duran & Duran, 2004).

Figure 2.1. The Five Phases of the 5Es Model by Northern (2019)

According to Northern (2019) the 5E Model can direct learners through five phases: engaging, exploring, explaining, elaborating, and evaluation. The 5Es Model connects the learning activities, gives consistency to various teaching methods, and assists teachers in deciding how to interact with students (as cited in BSCS, 2009). The 5E model has better advantages for students' capacity of the scientific field than the traditional teaching models (as cited in Bybee, 2009).

2.7.2.Teacher's and Student's Roles in the 5Es Model

In the 5Es model, the teacher and the students both have important roles to play in building successful learning environment. The students are motivated to take an active role in their learning by exploring and discovering new knowledge, while the teacher acts as an instructor,

and facilitator who guides students during the learning process.

A.Teacher's Role

Bybee et al. decribed the role of the teacher in each phase of this model. In the first phase the teacher needs to make learners curious and interested to activate the background knowledge of learners about the topic through questions and short activities. Next, in the explanation part the teacher encourages learners to collaborate with each others, pays attention to their interaction and provides them instructions (2006). Then, the teacher motivates learners to use their own words to justify, clarify and explain the lesson, he can also give formal explanation based on the prior experiences of learners. After that, he encourages learners to use what they have learned through more activities and teaches them other possibilities about the answers of activities. Finally, the role of the teacher in the evaluation phase is to analyse and examine students'level of comprehension via questions and tests to give them a formal feedback (Bybee et al.,2006).

B.Student's Role

Bybee et al. mentioned several roles of students during the use of The 5Es model, such as expressing curiosity in the subject by asking questions like: How can I learn more about this? what do i have as a background about this topic ?. Next, in the explanation phase learners should be open-minded, and bring new ideas related to the topic. Also, they have to take notes and ask questions as well. Then, they need to use their notes to give an explanation to their classmates. On the other hand, students should think critically and evaluate the answers of the others, ask questions, and pay attention to the formal explanation that the teacher has provided. At the end of this stage, students evaluate their comprehension (2006). After that, to elaborate the topic more, learners have to apply and utilise the new terminologies and explanations in the new

lesson. Furthermore, they form new hypothesis and questions ; based on evidence, they make logical conclusion. Then, they should write what they did understand and observe. Finally, learners have the chance to show that the lesson is understood and use what they have learned before to provide answers for the test. As a result, they can assess their own learning development (Bybee et al.,2006).

2.7.3.The Benefits of Using The 5Es Model

According to Duran and Duran, the most noticeable benefit that the 5Es model provides to teachers is a clear and organised lesson plan. The 5Es model is highly useful as it offers learners a clear understanding of their levels and needs. In addition, it provides students with a fun and comfortable learning environment, which motivates and makes them more curious about the topic (2004). Also, Fazelian et al. stated that the 5Es model links the students'prior knowledge with the new lesson, and keeps students attentive to their course of study (2010). Moreover, the 5Es model encourages student to be independent in learning therefore their critical thinking skills, self-confidence, and creativity will be increased. It offers the learner the ability to solve problems and evaluate himself; he can also express himself and engage in a discussion easily, which encourages peer collaboration. Additionally, it helps learners to remember what they have learned before (Duran & Duran, 2004).

2.7.4.The Application of The 5Es Model in EFL Teaching Classroom : Lesson Plan

The 5E instructional model is a widely used and effective teaching method that has been applied in various fields, including science and mathematics. However, in recent years, the application of The 5Es model attracts EFL teachers and researches. Alorabia (2018) conducted a research study, where she investigated the impact of the 5Es model in Saudi EFL female students' motivation. The research targeted the four language skills: speaking, listening, writing,

and reading. She divided the sessions into four parts; beginning with speaking skill, a topic was designed for undergraduate students under the name of "introducing yourself ". In order to have an idea about the lesson, the researcher posted "new vocabulary and key words on the board which are related to the lesson topic " , asked learners to use that terminologies to describe a famous person before using books , in the purpose of activating their prior knowledge with the current lesson. Then to explore more the lesson, the researcher displayed " a photo of unknown person, then the students […] form questions which will help them to know some information about that person (name, place of living, age, nationality, job ... etc.) ".

For the explanation phase, here students are ready to express themselves, therefore, they were asked to introduce themselves to other classmates in order to provide a complete explanation of the lesson. In the elaboration phase, the researcher played "a record from the book [related to the topic] and asked students to do the exercises "for a better understanding. Finally, to evaluate "students' level of language proficiency" a test has been provided. The two other topics are entitled "where do you live " and " where are you" , in which the 5Es model applied for writing, listening and reading skills; the design of topic one was summarised as follows: students were asked to provide one word to describe five pictures to engage them in the lesson. Then, "in groups, asking students to draw a picture of a house or a flat on a poster" and write notes to describe their drawings. After that, students described their houses and their classmates should take notes, and for a better understanding, students asked "to write a short paragraph about where their partners live ".

At the end, students evaluated the work of each other by using a checklist which consists the correct use of English language in writing a paragraph and ticked the mistakes that have been founded in their classmates' paragraphs, besides to the researcher's evaluation. For the lesson of

" where are you" , it was about using maps to describe their favourite places with applying the

5Es model during the whole session. Finally, the fourth part was a quiz sample. As a result, the

5Es model was very effective on enahancing student achievement.

Table 2.2 provides an example of a lesson plan that is based on the 5Es model.

Table.2.2

The Application of The 5Es Model in Teaching Grammar for EFL Learners

The topic of the lesson	The conditional type (1) , (2) .
The Duratiom	90 minutes
Level	First Year licence
Teaching objectives	Using the conditional type (1) , (2) correctly in written form .
Method of teaching	Using The 5 Es Model
Phases	Engaging, Exploring, Explaining, Elaborating, and Evaluating .
Engaging	-The teacher asks student to read the following sentences : " If you spend a lot of time with your family, you will be happy. " " If i were here , i would help you . " -The teacher asks student the following question : " which action is possible to happen in the future and which one is a totally different imaginary situation of the present ? " -The teacher gives students 3 minutes to provide the right answer.
Exploring	-The teacher asks each student about his answer . -The teacher provides them with the right answer which is : The first sentence is about an action that is possible to happen in the future while the second one is about a different imagination of the present . -The teacher asks student to write two sentences about the two different situations . - The students discuss their information with each other and answer the question . -The teacher observes their discussion .
Explaining	-The teacher asks students about the form of the two sentences - After the students think about the answer, the teacher explain the the form and the usage The conditional type (1) and (2).

Elaborating	-The teacher writes the following sentences on the board and asks students to apply what they have learn about the conditional type one and two : ▪ If you (clean)…… the dishes, I (give)…… you a gift . ▪ If my sister (have)……. time tomorrow , we (visit) …. my grandmother . ▪ You (learn) ……… a lot about Algerian culture if you (visit) …….. it . ▪ If I (have)…… an extra chance, I (change)…… my decision . ▪ If he (work)……. harder, she (lose/not) …… his job . ▪ If we (know)……. more about grammar , we (be/ not)……. afraid of the exam . -The teacher reviews the students' responses and provides additional elaborations .
Evaluating	-Teacher assesses students' comprehension and their ability for using the conditional type one and two accurately. -The teacher evaluates the discussion by making final remarks.

(Continued) Adapted from (Naguib, 2019)

2.7.5.Exceptions for the Use of the 5Es Model

It is clear that hard teaching situations require teachers to think outside the box, especially when the teacher faces some difficulties, such as thinking about repeating or adding a certain phase of the 5Es model to develop and solve the problems that students still suffer from. Thus, the teacher attempts to develop his teaching method.

Bybee has recommended not to omit or shift the phases' order because it reduces the effectiveness of this method and leads to ambiguity (2018). For instance, if the teacher deletes the engagement phase, students will be less interested and curious about the lesson, and this example can be taken for the other stages as well. Furthermore, if the order of the phases changed , this will be a kind of confusion for students in terms of understanding the lesson in an organised way. Otherwise, Bybee argued that he" do not have a problem with adding

a phase (or two) if the justification is grounded in research on learning"(2018, p. 17). In addition to the repetition of a phase he advised to repeat a phase whenever is needed, as revealed when the teacher views that the learners still need more time and activities to achieve the learning goals. Also his suggestions for repeating a phase is: the engagement and exploration phase (Bybee, 2018).

Conclusion

The 5Es model is one of the best known strategies of learner-centred method. A significant enhancement in the field of scientific classrooms was observed after the emergence of this strategy compared to traditional ones.

This chapter provided a quick review of learner-centered method ; its principles, characteristics, and its importance. Then, it dealt with the main focus of this study which is the 5Es model. An explanation of the concept and its phases, teachers' and students' roles , its benefits, an example about the application of this method in EFL teaching classrooms, and exceptions for the use of the 5Es model have been provided.

Chapter Three

Field Investigation

Introduction

This chapter deals with the practical part of the research. It aims to report and analyse data gathered from the chosen tool. This letter's particular goal is to determine teachers'attitude towards the use of the 5Es model. The responses collected from teachers' questionnaire will help answer the research questions, and confirm or reject its hypothesis. This section of the study tackles the research method and tool, the sample of the chosen population, the administration end description of the questionnaire, as well as the analysis of results and findings.

3.1.Research Method and Design

The examination of the teachers'attitude towards the use of the 5Es model requires adopting a descriptive quantitative qualitative method, which includes a teachers'questionnaire as a data gathering tool. It involves investigating the teachers' awareness of the stated topic, their prespectives towards it, and whether they incorporate it in the teaching practices.

3.2.Population and Sample of the Study

The population of the current research includes teachers of the department of Letters and English Language at 8 Mai 1945 Guelma University. The sample consists of 20 teachers who teach different modules and levels , distributed in 2022/2023. The aim for selecting university teachers as a case study is to see if this method can be applied in advanced university level and in different modules.

3.3.Description of Teachers' Questionnaire

The questionnaire consists 23 questions of different types : close-ended like Yes / No questions and open-ended, where teachers are required to provide their justifications and voice where opinions.

The questionnaire is divided into three sections. The first section is about general information

which involves four questions of teachers' gender, how long they have been teaching English, their teaching level preferences, and teachers'area of specialisation. The second section is entitled " Teaching Methods", it includes 10 questions and the main ones targets the teachers' teaching methods preferences, whether they follow certain methods in teaching or not, how they describe students' performance while using their teaching method, and if choosing the appropriate method facilitates the teaching process. The last section from 15 to 23, discovers EFL teachers' attitudes towards the use of the 5Es model, the important questions addressed to know the teachers' level of awareness about the 5Es model, if they incorporate it into their classes, how does this model affect students achievement, and the modules that the 5Es model fits best. Finally, the last question was an open-ended question for teachers to provide further comments or suggestions.

3.4.Administration of Teachers' Questionnaire

The type of The questionnaire used in the current study is a paper questionnaire that was handed to 30 teachers, however, only 20 teachers answered the questions. The distribution and the collection of the questionnaire lasted from april 17th to 9th of may (the period of 22 days).

3.5. Data Analysis and Interpretation

Section One : General Information

Q1 : -What is your gender?

    a-Male

    b-Female

Table 3.3

Teachers'Gender

Option	Number	Percentage
Male	1	5%
Female	19	95%
Total	20	100%

According to the results introduced in the table 3.3, the majority of the sample are females, (95%), while males represents 5% only. This means that the majority of the collected answers are from a female point of view, moreover, it seems that females have a tendancy to learn and teach languages more than males.

Q2-How long have you been teaching English ?…….years (including this year)

Table 3.4

Teachers' Experience in Teaching English

Option	Number	Percentage
1 to 5 years	7	35%
6 to 10 years	1	5%
11 to 22 years	12	60%
Total	20	100%

Table 3.4 shows that 35% of the teachers have an experience from one to five years in teaching English . 5% declared they have more than five years of experience, while the category

of teachers who taught from 11 to 22 years, represents 60%. This results indicate that there is a good number of teachers who have a long experience in teaching. Hence, this can provide us with diffrent views about their experience in using variant methods of instruction. However, even teachers who have been teaching English for few years, they may be eager to test current trends in teaching, as a result they can provide good data.

Q3-Which level do you generally prefer to teach?

a-First year licence

b-Second year licence

c-Third year licence

d-Master One

e-Master Two

Table 3.5

The Level that Teachers Prefer to Teach

Option	Number	Percentage
a-First year licence	1	5%
b-Second year licence	0	0%
c-Third year licence	3	15%
d-Master One	2	10%
e-Master Two	2	10%
F-All of the above	1	5%
a-e	2	10%
a-b	2	10%
a-d	1	5%
c-e	2	10%
d-e	1	5%
c-d-e	2	10%
a-b-d	1	5%
Total	20	100%

According to table 3.5 the highest percentage (15%) represents teachers who prefer to teach third year license. Wheras, no one prefer to teach second year license. Other percentages (5%), (10%) vary between those who like to teach, first year, master one and master two. However, they are other respondents who prefer to teach two and three levels. As a result the majority of teachers prefer to teach third year license and both master one and two because they may view that these three levels are easy to teach and the majority of them may have a great experience in learning compared to first and second year license.

Q4-What is your area of specialisation?

a-Civilisation   b-Literature   c-Linguistics   d-Translation

Table 3.6

Teachers' Area of Specialisation

Option	Number	Percentage
a-Civilisation	5	25%
b-Literature	6	30%
c-linguistics	7	35%
d-Translation	2	10%
Total	20	100%

As it is shown in table 3.6, the percentages (35%), (30%) and (25%)go for teachers who are specialised in Linguistics, Literature, and Civilisation respectively. Only (10%) of the informants are specialized in translation. This means that this research gathers views about the topic under study from different angles. In other words, those teachers of different specialities may give their own perspectives towards the 5Es model and its use based on their experience in teaching modules of their field of study.

Section Two : Teaching Methods

Q5-Do you prefer :

a-Learner centered methods

b-Teacher centered methods

c-Both

Table 3.7

Teachers'Teaching Method Preferences

Option	Number	Percentage
a-Learner -centered methods	15	75%
b-Teacher -centered methods	2	10%
c-Both	3	15%
Total	20	100%

The majority of teachers (75%) prefer to use learner-centered methods, while just 10% chose teacher-centered methods, 15% of the participants prefer both of them.

-Could you please say why ?

Teachers who prefer to use learner-centered methods provided their justifications. They are quoted as follows :

- "The learner needs to be involved in the learning process,this enables him to interact with the content, and it will be much more esier for him to grasp content and develop his skills."

- "Because it focuses on the learners needs,and it helps me more to reach the results I want. "

- "This to allow them to aquire collaborative skills and communicative skills mainly through group work. It gives learners the freedom to aquire knowledge independently and logically by asking questions."

- "It is a shift of the focus from the teacher to the learner : active learning, discuss and explain, translat from source language to target language. "

- "Learners are so passive and they need learner centered method to participate in the classroom process ."

- "Since they are master one students and to be autonomous learners making presentations and knowing how to interact with their classmates to be good future teachers. "

- "Because learner centered methods engage learners better with the teacher and the content of study ."

While teachers (10%) who claimed that they prefer to use teacher-centered methods justified their choice as follows :

- "I teach first year students, so they still lack the necessary skills to lead the learning process.Also,it's the best way to control such classroom and aviod a noisy atmosphere."

- "Students are not independent"

The 15% of participants who prefer both learner-centered and teacher-centered methods provided the following illustrations :

- "I prefer both.students require to have a background knowledge instructed by the teacher as an expent , then, and based on this solid background knowledge, students will be able to apply, discuss, formulate, debate and brainstorm in classroom."

- "It depends on the tasks or the lecture, sometimes the teacher should introduce and instruct, other times learners' better."

- "with first year, I prefer teacher-centered method, because students are passive, with master two i prefer the student centered method, because they are more experienced "

    Therefore, we can assume that the majority of teachers view that learner-centered methods are very effective and useful in teaching foreign languages, beceause these methods may enhance learners' participation, motivation, and facilitate both the learning and teaching processes. Other teachers prefer to use both methods because they have realised that choosing the appropriate method depends on the lesson content, students 'needs and many other factors. While the rest of teachers prefer teacher-centered methods because they may teach license students and face difficulties concerning students'background knowledge and classroom management.

Q6-Do you follow a certain method in teaching ?

   a-Yes

   b-No

Table 3.8

Teachers' Specific Teaching Methods

Option	Number	Percentage
Yes	15	75%
No	5	25%
Total	20	100%

    As indicated in table 3.8, 75% of teachers follow a specific method in teaching, while 25% of the participants do not. As a result, logically, teachers who adopt a certain method in

teaching are aware of their teaching methods' type ; they prefer either the learner-centered method or teacher-centered and use them consciously. Whereas 25% of the participants may use some teaching methods without being conscious of their names.

Q7-If yes, what is the method that you generally depend on ?

The majority of teachers stated that they depend on learner-centered methods such as communicative-based method and competency-based method. The provided justifications are : "this method involves and engages learners in the teaching and learning process , places more responsibility, ownership on students. in addition, they will understand and participate better during the session. In the other hand, university students are future researchers for this, including them in the teaching and learning process and develop their skills.". Furthermore ,other teachers prefer to use both learner- centered and teacher-centered methods, based on students' needs, lesson content and let students acquiring collaborative and communicative skills. Which means that the majority of the teachers integrate the learner-centered methods in their teaching beceause they may see it helpful and useful for developing both learning and teaching process.

Q8-On what basis do you choose your teaching method ?

This open question seeks to know on what basis the teachers choose their teaching Methods. The respondents provided different answers; some of them are quoted as follows:

- " on the students' level and the module to be tought "

- "Based on the information I am trying to deliver"

- "On students'level of interaction and motivation "

- "On the daily development on learning and trying to keep up with the modern world /new things every day"

- "Depending on students'needs and circumstances also depending on the objectives of

the lesson"

- "I rely on the course materials I have.In written expression, I give the students more chances to brainstorm ideas to think before they write. This can be done through activities available in the handouts/references"

- "Learners'needs, individual differences , and styles,syllabus content, students readiness and aptitude "

- "Students level,syllabus type, course content, students'results "

- "I follow any method that would suit my students and their level,as well as the module thought"

- "On students' differences , and on course objectives"

- "Based on past experience , other methods do not involve students in the learning process, thus they feel less interested in learning "

- "The primary is the learners ,instead of being passive, learners are actively involved in the learning process "

   Therefore, choosing the appropriate method, generally depends on the learning objectives, students' performance, and motivation; besides whether the course content requires specific methods, and if the learners still not confident enough and need a different method to comprehend better.

Q9-How do you describe the students' performance while using your teaching methods?

   a-Very good

   b-Good

   c-Average

   d-bad

e-very bad

Table 3.9

Students' Level in English

Options	Number	Percentage
a-Very good	1	5%
b-Good	10	50%
c-Average	9	45%
d-bad	0	0%
e-very bad	0	0%
Total	20	100%

The obtained results reveal that half of the sample (50%) stated that students' performance is good. While, less than half of the participant (45%) declared that it is average, and (5%) are very good. Therefore, refering back to the question number six, the majority of teachers are using different kinds of learner-centred methods, and since their students'level is good, it means that adopting learner-centred method is fruitful to improve students' level.

Q10-Do you face any difficulties while using your teaching method?

a-Yes

b-No

Table 3.10

The Difficulties that Face Teachers while Using their Teaching Method

Options	Number	Percentage
Yes	10	50%
No	10	50%
Total	20	100%

According to table 3.10, half of the sample (50%) do not face any difficulties while using their teaching method, while the other half (50%) stated that they find difficulties Which means, for teachers who don't face ani difficulties, they may use effective methods that facilitate the teaching process. While the other half of the sample may see that even it they use an effective method they still find some gaps and face some issues that should be fixed.

Q11-If yes, could you please mention some?

Some teacher's difficulties are quoted as follow:

- " lack of materials and students' laziness"

- " time, management difficulties and discipline problems."

- "Difficulties related to students' undergradual differences and lack of motivation and interest."

- " it is not an achievable goal to involve all students."

- " Sometimes students take a passive role, as a result, communication fails."

- " Learners are not skilled enough in communicating / lack of background vocabulary."

- " unwillingness of some students to stay quiet as I explained the lesson. The size of the class can present numerous difficulties in terms of classroom management."

As a result, generally, teachers face many difficulties concerning time management for instance, sometimes the delivery of the lesson requires more than one session, besides, classroom management, students' level diffrences, and lack of motivation.

Q12-Do you think that choosing the appropriate method facilitate the teaching process?

   a-Yes

   b-No

Table 3.11

The Importance of Choosing the Appropriate Method in the Teaching Process

Options	Number	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

   All the participants (100%) think that choosing the appropriate method facilitates the teaching process, this indicates that each module requires a diffrent method of teaching, besides the lesson content, student's level, needs, and lacks. As a result, the teacher should be aware of diffrent kind of methods to know how to choose the appropriate one. He also should be eclictic and choose what fits his students'needs.

Q13-If yes, to what extent?

  a-To a very high extent

  b-To a high extent

  c-To a limited extent

  e-To a very limited extent

Table 3.12

The Appropriate Method Facilitates the Teaching Process

Options	Number	Percentage
a-To a very high extent	9	45%
b-To a high extent	9	45%
c-To a limited extent	2	10%
e-To a very limited extent	0	0%
Total	20	100%

Concerning to which extent using the appropriate method facilitates the teaching process, the majority of the teachers (45%) opted for a very high extent similar to the high extent one (45%). This implies that choosing the appropriate teaching method collaborates in the effective teaching.. However, 10% of the sample chose to a limited extent. As a result, the majority of teachers' opinions varied between very high extent and high extent, it means that they are selective and highly concentrated concerning choosing the appropriate method for their teaching and are aware of its importance.

Q14- To what extent do you agree that each module needs a different method of teaching ?

a-Strongly agree

b-Agree

c-Neither agree or disagree

d-Disagree

e-Strongly disagree

Table 3.13

Each Module Needs an Appropriate Method of Teaching

Options	Number	Percentage
a-Strongly agree	14	70%
b-Agree	6	30%
c-Neither agree or disagree	0	0%
d-Disagree	0	0%
e-Strongly disagree	0	0%
Total	20	100%

The majority of the participants (70%) strongly agree that each module needs a different teaching method, the remaining 30% agree as well. As a result ,it is important to know how and when to use each method in the teaching process. As a result, each module needs a diffrent method of teaching because it requires to be taught diffrently and there are some teaching methods that can not be applied in all the modules.

Section Three: EFL Teachers' Attitude Towards the Use of The 5 Es Model

Q 15-How could you describe your interaction with your students ?

a-Positive

B-Neutral

c-Negative

Table 3.14

Students /Teachers Interaction

Options	Number	Percentage
a-Positive	20	100%
b-Neutral	0	0%
c-Negative	0	0%
Total	20	100

The whole sample (100%) described the interaction with their student as positive.This shows that the choice of the teaching method highly affect students-teachers interaction. As a result, students are interested about the curriculum, and have a good relationship with the teacher which leads to good outcomes.

Q16-Are you familiar with the 5Es model ?

a-yes

b-No

Table 3.15

Teacher's Awarness About The 5Es Model

Options	Number	Percentage
Yes	11	55%
No	9	45%
Total	20	100%

Results demonstrated in table 3.15 indicates that more than half of the sample (55%) are familiar with the 5Es model, while less than half of the participants (45%) are not. This means that there is

a good number of teachers who are aware of the 5Es model. Therefore, the 5Es model is known

and teachers have a backgroud kwowledge about its benefits, they may integrate it in their teaching

practices and provide good answers, while the other teachers who are not familiar with it can

deduce responses based on the provided explanation of the 5Es model in the questionnare.

Q17-Have you ever incorporated this instructional model (the 5Es model) into your

classrooms?

    a-Yes

    b-No

    c-Not sure

Table 3.16

The Adoption of The 5Es Model in EFL Classes

Options	Number	Percentage
Yes	14	70%
No	1	5%
Not sure	5	25%
Total	20	100%

    According to the results that are show in table 3.16 , most of the teachers (70%) declared that

they have applied the 5Es model in their classrooms. This may explain that those instructors found

this method effective, useful, and helpful in the teaching process. While 25% of the sample are not

sure if they incorporate this instructional model in their teaching practices before. It can be said

that those teachers may use it without knowing its name because some of them claimed that

they are not familiar with this method. However, only 5% of the participants have not applied the

5Es model, this maybe because they are not familiar with this instructional model or they use other teaching methods.

Q18-If yes, to what extent can the 5Es model affect students' achievement?

  a-To a very high extent

  b-To a high extent

  c-To a limited extent

  e-To a very limited extent

Table 3.17

The Effectiveness of The 5Es Model on Student's Achievement

Option	Number	Percentage
a-To a very high extent	6	40%
b-To a high extent	9	60%
c-To a limited extent	0	0%
d- To a very limited extent	0	0%
Total	15	100%

    The obtained results shows that teachers who are familiar with the 5Es model argued that this instructional model has a very high extent in effecting students' achievement (40%), and (60%) claiming that it has a high extent. As a result, the 5Es model is integrated in their teaching. In addition, they see that the 5Es model has a good impact on students' achievement. While five teachers did not answer this question because they may use this method unconsciously or they are not aware about it.

Q19-How does this model affect students?

  a-By increasing their self confidence

b-By enhancing their participation

c-By encouraging them to work collaboratively

d-By increasing their critical thinking skill

e-All of the above

f-Others, please specify

Table 3.18

The Impact of The 5Es Model on Student's Achievement

Option	Number	percentage
a-By increasing their self confidence	1	5%
b-By enhancing their participation	1	5%
c-By encouraging them to work collaboratively	1	5%
d-By increasing their critical thinking skill	2	10%
e-All of the above	10	50%
f-Others, please specify	1	5%
b-d	3	15%
b-c	1	5%
Total	20	100%

The data gathered from table 3.18, shows that half of the sample (50%) believe that the 5Es model increases student's self-confidence, enhances their participation, encourages them to work

collaboratively and increases their critical thinking skill. Whereas, 15% of the participants claimed that the 5Es model affects student's participation and critical thinking skill. two teachers (10%) argued that the 5Es model helps more in enhancing students' critical thinking skill. Increasing their self confidence represents (5%), enhancing their participation (5%), encouraging them to work collaboratively (5%), and one teacher (5%) claimed that the 5Es model also improves their skills and talents (5%). Half of the sample agreed that the 5Es model has a good effect on all of the mentioned choices, and the main common point between 12 teachers is that this instructional model encreases student's critical thinking skills. In addition, teachers who are familiar with the 5Es model provide answers based on what we have giving them as an explanation.

Q20-Do you think that the 5Es model can improve collaboration between the teacher and learners ?

a-Yes

b-No

c-Not sure

Table 3.19

The Impact of The 5Es Model in Improving the Collaboration Between Teachers and Learners

Option	Number	percentage
Yes	17	85%
No	0	0%
Not sure	3	15%
Total	20	100%

The majority of the participants (85%) are sure that the application of the 5Es model improve collaboration between the teacher and his learners. This means that most teachers are

aware that applying this method can facilitate both teaching and learning process, help both teachers and learners to achieve the learning objectives, and enhance learners' level.

Q21-According to you, which are the modules where the use of The 5Es Model fits best ?

In this question, participants are required to provide the possible modules that can be tought with the 5Es model.Hence, there are six teachers who declared that the 5Es mdoel fits all modules and provided the following justifications :

- "The students need to be included in the learning process because the teaching process is about enhancing the students'learning experience."

- "Because it helps you engage the learners and students in the lessson."

- "In every module, you can use the 5Es methods for better results.."

- "Engagment and explanation are needed in all the modules."

- "This model connects knowledge with students' experience,culture , skills and be able to apply this knowledge in real word or career -besed opportunities."

The participant number six did not provide justification.While the other teachers were specific and provided more than one module and the majority of them chose written expression, literature, and linguistics. The remaining modules : reading skills, grammar, methodology, oral expression , civilisation, study skills , psychopedagogy, discourse analysis, and communication the number of teachers vary between three two one .

For the teacher who selected : grammar, written expression he justified his answer as the following : "in these modules students can practice more and can even work in teams."

For the teacher who chose : Reading skills and literature he said that : " Because both modules require from students to build their own understanding from experiences and new ideas."

Another answer stated as the following : "Practical modules i.e those which contain practice such as grammar,written expression…etc because because within them the teacher can apply all steps of this model mainly elaboration and evaluation ."

For the one who have chosen this modules : literature, oral expression, reading skills, study skills he stated that " literature, it increases their motivation, interaction, and understanding. In oral expression, it encourages them to use their talents. "

For the teacher who selected : written expression and methodology, he justified that :"students'needs to be engaged in the process of learning than be evaluated after exploring their prior knowledge ."

The teacher who selected : linguistics, psychopedagogy, discourse analysis , he provided the following justification : " this modules introduce learners to many concepts that require the use of this model."

The teacher who selected :literature and written expression provided this following justification :" in some modules we don't apply all the phases. "

The teacher who selected :linguistics, literature, discourse,communication , he provided this following justification :" in any course/ module where students are / can be exposed to new concepts , notions or new vocabulary, ideas where they go through this 5Es. "

For the teacher who chose :linguistics, discourse analysis , he provided this following justification :" most linguistics modules need critical thinking and strong involvement from the students. "

For the teacher who chose :written expression , oral expression, linguistics, civilisation (culture), he provided this following justification :" In many modules students need to use their background knowledge, new one and critical thinking in order to understand and evaluate. "

While other teachers provided general ideas such as : " the modules where courses are related to each other are more suitable than others becuase it is possible to start from the acquired knowledge and build upon it"

" it depends on the content not module's nature .in my opinion, the time of skill / information determine the need fro the 5Es model."

Q22-From a scale of 1 to 5 to what extent do you think the use of the 5Es model is useful for enhancing the teaching process ?

Table 3.20

The Usefulness of The 5Es Model in Enhancing the Teaching Process

Option	Number	percentage
Not useful at all (1)	0	0%
A little (2)	0	0%
An average amount (3).	2	10%
A decent amount (4)	5	25%
A great deal (5)	13	65%
Total	20	100%

According to table 3.20, 65% of the sample consider the 5Es model very useful in the teaching process and 25% chose a decent amount about the usefulness of using this instructional model. Whereas, the rest of the sample (10%) stated that it has an average amount. Therefore, results revealed that the whole sample agreed that the application of the

5Es model is useful to improve the teaching and learning process ; which proves that this method is very beneficial, useful, and important to adopt. Moreover, this method can reduce some difficulties that face teachers, especially passive classrooms, refer to question 11.

Q23-Any further comments or suggestions are welcome !

The last question is for the purpose of gathering additional comments or suggestions about the study. Five teachers (25%) added comments , two of them wished us good luck, and the others gave the following notes :

- " a very interesting topic, thank you for sharing it with teachers. I really enjoyed answering the questions. "

- " I think this model is more useful for/in enhancing students' learning motivation, critical thinking and learning outcomes more than for teachers. Good luck."

- " it is better to incorporate the 5Es in teaching a foreign language, because all learning experiences are related and important to each other, in addition, they create learner's motivation for learning, and this is the most important thing."

The common point in these three comments is that they expressed a positive attitude towards the use of the 5Es model in teaching foreign languages. However, the majority of teachers did not respond to this question because they may have noticed that the previous questions are enough to cover the important ideas of this research.

3.6.Summary of the Results and Findings from Tachers'Questionnaire

The finding results from teachers' questionnaire show that the majority of the participants of

the study are females with a good experience in teaching different levels and modules in English. Moreover, the majority of teachers prefer to use the learner-centred method such as communicative- based method and competency-based method beceause they consider them useful and effective for students who should be active and autonomous elements in the teaching / learning process. As far as the teaching method is concerned, the majority of the teachers chose it according to lesson content, students'level and motivation, in addition to the learning objectives. Besides, according to them it is important to choose an appropriate method for each module to facilitate the learning process, as well as each module has its specificities. Moreover, the majority of the teachers described their students'performance as good when they use their teaching methods. Additionally, there are a good number of teachers who are aware of the 5Es model and integrated it in their teaching process. Furthermore, they see that this instructional model has a good impact on students achievement, especially when it comes to increasing their self-confidence, participation, collaborative work, and critical thinking skills ; following that the 5Es model is applicable and useful for the majority of the modules. Finally, all teachers who apply the 5Es model share a positive attitude towards it.

Conclusion

According to the gathered results in the third chapter, we can say that teachers perceive the 5 Es model as an important method to be incorporated in EFL classrooms. Hence, they have a positive attitude towards it. To achieve this result, we chose the appropriate teaching method which is a descriptive quantitative qualitative method more specifically a questionnaire has been distributed to teachers, ; and to analyse and interpret the data gathered, a description has been provided

Concluding Remarks

The current study aimed to explore teachers' attitude towards the 5Es model. The theoretical part of the study is concerned with reviewing the literature. Chapter one concentrates on the history of teaching methods, it starts with a definition of teaching methods followed by The major 20ᵗʰ century methods and approaches, in addition to the current methods, furthermore, alternative 20ᵗʰ Methods are explored . It also spot the light on the important differences between teacher centred and learner-centered methods.Chapter two, however, is more specific. It is devoted to learner-centered methods, where the main focus is to explain the 5Es model. More precisely, An explanation of the concept and its phases, teachers' and students' roles , its benefits, an example about the application of this method in EFL teaching classrooms, and some exceptions concerning the use of the 5 Es model have been provided.

The third chapter which is the practical part, opted for teachers questionnaire which confirm that most teachers use learner-centered method and agree that choosing the appropriate teaching method is important and facilitates teaching/ learning process. Teachers who are familiar with the 5Es model showed a very positive attitude towards it and a good number incorporate it in their teaching practices because of the observed changes . To sum up , the research hypothesis which assume that teachers may be aware about the 5Es model as an instructional method and have a positive attitude towards it is confirmed.

Pedagogical Implications and Recommendations

According to research findings, it proved that teachers utilise the 5 Es model to solve problems and reduce the difficulties that they face during the teaching process, such difficulties include the students' misunderstanding of new concepts, and the issues that teachers

observe during the delivery of new lessons , like the passive classroom that can be due to the

lack ofmotivation and background information. For this reason, all teachers should be aware of

the importance of integrating the 5Es model in their teaching process to offer learners a well

organized delivery of information and deep understanding of the lesson content, besides

encouraging them to learn .

   The recommendations of this study can be summerized as follows :

- students should be more active in the classroom because learning is about students not

   the teachers .

- Teachers should give the opportunity to students to be more engaged in the learning

   process .

- Teachers should choose the appropriate method to facilitate the learning process .

- Students and teachers should collaborate together to achieve the learning objectives .

- Teachers should link the students' previous knowledge to new lessons.

- Technology should be a part of teachers and student's teaching and learning practices.

- Applying the learner-centred methods would be beneficial for the learning progress.

- Bybee (2018) has recommended for not omitting or shifting the phases' order because

- it reduces the effectiveness of this method and leads to ambiguity. Otherwise, Bybee

   argued that he" do not have a problem with adding [or repeating] a phase (or two) if

   the justification is grounded in research on learning"(2018, p. 17)

Research Limitations

   To achieve any goal you need to overcome many obstacles, the current research has some

different difficulties, the main ones are as follows :

- Some teachers did not answer the questionnaire and for few others they took a long

time and also gave incomplete answers

- There are some teachers who are not familiar with the 5 Es model which led to the lack of answers .

- Time constraints were a barrier to do some adjustments.

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Appendix One

Teachers' Questionnaire

Dear Teachers,

   You are kindly invited to answer this questionnaire, which is part of a research work carried out at the Department of English, University of 08 Mai 1945 Guelma. The purpose of the present study is to explore EFL teachers' attitudes towards the use of the 5Es Model. Your answers will be treated with care so as to be a reliable source for the current research. Hence, we will be grateful if you could tick your choice in the corresponding boxes or elaborate with full statements whenever necessary .

Thank you in advance for your collaboration.

Ms.Ikram GRINI

Ms.Amira AZZOUZ

Master II students,

Department of English

University of 8 May 1945 .

2022/2023

NB : The 5Es Model is an instructional method composed of five elements : engagement, exploration, explanation, elaboration, and evaluation .

Engagement : the teacher helps learners to engage their previous knowledge with the new concept through activities .

Exploration : learners explore the new concept via questions, activities, assumptions .

Explanation : students have the chance to show that they comprehend the topic during this
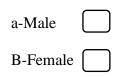
phase, then the teacher provides his explanation .

Elaboration : students apply what they have learned through more activities .

Evaluation : students evaluate their learning development and give the chance to the

teacher to assess their process of understanding (Bybee, 2009) .

Section One: General Information

1-what is your gender ?

a-Male ☐

B-Female ☐

2-How long have you been teaching English ? ……….years (including this year)

3-Which level do you generally prefer to teach ?

a-First year licence ☐

b-Second year licence ☐

c-Third year licence ☐

d-Master One ☐

e-Master Two ☐

4-What is your area of specialization?

Civilisation ☐   Literature ☐   Linguistics ☐   Translation ☐

Section Two : Teaching Methods

5-Do you prefer :

a-Learner -centered methods ☐

b-Teacher-centered methods ☐

-Could you please say why ?

……

……

6-Do you follow a certain method in teaching ?

   a-Yes ☐

   b-No ☐

7-If yes, what is the method that you generally depend on ?

…….

…….

- Could you please provide some justifications ?

…….

…….

8- On what basis do you choose your teaching method ?

…….

…….

…….

…….

9-How do you describe the students' performance while using your teaching method ?

Very good	
Good	
Average	
Bad	
Very bad	

10-Do you face any difficulties while using your teaching method ?

   a-Yes ☐

b-No ☐

11-If yes, could you mention some ?

……….

……….

……….

12-Do you think that choosing the appropriate method facilitates the teaching process ?

    a-Yes ☐

    b-No ☐

13-If yes, to what extent ?

To a very high extent	
To a high extent	
To a limited extent	
To a very limited extent	

14-To what extent do you agree that each module needs a different method of teaching?

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	
Strongly disagree	

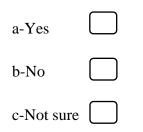**Section Three : EFL Teachers' Attitudes Towards the Use of The 5Es Model**

15-How could you describe your interaction with your students ?

Positive	
Neutral	
Negative	

16-Are you familiar with The 5Es Model ?

    a-Yes ☐

    b-No

    ☐

17-Have you ever incorporated this instructional model (5Es Model) into your classrooms ?

a-Yes ☐

b-No ☐

c-Not sure ☐

18-If yes, to what extent can The 5Es Model affect students' achievement ?

To a very high extent	
To a high extent	
To a limited extent	
To a very limited extent	

19-How does this model affect students ? (One option)

a-By increasing their self confidence ☐

b-By enhancing their participation ☐

c-By encouraging them to work collaboratively ☐

d-By increasing their critical thinking skill ☐

e-All of the above ☐

f-Others, please specify ☐

……………………………………………………………………………………………….

……………………………………………………………………………………………….

20-Do you think that the 5Es Model can improve collaboration between the teacher and

learners ?

a-yes ☐

b-No ☐

c-Not sure ☐

21-According to you, which are the modules where the use of The 5Es Model fits best ?

……………………………………………………………………………………………………….

-Could you please provide some justifications .

……………………………………………………………………………………………………….

……………………………………………………………………………………………………….

22-To what extent do you think the use of The 5Es Model is useful for enhancing the

 teaching process ?

             1   2   3   4   5

useless ____   ____   ____   ____   ____ **useful**

23-Any further comments or suggestions are welcome !

……………………………………………………………………………………………………….

……………………………………………………………………………………………………….

……………………………………………………………………………………………………….

……………………………………………………………………………………………………….

                                         Thank you for your time and cooperation.

Résumé

L'enseignement est l'art de transmettre des connaissances aux étudiants par l'utilisation de différentes stratégies et méthodes. La présente étude vise à explorer les attitudes des enseignants EFL envers l'utilisation du modèle au 5 étapes au département d'anglais de l'université de Guelma. Il émet l'hypothèse que les enseignants peuvent être conscients du modèle en tant que stratégie pédagogique et ont une attitude positive à son égard. En fait, bien que la réforme de l'éducation qui a eu lieu dans les universités algériennes il y a des années, l'enseignement centré sur l'enseignant existe toujours dans les cours d'EFL. Cette méthode conduit à la création d'étudiants passifs qui dépendent toujours des enseignants dans le traitement des connaissances et ceux qui adoptent les méthodes centrées sur l'étudiant ont encore du mal à impliquer leurs étudiants dans le processus de l'enseignement/l'apprentissage. En ce qui concerne la méthode de recherche, la recherche actuelle a opté pour une approche descriptive, Et une méthode qualitative quantitative. Plus précisément, un questionnaire a été distribué à 20 professeurs de différentes spécialités au département d'anglais de l'Université de Guelma. Les résultats montrent que la plupart des enseignants préfèrent les méthodes centrées sur l'étudiants , un bon nombre d'instructeurs sont conscients du concept du modèle des 5Etapes et ont une attitude positive envers son utilisation.

الملخص

التدريس هو فن إيصال المعلومة للمتعلمين من خلال استعمال استراتيجيات و طرق مختلفة. تهدف الدراسة الحالية إلى معرفة مواقف أساتذة اللغة الإنجليزية تجاه استخدام نموذج ال 5Es في قسم اللغة الإنجليزية بجامعة ڨالمة . يفترض ان الأساتذة قد يكونون على دراية بنموذج ال 5Es على أنه استراتيجية تعليمية ولديهم موقف إيجابي تجاهه . رغم الإصلاح التربوي الذي حدث في الجامعات الجزائرية منذ سنوات، لكن في الحقيقة لا يزال التدريس متمحور حول المتعلم موجود في فصول اللغة الإنجليزية، وبذلك فهذه الطريقة تؤدي إلى عدم تجاوب المتعلمين الذين يعتمدون دائما على المدرسين في معالجة المعرفة. لا يزال أولئك الذين يتبنون الطريقة التي تركز على المتعلم يواجهون مشاكل في محاولة إدماج الطالب في عملية التدريس والتعليم. بقدر ما يتعلق الأمر بأسلوب البحث، اختار البحث الحالي طريقة الوصف الكمي النوعي و بشكل أكثر تحديدا تم توزيع استبيان على ٢٠ مدرس من تخصصات مختلفة في قسم اللغة الإنجليزية بجامعة ڨالمة. تظهر النتائج ان معظم الأساتذة يفضلون الأساليب التي تركز على المتعلم ويدرك عدد معتبر من المدرسين مفهوم نموذج ال 5Es ولديهم موقف إيجابي تجاه استخدامه.