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OPTION: LINGUISTICS

**Exploring Teachers' Attitudes Toward the Implementation and Impact of Teaching methods on the Students' Language Proficiency in Algerian Middle Schools.**

**Case Study Guelma Middle Schools: Second and Fourth Year Students of Bediar Cheikh Hafnaoui Middle School, Boumahra Ahmed & Ajoul Salh Middle School, Ain Makhlouf**

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

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**DEDICATION I**

*Praise be to Allah who gave us the gift of knowledge and delivered us from  
the gloom of ignorance.*

*I dedicate this work*

*To the pure soul of my mother, **Dalila ATTOUT**, whose sacrifice, unconditional love,  
and unwavering support have brought me to where I stand today. It was her dream to  
see me donning the graduation gown, and I owe her my success.*

**Mr. Hani BOUCHAHED**

**DEDICATION II**

*I dedicate this work to*

*My dear mother, **ASMA Tolbi**, who always was there for me in my whole life, supporting, guiding, and loving.*

*My father, **Rachid Talhi**, who helped me the most in all my learning years, and supported me the most.*

*To my dear Best friends,  
**Nidhal Benaoune, Adlene Bouhelais, Taki Eddine Boukerzaza** Who were the light in the dark at most times, their love and support always pushed me forward no matter how hard life was.*

*To **all my teachers**, who have throughout my academic journey.*

*To **Myself**, for never giving up.*

*To you reading this work.*

*To all those who have supported and encouraged me on this journey, I express my deepest gratitude.*

**Ms. Zohra TALHI**

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### **Abstract**

English language learning (ELL) in Algerian middle schools is an area of increasing interest due to globalization and growing importance of English proficiency in the modern world. This study aims at exploring the teachers' attitudes towards the implemented teaching methods and their use to enhance students' language proficiency (LP). It is hypothesized that middle school teachers have a positive attitude toward the implemented ELL methods in enhancing students' LP in Algerian middle schools. The current research follows a qualitative-descriptive method through delivering a questionnaire to different English middle school teachers in order to achieve the aims and to confirm the aforementioned hypothesis. Additionally, an observation is conducted with 2nd and 4th year students of Ajoul Salh Middle School, Ain Makhlouf, Guelma, and Bediar Chikh Hafnaoui Middle School, Boumahra Ahmed, Guelma. The results of this study confirm the mentioned hypothesis that teachers have a positive attitude toward the implemented methods. However, there is a gap in their applications of these methods, since they fail in developing the most important aspect of LP, which is writing skills. Thus, it is recommended for teachers to be aware of the significant importance of choosing the suitable teaching methods and how to implement them in their classrooms.

#### **Keywords:**

English language as a Foreign Language (EFL), Language Proficiency (LP), Teaching methods , English language learning (ELL).

## List of Abbreviations

**ALM:** Audio-lingual Method

**ASTP:** Army Specialized Training Program

**BICS:** Basic Interpersonal Communicative Skills

**BL:** Blended learning

**CA:** Communicative Approach

**CALP:** Cognitive/Academic Language Proficiency

**CTL:** Communicative Language Teaching

**DM:** Direct Method

**EFL:** English as a Foreign Language

**EFL:** English as a Foreign Language

**ELL:** English Language Learning

**ELT:** English Language Teaching

**FL:** Foreign Language

**FLL:** Foreign Language Learning

**FLT:** Foreign Language Teaching

**GTM:** Grammar Translation Method

**LA:** Language Acquisition

**LL:** Language Learning

**LL:** Language Learning

**LLS:** Language Learning

**LP:** Language Proficiency

**LT:** Language Teaching

**SES:** Socio-Economic Status

**SL:** Second Language

**SLT:** Second Language Teaching

**TBL:** Task-Based Learning

**WWII:** World War II

**LBS:** Learners' Beliefs

**ESL:** English as a Second Language

**FL:** Foreign Language

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ملخص

RESUME



## **General Introduction**

Developing English Foreign Language (EFL) learners' LP has always been the main aim of educators in the field of FL teaching. Since they continuously seek effective methods to enhance students' LP

### **1. Statement of the Problem**

The effectiveness of ELL methods in Algerian middle schools is pivotal for enhancing students' LP. Despite the implementation of various teaching methods, there is a growing concern about the inappropriately application of these approaches by teachers, which may negatively affect the students' LP. There is a need to comprehensively explore teachers' implementation of teaching methods the way how those methods are actually used in EFL classroom environment. Addressing this gap is crucial for identifying effective approaches, improving teaching practices, and enhancing students' LP in Algerian middle schools.

### **2. Aims of the study**

This study aims to explore the effectiveness of various English language learning methods in Algerian middle schools and their impact on students' proficiency in learning EFL.

Through several objectives:

1. To explore the teachers' attitudes towards the implemented teaching methods in enhancing students' LP.
2. To explore the students' LP level in Algerian Middle Schools in EFL learning.
3. To identify the current practices of ELT in Algerian middle schools.

### **3. Research Questions**

The current research addresses the following questions:

1. What are the applied ELL methods in Algerian middle schools?

2. What are teachers' attitudes toward the implemented ELL methods in enhancing students' LP in Algerian middle schools in EFL learning?
3. How do teachers apply ELL methods to enhance the students' LP of Algerian middle school students in EFL learning?

#### **4. Research Hypotheses**

Depending on the aforementioned aims, which focus on exploring teachers' attitudes toward the efficacy of the implemented teaching methods in enhancing learners' ELP, we hypothesize that:

- H0: Middle School teachers have a positive attitude toward the implemented ELL methods in enhancing students' LP in Algerian middle schools.
- H1: Middle School teachers have a negative attitude toward the implemented ELL methods in enhancing students' LP in Algerian middle schools.

#### **5. Research Methodology and Design**

##### **5.1. Research Method**

This study adopts a qualitative-descriptive research design. It aims to describe and analyze the current state of English language learning methods/ in Algerian middle schools and their impact on students' proficiency levels.

##### **5.2. Population and Sampling**

The present study is conducted in different middle schools in Guelma, the sample of this study is divided into two categories:

##### **The Questionnaire sample:**

This sample represents 10 English teachers picked randomly from 5 middle schools; two teachers picked randomly from each school to achieve generalization.



The schools from which the sample was picked are: Amira Ammar, Rehabi 1- Guelma, Ben Cheikh Kabloti- Guelma, AL-Bechir Ibrahimy- Bouatti Mohamed, Guelma, Bodhan Abd EL Haq-Houari Boumediene, Guelma, 17 October- Hammam Debagh, Guelma

### **The Observation Sample:**

The sample is 2<sup>nd</sup> year and 4<sup>th</sup> year middle school Students from two middle schools in Guelma, schools were chosen by using the convenience sampling technique in order to get easy and quick access to the sample to save time, random classrooms among 2<sup>nd</sup> and 4<sup>th</sup> year were followed to achieve generalization.

The schools from which the sample was picked are: Ajoul Salh-Ain Makhoulf, Guelma, and Bediar Chikh Hafnaoui-Boumahra Ahmed, Guelma

### **5.3. Data Gathering Tools**

In order to realize the research aims as well as provide answers to the questions mentioned above, different research tools will be used. Firstly, questionnaires are distributed to English language teachers to gather information about the methods/ currently used in English language teaching and students' proficiency levels. Secondly, classroom observations are conducted to observe the implementation of different methods/ to assess their effectiveness in real-time and to explore the students' LP.

### **6. Structure of the Dissertation**

The dissertation consists of three chapters, accompanied by a general introduction and conclusion. The first two chapters establish the theoretical framework of the study, while the third chapter delves into the practical aspects of the research.

The first chapter, titled "English Language Learning Methods" explores both modern and traditional English language learning approaches and their application in ELT. The second

chapter, "Language Proficiency" explores ELP as a foreign language (FL). The third chapter is entitled "Field of Investigation" It reports, analyzes, and interprets the data gathered from teachers' questionnaires as well as the classroom observation and the documents analysis. Additionally, this chapter includes some pedagogical implications and recommendations, as well as research limitation.

## **CHAPTER ONE: ENGLISH LANGUAGE LEARNING METHODS**

### Introduction

#### 1.1. Overview of language learning theories

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## **Introduction**

Foreign Language (FL) teaching is a complicated process that requires effective approaches. This chapter delves into the dynamic landscape of both traditional and modern EFL learning methodologies. Aiming to provide insights into EFL learning methods implementation and their impact on student LP. The first section is an overview of language learning theories; behaviorist theories, cognitive theories, and constructivist theories. While the second section tackles the application of these theories in the field of FL teaching.

The next sections are about Traditional approaches, such as grammar-translation and audio-lingual methods, and direct methods. Contemporary approaches, like Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content and Language Integrated Learning.

### **1.1. Overview of Language Learning Theories**

The Behaviorist theory, Mentalist theory, and Cognitive theory represent the most fundamental approaches in the field of language acquisition and language learning (LL). In language acquisition, Behaviorism, and Mentalism are the main applied theories in native language acquisition studies, while in there are many methodologies and theories such as Cognitive Theory, Audio-lingual Method (ALM), Grammar-Translation Method (GTM), Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) which are implemented in second Language (SL) and FL Learning. (Demirezen, 1998)

#### **1.1.1. Behaviorist Theories**

Demirezen suggests that Behaviorist Theory, which was founded by J.B. Watson, is a psychological theory of native LL. Supported by (Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats). It appeared for the first time in America in the early 20<sup>th</sup> century as a

psychological approach. Through emphasizing the importance of verbal behavior, its major principle lies down in the analyses of human behavior in observable stimulus-response interactions (1988, p.135).

According to Skinner (1976), "Repetition and training are used so that the desired behavior can become a habit. The expected result of the application of the theory of behaviorism is the formation of a desired behavior. Desired behavior gets positive reinforcement and behavior that is less fit is awarded negative. Evaluation or assessment is based on observed behavior. In this theory, a lot of teachers do not lecture, but brief instructions are followed by example, either by themselves or through stimulation" (as cited in Budiman, 2017, p.103).

In other words, Behaviorism emphasizes the importance of measurable and observable outcomes. It employs repetition and training to turn desired behaviors into habits to promote desired behaviors through positive reinforcement and discourage undesired behaviors through negative reinforcement, which means evaluation is based on the observed behaviors. As a result, Behaviorist Theory emphasizes human behavior as a result of the interaction between stimulus and response.

Furthermore, according to Watson (1913) "The mental changes in a person throughout the learning process, and he considered such things as a factor that should not be taken into account. It is believed that by the process of conditioning we can build a set of stimulus response connections, and more complex behaviors are learned by building up a series of responses" (as cited in Budiman, 2017, p.105).

To conclude. According to Behaviorists, Behaviorism emphasizes observable behavior and the manipulation of learning conditions can change that behavior. Moreover, it could be controlled via rewards and reinforcement. Furthermore, the learned behavior is controlled by

behavioral reactions to stimuli. As a result, students' behavior is a reaction to the environment and the behavior is the result of learning.

### **1.1.2. Cognitive Theories**

Cognitive linguistics is a new approach to language learning, it appeared first in the 1970s as a reaction to the theories of Generative Grammar and Truth- Conditional Semantics. (Luo,2021)

According to Clark (2009), Cognitive theory is a learning theory that was developed by the psychologist Jean Piaget (1896-1980). It focuses on the mental processes in the brain and knowledge acquisition. Moreover, the relation between cognitive development and language acquisition. This relation appears from the earliest period of the LL process, in this process, children create a mental image of the world. In this period, children will start developing a sense of objects and they will start searching for hidden objects (as cited in Aljoundi,2014).

Moreover, Bruner states, "The activity of constructing formal models and theoretical constructs is a prototype of what we mean by the creation of generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions." (1957, p. 234).

This statement highlights how intelligence enables individuals to benefit from past experiences to make predictions about future ones, even in new and unfamiliar circumstances. In other words, Cognitive thinking is related to the mental changes in the mind, and these changes are contorted by the cognitive processes. Moreover, the cognitive capacity of individuals which represents their ability to learn, reason, and solve problems organizes information in the brain based on observed experiences and allows individuals to make predictions about new, similar situations.

In conclusion, cognitive theorists emphasize that learning is driven by the individual's mental processes, rather than observable behaviors. This perspective highlights the active role of learners in constructing and discovering knowledge. Additionally, students bring their knowledge and experiences to the learning process. Therefore, understanding how individuals perceive, interpret, and organize information within their minds is crucial for effective teaching and learning .

### **1.1.3. Constructivist Theories**

The concept of Constructivism is applied across various fields and disciplines. While interpretations may vary, they all share the central notion of learning as an active process of constructing meaning.

#### **1.1.3.1. Definition of Constructivist Theories**

Van Geert and Steenbeek (2005) declare that The roots of “construction” comes from the Latin word “com” which means (together), and “struere” which means (to pile up). The Latin word “construere” means piling up together, making, or building. This means constructivist theory presumes that development is a result of a building process. Furthermore, it believes that things do not assemble into meaningful units by themselves, as a result, the building processes should be a set of activities, and it requires an agent to perform those activities. Theories concerning agency indicate that agents are identified by their intentions or objectives, as well as the methods resources they employ to achieve these intentions or objectives, and the ability to assess the extent to which their current actions have advanced a specific intention or goal (as cited in Geert, n.d., p.2).

According to Hein constructivism suggests that learning is the process of constructing meaning, during the learning process students construct knowledge independently. He also



provides the implications of this perspective; “we have to focus on the learner in thinking about learning (not on the subject/lesson to be taught)”. Also “There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learner” (Hein, 1991, Constructivism).

The first statement emphasizes a learner-centered approach to education rather than a content-centered one. Instead of focusing only on the material to be taught, the emphasis is on understanding the learners’ needs, abilities, interests, and preferred learning styles.

The second point as Hein suggests knowledge cannot be independent of the knower or the learner. It is only constructed through learning. Learning is neither understanding the true nature of things, nor remembering perceived ideas, but a personal and social construction of meaning (1991, Constructivism).

In summary, the concept of constructivism presents the learner's active role in constructing knowledge and meaning. Instead of focusing only on delivering content, educators should prioritize understanding how learners make sense of information and tailor instruction to meet their needs. Learning is seen as a dynamic process of meaning-making, influenced by both individual reflection and social interaction. This learner-centered approach highlights the importance of providing rich and meaningful learning experiences that empower learners to actively engage with the material and construct their understanding.

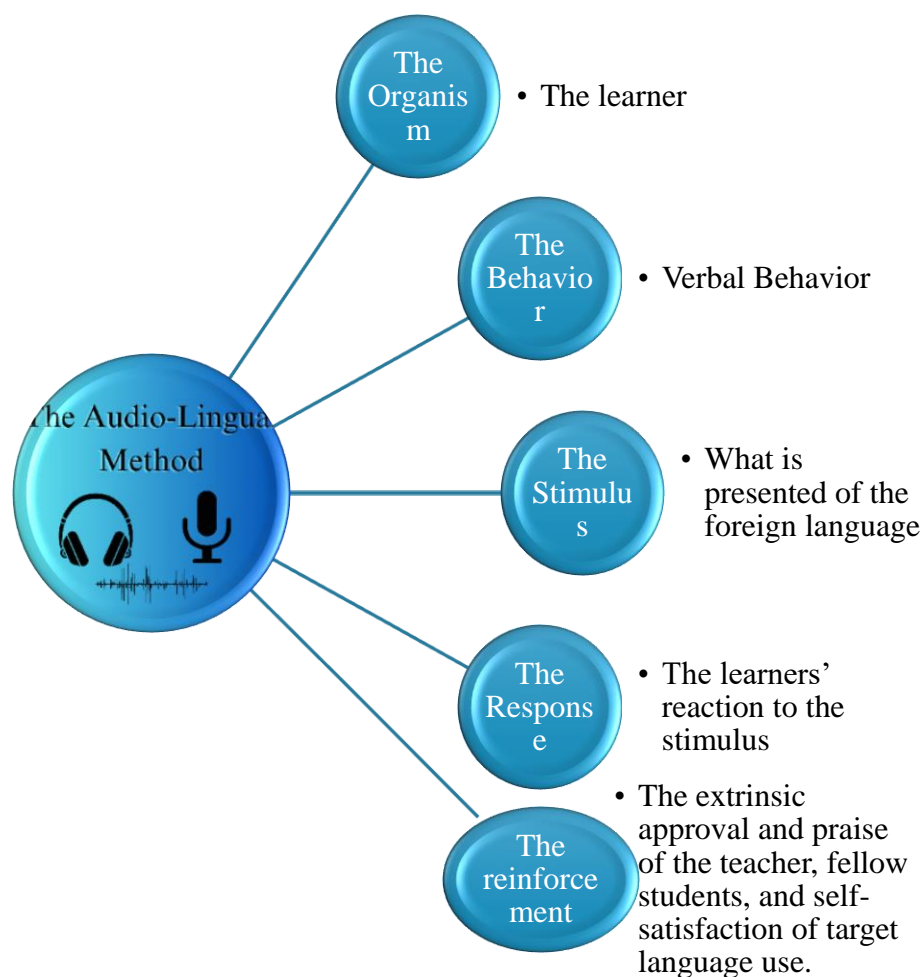
## **1.2. The Application of Language Learning Theories in Foreign Language Teaching**

### **1.2.1. Behaviorism in Foreign Language Teaching**

Budiman (2017) suggests that Behaviorism is essential in FL Learning. We can see the impact of Behaviorism in the application of methods like the Grammar Translation Method

(GTM), Direct Method (DM), Situational Language Teaching (SLT), and Audiolingual Method (ALM) in the language learning process.

According to Fauziati (2016), the application of the behaviorist theory in the Audiolingual method is represented in:



**Figure 1. 1:** The Application of the Behaviorist Theory in The Audiolingual Method (Fauziati, 2016 as cited in Budiman, 2017, p.108).

Moreover, Brooks (2014) mentioned various types of pattern drills:

Repetition	Repeating utterances aloud as soon as they were sounded.
Inflection	Replacing one word in an utterance.
Replacement	Replacing one word in an utterance.
Restatement	Delivering utterances to students, and asking students to address it to someone else.
Completion	Repeating utterances in complete form.
Transposition	Changing word order when a word is added.
Expansion	Adding a word in a certain place of the utterance.
Contraction	Changing the phrase or clause with a single Word.
Transformation	Transforming a sentence into negative or interrogative, or through changes in tense, mood, voice, or modality.
Integration	Integrating two utterances.
Rejoinder	Making an appropriate response to the given utterance.
Restoration	Asking students to restore a sequence of words taken from a sentence to its original form.

**Figure 1. 2:** pattern drills Types (Brooks, 2014 as cited in Budiman, 2017, p.108).

Budiman (2017) declared that Behaviorism has numerous implications in the process of acquiring language which are:

1. Shaping: According to Blankship (1981) in the teaching-learning process, educators teach only simple behavior, while complex behavior is taught through shaping. Shaping is to boost successive approximation to some behaviors.

(as cited in Budiman, 2017).

2. Modeling: A process of learning on behaviorism. This method is often used by educators in FLL in which, the students imitate the teacher's behavior.
3. Rewarding and punishing: This method is based on Skinner's reward and punishment, in which, in the learning process the teacher punishes the students for their mistakes, and rewards them for good achievements.
4. Programmed learning: Programmed learning is the implementation of the operant conditioning principles in the learning process, the teacher provides his students with assignments, and he asks them whether to read them, summarize them, or answer questions about them.
5. Assigning: we have several task components of learning in behaviorism, such as the purposes and behavioral study, the division of tasks, the relationship between sub-tasks, the material and procedures of the sub-task. and, providing feedback at the end.

He also suggests that the last implication of behaviorism in language learning is language acquisition theories. Moreover, "According to Thorndike there are two implications of behaviorism in language learning. Those are Theoretical and Practical. In theoretical implication, the implication of behaviorism is based on the theory of learning in behaviorism. Thorndike stated that the four laws of learning gives good contribution in language learning. In practical implication, Thorndike stressed the importance of habits and procedures in learning especially in language learning process" (Barash, 2005 as cited in Budiman, 2017, p.111).

### **1.2.2. Constructivism in Foreign Language Teaching**

Murphy (1997), suggests that teachers promote computer-based learning environments through the integration of technology in the learning process, and that is a strong support for

constructivism. The use of technology-based learning develops the learners' cognitive thinking (as cited in Nomnian, 2002).

According to Jonassen (1991), teachers and cognitivists apply constructivism in LL to enhance the learning process. Furthermore, he has mentioned several principles:

1. Promote realistic environments that use the context in which learning is applicable
2. Concentrate on practical approaches that addressing real-world issues.
3. The educator is also an analyzer of the used to solving problems techniques.
4. Emphasizing conceptual coherence by offering various representations or perspectives on the content.
5. Educational goals and objectives should be collaboratively agreed upon rather than mandated.
6. Evaluation must function as a self-assessment tool.
7. The collaboration of tools and environments which support learners to develop their perspectives about the world.
8. The Learning process should be learner-centered (as cited in Murphy,1997).

Moreover, Wilson and Cole (1991) describe cognitive teaching models:

1. The integration of learning in real and complex problem-solving settings.
2. Offering real-life situations rather than purely academic contexts for learning
3. Promote for learner-centered environment.
4. Utilize errors as a way to offer feedback on learners' comprehension (as cited in as cited in Murphy,1997).

### **1.2.3. Cognitivism in Foreign Language Teaching**

According to Leo (2021), applied Cognitivism in LL attempts to make language less arbitrary and easier to understand. Traditionally, language has been seen as having clear distinctions between form and meaning, and between grammar and vocabulary. This makes many parts of language seem random and hard to learn. But from the Cognitivism perspective, much of language is actually connected to how we think. This means that things like grammar rules and idioms, which are usually seen as random, are actually systematic and can be taught.

Moreover, Leo suggests five cognitive concepts; metaphor, metonymy, polysemy, construction grammar, and construal. To show how they explain the structure of language and help make it less random in teaching.

### Metaphor

•According to Lakoff (1987), Metaphors are a fundamental part of how people think and use language. They help us understand abstract ideas like time and emotions by relating them to concrete things we know.

### Metonymy

•According to Barcelona (2010) metonymy refers to a cognitive process in which we use a concept to bring out another concept that it is similar.

### Polysemy

•It's common for words to have multiple meanings, a phenomenon called polysemy, which is well-studied in linguistics. Traditionally, polysemy is seen as random and difficult for second language learners and teachers. However, from the Cognitive Linguistics (CL) perspective, the different meanings of a word are connected in a network, with the main meaning at the center and the more abstract meanings branching out from it.

### Construction Grammar

•The two most relevant features of Construction Grammar in LL are:

- Grammatical constructions have their own meanings, separate from the words they include.

These meanings are not random but come from how humans understand and experience the world.

- Like words, the meanings of grammatical constructions are organized in radial categories. This means there is a central, basic meaning, with other related meanings branching out from it.

### Construal

- Evans and Green (2006) define construal as the way a speaker chooses to "package" and "present" an idea, which affects how the listener understands and imagines that idea.

**Figure 1. 3:** Five Cognitive Concepts (as cited in Luo, 2021, p.561-564).

### **1.3. Traditional English Language Learning Methods**

#### **1.3.1. Grammar-Translation Method**

##### **1.3.1.1. Overview and Definition of Grammar-Translation Method**

According to Diane Larsen-Freeman (2000) GTM, known as the Classical Method, emerged as an approach to teach languages like Greek and Latin, aiming to facilitate the reading and comprehension of foreign literature. The founders of this method believed that by studying the grammar of the target language, students would be able to enhance their native language grammar in addition to their writing and speaking skills. Furthermore, it was believed that Foreign Language Learning (FLL) would foster intellectual development, regardless of whether students would actively use the language or not, their mental and cognitive processes would be improved. (as cited in Gamage,2020, Literature Review)

According to Richards et al (2002), teaching grammar is crucial in language learning because it forms the system of a language and its rules. Also, he stated that neglecting grammar instruction could hinder learners' LP, as it plays a vital role in language development. (p.145)

Furthermore, it is suggested that teachers should introduce specific grammar concepts before teaching activities, especially if students are expected to struggle with them. Following the activities, grammar errors are addressed by the teacher before the end of the classroom session. (Fachrurrazy, 2011, p. 95-97)

##### **1.3.1.2. Effectiveness and Weakness of the Grammar Translation Method**

According to Jin-fang and Qing-xue (2007) GTM, as its name indicates, focuses on SL grammar teaching, which is based on a translation from and into FL. Practicing writing and



reading is the main focus, while neglecting speaking and listening skills. The mother tongue language is the source of FL acquisition. The GTM is a teacher-centered method, students are passive in the LL process. GTM was criticized for the endless memorization process. Moreover, it is believed that this method does not focus much on the learners' communicative competence. Even with this criticism, GTM is still used since grammar instruction does not contradict the Communicative Approach (CA), and somehow grammar instruction can complement CLT to enhance the students' proficiency in the target language. Furthermore, the native language, as a source, can cover up the misunderstanding in the process of FLL. Thus, thinking about SL and translation features puts the learner in an active problem-solving situation. Finally, GTM is easier to apply and it requires Limited requirements placed upon teachers., which is perhaps the exact reason for its popularity (p.69-70).

### **1.3.2. Audio-Lingual Method**

#### **1.3.2.1. Historical Background of the Audio-Lingual Method**

According to Zilio (1973), ALM is a method that emerged during World War II (WWII). Since WWII has affected English teaching in America. The need of the United States government for LP in many languages in addition to translators, code-room assistants, and language interpreters recommends a special program for language training. The American universities were commissioned by the government to enhance Foreign Language Teaching (FLT) for military purposes. Finally, in 1942 the Army Specialized Training Program (ASTP) was founded and 55 universities applied the program. This method, which is referred to as the Army method, was developed as a reaction to GTM in the field of FLT. GTM was used for decades, but it was slow in reaching the targeted FL. ALM dominated the field of FLT in

America during 1947-1967. which was able to develop communicative competence (as cited in Kamanga & Kakunta, 2020, p.25).

Zhou & Brown (2015) declared that the Audio Lingual method is based on Skinner's behaviorist theory. which believed that language learning is based on human behavior, stimulus, response, and reinforcement, and that led to the rise of a lot of repetition (as cited in Kamanga & Kakunta, 2020, p.25).

### **1.3.2.2. Definition of Audio-lingual Method**

The Audio-lingual Method is a FLT method that focuses on teaching speaking and listening skills before reading and writing. Dialogues and drills are the main used techniques in the classroom while discouraging native languages. That method is also known as the aural-oral method, or mim-mem method for it uses exercises like dialogues and drills which activate the mimicry and memorization processes (Richards and Rodgers 2001, p.50).

According to Larsen, the Audio-lingual Method is a method that involves training students in the use of grammatical patterns based on strong linguistics and psychological approaches (2000, p.35). Moreover, Brooks declared that after the recognition and discrimination processes come imitation, repetition, and memorization. Only after the learner becomes more familiar with the forms and sounds, then he focuses on enlarging and enriching his vocabulary (1964, p.50).

Another definition by Haycraft (2002) is that Audio-lingualism has linguistics and psychological roots. Since this theory contains a set of mixed theories in linguistics and psychology such as structuralism, Behaviorism, contrastive analysis, and aural-oral procedures (as cited in Novianty & Irawati, 2021, Introduction)

### **1.3.2.3. Effectiveness and Weakness of the Audio-lingual Method**

According to Jin-fang and Qing-Xue (2007), the audio-lingual method is the first approach that admits its roots in linguistics and psychology. Audio-lingualism reflects the fifties and sixties descriptivism, structuralism, and constructivism linguistics. It is based on behaviorism stimulus and response, operant conditioning, and reinforcement. It claims that the first step for LL is to master the language units and the rules that combine those units, which include phonemes, morphemes, words, phrases, and sentences. thus, it was marked by the separation of the four language skills with the emphasis on the speaking and listening skills (or audio-lingual skills) over the writing and reading skills. Moreover, the audio-lingual method focuses on dialogues to present the language and some techniques, like pattern drills and mimicry. The ALM skills are at the center of this method stage, like tape recordings and language laboratory drills. The audio-lingual method has great contributions to LT, for instance, it makes LL accessible to ordinary learners because it is believed that LL should not demand great intellectual needs to learn a language. Moreover, it focuses on syntactical progression, while other methods focus on vocabulary and morphology.

The authors also suggest that despite all these contributions, ALM was criticized too. The first criticism was about its theoretic foundation “as being unsound both in terms of language theory and learning theory by Chomsky’s theory of TG grammar.” the second criticism, was that “the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audio-lingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice” (p.70-71).

### **1.3.3. Direct Method**

#### **1.3.3.1. Direct Method Definition**

According to Richards and Schmidt (2010) in the Longman Dictionary of Language Teaching and Applied Linguistics DM refers to a FLT method or Second Language Teaching (SLT) method. They also declare that “The direct method was developed in the late nineteenth century as a reaction against the grammar translation method and was the first oral-based method to become widely adopted. Some of its features were retained in later methods such as situational language teaching” (p.172).

Here is another definition of the DM by Skidmore (1917) "Teaching a foreign language as far as possible after how a child would learn it in the foreign country." (p.217)

According to Anthony in Richards and Rogers (2001), the DM is different from GTM in using the target language as a tool for classroom instruction and communication, and by neglecting the use of the first language and translation techniques. It shifted from a literary language to a spoken language. In GM, language learning was seen as native language acquisition, and the learning process was interpreted in terms of an association's psychology (as cited in Andriyani, 2015, p.33).

Furthermore, Andriyani suggests that DM represents language learning in a relevant context. The Direct Method of Teaching, which is often known as The Natural Method and often used in FLT, the method neglects the first language and focuses only on the target language. The basic aim of DMT is to make the students master the speaking skills of the foreign language so they become able to communicate EL (2015, p.35).

### **1.3.3.2. Strengths and Weakness of the Direct Method**

According to Jin-Fang and Qing-Xue (2007), DM first suggests involving the LL Situation in language use. It requires teachers to invent and develop new language techniques, like involving teaching materials such as pictures and objects, question-answer techniques, oral

narratives, dictation and imitation, and others. However, there are two raised questions concerning the DM; firstly, how to avoid misunderstanding while avoiding the use of translation; secondly, in the absence of the FL as a source, how we can apply this method beyond the elementary phases of LL.

In addition, they also suggest that the DM requires native-speaker teachers, or teachers who have a level of LP as natives, but it is difficult to meet these requirements (p.70).

#### **1.4. Communicative Language Teaching (CLT)**

##### **1.4.1. Definition of Communicative Language Teaching**

According to Barnaby and Sun (1989), and Ellis (1996) CLT is a powerful theoretical model in English Language Teaching (ELT) according to several linguists and language teachers as a useful approach to language teaching (as cited in Thamarana, 2015, p. 91).

Furthermore, Longman Dictionary of Language Teaching and Applied Linguistics defined CLT as:

An approach to foreign or second language teaching emphasizes that the goal of language learning is communicative competence which seeks to make meaningful communication and language use a focus of all classroom activities. The communicative approach was developed particularly by British applied linguists in the 1980s as a reaction away from grammar-based approaches such as situational language teaching the audiolingual method. (Richards & Schmidt, 2010, p. 98)

They also present the major principles of that theory, which are represented in the following figure:



**Figure 1. 4:** Communicate Language Teaching Principles (as cited in Richards & Schmidt, 2010, p. 98-99)

Another definition by Littlewood (1981) “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (p.1 as cited in Thamarana, 2015, p. 91). In other words, the CLT approach aims to center all classroom activities around meaningful communication and language use.

#### **1.4.2. Historical Background**

The English language as a second language (ESL) setting was the primary setting for developing communicative language teaching or CLT. It originated in the early 1960s due to linguists' and educators' dissatisfaction with grammar translation and audio-lingual approaches to FLT. Developments in Europe and the US impacted situational language teaching methodologies, which led to changes that gave rise to CLT. Teachers and linguists realized that

students could not communicate in language study cultures, so they placed more emphasis on communicative proficiency than just mastering structures. (Thamarana, 2015, p. 92).

### **1.4.3. Communicative Language Teaching Characteristics**

According to Thamarana (2015), the major characteristics of CLT:

- CLT pays attention to both function and structure but with more focus on the function.
- Fluency and accuracy are crucial aspects of communication but sometimes fluency is more important than accuracy. Fluency is focused on making learners focus on language usage and meaning.
- Using real-life scenarios, imaginative exercises, and authentic materials, language teachers can help students develop for comprehending the language of native speakers by involving them in pragmatic, authentic, and functional language use.
- Grammar is indeed crucial in language learning, as it provides the structural framework for effective communication. When learners can relate grammar concepts to their own experiences and communication needs, they are more likely to engage with and retain the information. Teaching grammar in context, using examples and situations that are relevant to learners' lives, helps make it more meaningful and practical. This approach not only enhances understanding but also encourages learners to apply grammar rules more effectively in real-life communication.
- CTL emphasizes the importance of integrating all four language skills reading, writing, speaking, and listening.

### **1.4.4. Advantages and Disadvantages of Communicative Language Teaching**

#### **1.4.4.1. Advantages**

According to Richards (2006), The adoption of CLT has yielded numerous benefits for teaching EFL or ESL. In contrast to methods such as ALM and GTM, CLT prioritizes a task-oriented, student-centered approach to language instruction. This approach enables students to engage more comprehensively with the English language, offering ample opportunities for communication (as cited in Thamarana, 2015, p. 96).

The major advantages of CLT according to Thamarana suggested by other scholars:

1. Brown (2001) suggests that since it focuses on fluency it helps to enhance the learner's ability to use the English language as a foreign language in other words, it helps the learners to improve their critical thinking and their expressions and language use. This positively affects the learner's confidence to interact more with people and to be more comfortable about talking.
2. According to Richards (2006) the communicative approach emphasizes communicative competence. Furthermore, making the learners able to use the language in real-life situations is an essential goal in CLT.
3. Brown (2001) also states that CLT classes are not teacher-centered but learner-centered, the teacher is just a facilitator in the learning process. In the CLT class, the learner has to exercise and communicate to achieve communicative competence (as cited in Thamarana, 2015, p. 93-96).

#### **1.4.4.2. Disadvantages**

According to Thamarana (2015), there is much criticism of CLT principles in the field of language teaching presented by several others:

1. Al-Humaidi (n.d), in CLT The focus is on the meanings instead of the structure.

Moreover, there is less focus on grammar errors and pronunciation due to much focus on



the meaning. Which could lead to neglecting reading and writing skills and giving more emphasis to oral skills (as cited in Thamarana, 2015, p. 96).

2. In the communicative approach, the emphasis is on fluency rather than accuracy, which means there is more focus on fluency and less emphasis on grammar rules and pronunciation.
3. In CLT low-level learners could face difficulties in participating in oral and communicative activities.
4. Burnaby and Sun (1989) suggest that Because of the lack of authentic sources and the large number of students, it is not easy to apply CLT in EFL classrooms. Also, there are no available classrooms that allow group work activities and teaching aids or materials (as cited in Thamarana, 2015, p. 96).

To conclude, Communicative Language Teaching is a contemporary humanistic instructional method that prioritizes language usage and affords learners ample opportunities to engage with the target language despite its limitations. Presently, the primary concern for many English learners, whether as a foreign or second language, revolves around their ability to independently and fluently communicate in various real-world scenarios like traveling, meetings, or dining out. Within CLT, while attention is paid to accuracy and correcting grammatical mistakes, both fluency and precision are concurrently developed. As language serves as a tool for communication, CLT has the potential to enhance learners' communicative competence by enabling effective interaction.

### **1.5. Task-Based Language Teaching (TBLT)**

Refers to a method that appeared as an extension to the communicative approach it was strongly advised to be integrated with the English teaching process in all educational systems all

over the world due to its importance in assisting students in spontaneously picking up the language while doing tasks, allowing them to develop strong communication skills. On one hand, different scholars have given varied definitions to the term task.

Prabhu (1987) defined a task as “an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process” (p. 24).

Willis (1996) stated that tasks are “always activities where the target language is used by the learners for a communicative purpose (goal) to achieve an outcome” (p. 24).

Breen (1987, p. 15) added another important definition of tasks in language classrooms; he regarded a task as "a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which is subsequently used during communication."

Differently, according to Richards and Rogers (2001), “Tasks are believed to foster a process of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.” (p. 228).

In other words, a task is considered a useful tool to foster students' understanding because it focuses more on meaning than the form of the target language, enables them to use language accurately, and enhances their communicative abilities through integrating real-world tasks.

Additionally, Larsen-Freeman and other scholars confirmed the idea that this approach concentrates on the communicative skills and the actual use of language he identified that "Task-based language teaching is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunities to interact.

Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their meaning” (Larsen-Freeman 2000, p.114).

Harmer (1998, p.71) stated that Task-based Learning puts the focus of learning on the progress of specific tasks. Task-based Learning is an approach aimed at encouraging students to act at their own speed and for processing and reorganizing their inter-language within their degree and field of interest.

Meanwhile, Richards and Rodgers (2001) define Task-based Learning as an approach that focuses on using tasks as the center planning units and language teaching.

TBL is a framework for language teaching that concentrates on the students' allocated tasks. It is the focal point of language teaching activities that tasks are given. To sum up, the use of task-based learning in the instruction of English as a foreign language can be beneficial as it concentrates on the learners' interest and advancement, utilizing the language appropriately through the integration of real-world tasks to help them deal with such situations in their daily lives without considering their mistakes. (p.223)

### **1.5.1. Task-Based Language Teaching Principles**

Nuan (2014) clarified that task-based language teaching is distinguished by its unique principles, which include:

- **Scaffolding:** TBLT is an analytical approach where the language is presented in holistic chunks, so the learners are expected to face items that are beyond their current levels, here the role of the teacher is to provide a supporting framework for the learning process to take place, the lessons and materials should be provide support for the learners. this scaffolding should be removed at an appropriate time when the teacher feels that the learners do not need it.

- **Task Dependency:** The tasks in TBLT should be built one upon another, this task dependency is called task chain, and any task is the accomplishment of the previous one.
- **Recycling:** In TBLT target language items should be introduced in different contexts and environments to ensure that learners are given opportunities to learn and master those items because learning is organic and grows gradually.
- **Active learning:** The learners learn better if they participate in the learning process, they should be active in using the language they are learning. They should be given the chance to use the language and to construct their knowledge, learner-focused work is dominant in the class, learner learns by doing.
- **Integration:** Linguistic forms, communicative functions, and semantic meaning should be integrated in the lesson, their systematic relations must be evident for the learners, the lesson in TBLT should teach grammatical forms and how these forms are used for communication.

### **1.6. Blended Learning Approaches**

Over the last few years, the educational system has been in transition, the swift advancement of computer and Internet technologies has brought significant changes in the field of education, such as the emergence of concepts like e-learning or ICT-supported learning which facilitate the education process. According to Lalima and Dangwal (2017) “To meet the challenges of expansion and for catering to individuals' needs it is trying to adopt new technologies and exploring new paths to reach the goal of quality educational opportunities for all” (p.129). In other words, the education field is adopting globalization features to provide more opportunities and easy access for everyone. Moreover, Lalima and Dangwal (2017) also

declare that “Due to various factors like deficient budgets, lack of facilities, advantages of face to face interaction, it is not completely ready to leave the traditional modes of knowledge transfer” (p.129). which means even with the advantages of e-learning we cannot give up on the traditional learning methods, due to some factors such as face-to-face learning meeting the learner’s objectives and needs better than the online learning approaches. All that needs to be faced is that we need an education system that combines both the traditional mode and the e-learning methods. Furthermore, Lalima and Dangwal stated that,

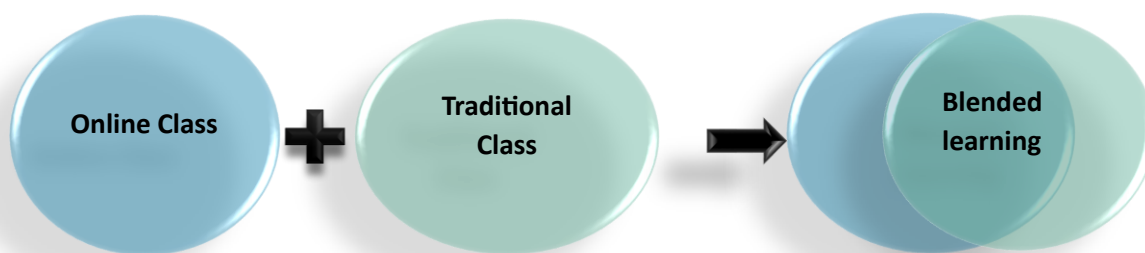
Analysis of both the traditional mode of teaching-learning process and ICT supported teaching-learning process show that both have a few merits and demerits, both are catering different needs, demands, and expectations from the educational system, so the solution is to provide and design such a system that is based on an integrated approach, a system that incorporates the main features of both traditional approach of teaching and ICT supported teaching. The demand of today is an approach that blends the advantages of both modes for the student’s learning i.e. blended learning. (2017, p.130)

### **1.6.1. Definition of Blended Learning**

Bonk and Graham (2005) suggest that “Blended learning systems combine face-to-face instruction with computer-mediated instruction” (p.5). This means that blended learning is a combination of two distinct systems of learning, traditional face-to-face learning and technological learning. Furthermore, blended learning according to Driscoll has four different concepts:

**re 1. 5:** Blended learning (as cited in Driscoll, 2002, p,1)

Other researchers believed that the blended learning approach integrates face-to-face instruction with web technology-based modes (Graham, 2006, p.)



**Figure 1. 6:** Blended Learning Environment (Adapted from Graham,2006, p.17)

### 1.6.2. Why Blended Learning

According to Lalima and Dangwal (2017), Blended learning is essential due to the following advantages:

- a) Since a part of the learning occurs via ICT, whether online or offline, teachers and students have additional time available in the classroom for engaging in creative and collaborative activities.
- b) Students benefit from online learning and computer-assisted instruction (CAI) while maintaining the aspects of social interaction and personal connection in traditional teaching methods.
- c) It offers greater opportunities for communication. Blended learning encompasses the full communication cycle, not achievable through traditional methods.
- d) Students become increasingly adept in technology and acquire improved proficiency in digital skills.
- e) Students exhibit heightened professionalism as they cultivate traits such as self-motivation, self-responsibility, and discipline.

- f) It refreshes course content, revitalizing established courses with new perspectives and information.

(p.133)

### 1.6.3. Features of Blended Learning

According to Lalima and Dangwal, in blended learning, students have the choice to choose either the traditional learning process in which they can get personal interaction with the teacher and their classmates or they can choose ICT-supported teaching-learning. This largely depends on the nature of the content and objectives being targeted. Sometimes course designers or teachers themselves decide on the mode appropriateness for the topic being dealt with.

A crucial aspect of blended learning is that teachers possess proficiency in both modes, technological fluency, and comprehensive training to operate in traditional classroom environments in addition to ICT-supported settings.

The benefit of gaining experience in the usage of modern technologies.

Students have the opportunity to engage with their peers in both the college campus and virtual environments. Consequently, this interaction creates a sense of mutual understanding and appreciation among students from various cultures and countries.

Students become familiar with certain skills such as love, empathy, and patience through interactions with their teachers and classmates in the classroom, while they acquire others like self-management, decision-making, and critical thinking through their educational experiences.

**Figure 1. 7:** Blended learning features (as cited in Lalima & Dangwal, 2017,p.132)

### Conclusion

The evolution of ELT methodologies from traditional to contemporary approaches reflects a broader understanding of language acquisition as a dynamic and context-dependent process.

Communicative Language Teaching, Task-Based Learning, and Content and Language Integrated Learning exemplify this shift by prioritizing meaningful communication, learner engagement, and real-life applicability. These approaches, underpinned by various learning theories, offer robust frameworks for developing effective ELT that cater to the diverse needs of learners in a globalized world.



## **CHAPTER TWO: Language Proficiency**

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### 2.3.6 English Language Proficiency and Academic Success

## Conclusion

## **Introduction**

The globalization of the west and the widespread use of English have led to an increased demand for English learning among new learners, posing challenges in assessing their LP. Therefore, LP is essential for effective English learning and learner proficiency. Thus, this chapter will first discuss the definition of LP, then some of the factors that influence learners' LP, and finally the important aspects of LP.

### **2.1. Definition of Language Proficiency**

The terms “language proficiency”, “language skills”, or “knowledge of language” have no general, commonly accepted meaning. This last term is typically interpreted in theoretical linguistics to be equivalent to the concept of linguistic competence, “the speaker-hearer's knowledge of his language” (Chomsky 1965, p. 4). It is the subconscious knowledge that the native speaker possess of his/her language grammar that enables them to construct and comprehend an almost limitless number of sentences. According to Chomsky's theory of linguistic competence, considering individuals are innately inclined to learn languages, each (normal) individual is fully proficient in not less than a single language.

According to Cloud et al. (2000), LP is “the ability to use language accurately and appropriately in its oral and written forms in a variety of settings” (p. 205).

Hymes (1972) introduces communicative competence, which includes the sociolinguistic aspect—that is, the capability to utilize words properly within a given conversational setting—as well as linguistic competence.

Cognitive/Academic Language Proficiency (CALP) and Basic interpersonal Communicative Skills (BICS) and are two categories of language proficiencies that Cummins (1979, 1980) differentiates between. While CALP describes the capacity to comprehend and

generate the more complicated written and spoken language of academic discourse, BICS contains accent, oral fluency, and sociolinguistic competence (and may thus be seen as equal to the idea of communicative competence). Cummins (2001) introduces discrete language skills, which include rule-governed elements of language including phonological and grammatical understanding as well as fundamental (as opposed to high academic) reading and writing skills, as a third category in subsequent work.

## **2.2. Factors Affecting Language Proficiency**

There are many factors influencing LP such as:

### **2.2.1. Language Learning**

The purposeful application of language learning (LLS) has a major impact on language acquisition and proficiency. LLS are intentional actions by learners aimed at enhancing the efficiency, effectiveness, and transferability of learning (Oxford, 1990). These encompass cognitive, metacognitive, and social, each playing a distinct role in the learning process.

While metacognitive include organizing, observing, and assessing the learning process of one's self, cognitive deal directly with the language, for instance practicing new words (O'Malley & Chamot, 1990). Social, on the other hand, involve interacting with others to practice the language (Oxford, 1990).

Research indicates positive connection between and LP and the employment of LLS. For instance, a research done on Thai students of EFL reveal that effective are commonly employed, followed by compensation, memory, social, cognitive and metacognitive (Green & Oxford, 1995). Furthermore, it shows that strategy use varies based on individual differences and contextual factors, and that there is a correlation between the use of LLS and English proficiency (Green & Oxford, 1995).

Furthermore, the effectiveness of LLS is influenced by learners' attitudes toward the language, their motivation, and their overall approach to learning (Dörnyei, 2005). Learners with higher motivation and a positive attitude are more likely to use LLS effectively (Dörnyei, 2005).

In conclusion, the conscious application of learning is crucial for language acquisition and proficiency. Training in LLS can significantly benefit language learners (Oxford, 1990).

### **2.2.2. Socio-Economic Status**

Socioeconomic factors significantly influence LP. A study by Raihan (2023) indicates that students from higher SES households perform better than those from lower SES backgrounds. Children from varying SES backgrounds often show differences in vocabulary, syntax, and language processing skills, which can be linked to the quality and quantity of linguistic input they receive (De Cat, 2021).

To mitigate these disparities, interventions must be comprehensive and can include:

- **Language-enrichment programmes** in schools to increase structural complexity and lexical diversity.
- **Community-based language initiatives** providing diverse language experiences.
- **Policy reforms** ensuring equitable access to language resources for learners from lower SES backgrounds.

Hence, designing curricula sensitive to the linguistic needs of students from diverse SES backgrounds and implementing accessible language training programmes are crucial interventions.

### **2.2.3. Parental Influence**

The encouragement of parents is crucial for the development of children's LP. Active engagement from parents, such as reading stories and discussing daily activities, provides children with essential language exposure and practice. According to Rodriguez et al. (2019), parental involvement in early language experiences contributes to greater vocabulary development and linguistic skills.

Communication between parents and children is another critical factor. Regular, high-quality interactions are associated with better language outcomes. Topping et al. (2020) find that the frequency and complexity of words used by parents during conversations with their children directly influence the children's language acquisition.

Exposure to language through parents is also crucial. The diversity and richness of the language environment parents create can enhance a child's ability to understand and use language effectively. A research by Frijters et al. (2000) explains how home reading settings, including exposure to a diversity of words and sentence patterns, can directly and indirectly affect early writing language abilities and children's oral vocabulary.

#### **2.2.4. Student-Teacher Relationships**

LP isn't just about memorizing vocabulary or mastering grammar rules; it is a multifaceted skill that goes beyond the classroom. As students navigate the intricate landscape of LL, their interactions with teachers play a pivotal role. Let's explore how these relationships influence learners' language abilities.

##### **2.2.4.1. The Warmth Factor**

According to Cornelius-White (2007), student results are more closely correlated with the emotional variables "warmth" and "empathy" than with most other person-centered factors. A classroom where the teacher greets students with a genuine smile, remembers their names and

shows interest in their lives. This warmth matters. Positive teacher-student relationships create a safe space for learners.

#### **2.2.4.2. Beyond BICS**

Dr. Jim Cummins (1979, 1980) introduces the concept of BICS and CALP. BICS covers everyday communication, the language needed for critical thinking, analyzing complex texts, and acing academic tasks. Positive relationships with teachers foster both BICS and CALP. When students feel connected, they are more likely to engage in deep discussions, ask questions, and grapple with challenging content.

#### **2.2.4.3. Attendance and Grades**

As Parish, J. G. (1991) mentions that there is a positive impact of teachers' perceived care on student attendance and achievement. It is no secret that students who enjoy positive relationships with their teachers tend to show up more consistently because they want to be part of that supportive environment. They attend class, complete assignments, and participate actively.

#### **2.2.4.4. Mindsets Matter**

Mercer and Ryan (2009) remind us that mindsets shape LP. They view mindsets as fundamental assumptions about human attributes like intelligence and personality. Some view these traits as static or fixed (fixed mindset), like being born intelligent or immoral, while others view them as changeable (growth mindset), like the ability to change traits through a growth mindset.

#### **2.2.4.5. The Ripple Effect**

Positive teacher-student relationships do not stay confined to the classroom. They ripple outward. Students who feel supported at school carry that emotional buoyancy into other areas of life. They become better communicators, collaborators, and problem-solvers. Those skills spill over into LP. According to Huang et al. (2024), such interactions may really have a profound impact on students' life and their language development as they discover that teacher support in LL greatly influences language growth, academic immunity, and academic enjoyment.

### **2.2.5. Attitude and Motivation in Language Learning**

In the field of LL, motivation and attitude are important factors.

#### **2.2.5.1 Intrinsic and Extrinsic Motivation**

There are two types of motivation in LL, Intrinsic and Extrinsic.

##### **2.2.5.1.1 Intrinsic Motivation**

This term is used to describe the internal motivation to acquire a language for interest and personal fulfilment. Intrinsic motivation, according to Deci and Ryan (1985), is the act of doing an activity because it brings happiness and fulfilment on its own. For instance, a learner may choose to study a language because he finds it interesting and enjoyable.

##### **2.2.5.1.2 Extrinsic Motivation**

In contrast, extrinsic motivation is driven by outside influences. Extrinsically motivated learners may engage in LL in order to obtain a material benefit or to stay out of trouble. Extrinsic motivation according to Dörnyei (2001) includes behavior carried out to achieve some instrumental end like passing a test or getting a job. Even though both types of motivation can drive language acquisition, researchers suggest that intrinsic motivation frequently results in deeper engagement and sustained learning efforts.



### **2.2.5.2 Language Anxiety**

One important effective factor that may hinder LA is language anxiety. Horwitz and Cope (1986) define language anxiety as a particular set of the perceptions of oneself, convictions, emotions, and behaviors associated with LL classrooms that stem from the distinctiveness of the LL process. According to them, there are several kinds of anxiety such as; test anxiety, fear of a poor grade, and communication anxiety. A research by MacIntyre and Gardner (1994) reveal a negative connection between high levels of anxiety and language performance. It indicates that learners who experience anxiety frequently face difficulties in speaking, listening and achieving LP as a whole. To reduce anxiety and promote a positive attitude toward LL, educators must establish a safe and encouraging learning environment.

### **2.2.5.3 Learners' Beliefs**

Learners' motivation and general success are highly influenced by their beliefs about Language Acquisition (LA). These ideas cover ideas regarding the nature of LA, the challenge of LA, and individual capabilities. Learners' beliefs (LBs) are individuals' representations of LL processes and practices that affect their motivation and behavior in the classroom. According to Kalaja and Barcelos (2003, p. 55). For example, if a learner feels that his linguistic aptitude is fixed he may lose motivation if he thinks he is not naturally gifted in language. On the other hand, a growth mindset can improve resilience and motivation by viewing LL as something that can be developed with practice and effort. According to Mercer (2011), higher motivation and better LL outcomes are linked to positive LBs such as the conviction that one can improve with effort.

### **2.2.5.4 The Interaction of Motivation, Anxiety, and Beliefs**

LBs, anxiety and motivation interact in a complicated and dynamic way. Learners who are genuinely interested in the language are less likely to feel threatened by the process of learning which is why intrinsic motivation can decrease language anxiety. However, if the external pressures are too great extrinsic motivation might make the learner feel more anxious. The extent to which LBs promote a positive or negative attitude toward LA determines whether they can reduce or increase anxiety. According to Young (1991), for example, pupils who believe that making mistakes is a natural part of learning are less likely to experience crippling anxiety. While individuals who worry that they will make mistakes as a result of having high expectations might become more anxious which could have a bad effect on their drive and output.

Finally, Optimizing LL requires an understanding of the roles played by LBs, language anxiety and intrinsic and extrinsic motivation. Teachers should make LL interesting and relevant in order to promote intrinsic motivation. Enhancing motivation and achieving better learning outcomes can also be achieved by lowering language anxiety through supportive teaching methods encouraging positive LBs. Educators can enhance the effectiveness and enjoyment of LL by tackling these interconnected factors.

### **2.2.6. Learning Environment**

The environment in which LL takes place plays a vital role in language skill ability development. Classroom settings, exposure to authentic language, and the cultural context have an impact on the student's ability to acquire and use a new language.

#### **2.2.6.1 Classroom Settings**

Classroom settings are essential in (LL) Process, some well-structured classroom environments help interplay, engagement, and immersion within the Target Language (TL).

According to Lightbown and Spada (2013), classrooms which support active learning, in which learners are motivated to take part in discussions and collaborative activities, enhance language acquisition.

Classroom physical aspects, like seating arrangements, also impact LL. U-shaped or circular seating allows for better eye contact and communication among learners and creates a more interactive learning environment. Harmer (2007) notes that arranging seats in a way that promotes communication is essential for effective LT. Moreover, classrooms equipped with technological tools like smart boards and LL software can provide interactive and multimedia resources, making LL more dynamic and engaging (Chapelle, 2001, p. 55).

#### **2.2.6.2 Exposure to Authentic Language**

Exposure to authentic language is critical for learners' proficiency development. Authentic language refers to the use of real-life language that native speakers use in everyday contexts. Krashen (1982) emphasizes the importance of comprehensible input, stating that "language acquisition occurs most effectively when learners are exposed to language that is slightly above their current proficiency level" (p. 21). This can be achieved via several ways and tools, such as multimedia resources, guest speakers, and real-life communication tasks.

One way to expose the students to authentic language is through extensive reading and listening. Authentic materials like newspapers, podcasts, and television shows provide learners with rich linguistic input. According to Nation (2009), "extensive reading and listening expose learners to varied vocabulary and structures, helping them internalize the language more naturally" (p. 45). In addition to language immersion programmes, where learners are placed in environments where only the TL is spoken, have proven to be highly effective. These programmes

create a necessity for learners to use the language for real communication, thereby accelerating their language development (Genesee, 1987, p. 61).

### **2.2.6.3 Cultural Context**

Understanding the cultural context of the TL is essential for achieving LP. Language and culture are intrinsically linked; knowing the cultural nuances helps learners use the language appropriately in different social situations. Byram (1997) asserts that intercultural competence is a crucial component of LP, enabling learners to communicate effectively and appropriately with speakers of the target language.

Incorporating cultural elements in the LT process can enhance learners' engagement and motivation. Teachers can integrate cultural content through literature, films, music, and cultural artifacts. This not only adds interest to learning but also enables students to grasp the cultural setting in which the language is spoken more fully. For instance, learning idiomatic expressions and proverbs provides insights into the values and beliefs of the language community (Lazar, 2003, p. 89).

Moreover, encouraging intercultural exchanges, such as student exchange programmes or virtual exchanges with native speakers, allows learners to practice the language in authentic cultural contexts. These exchanges foster cultural awareness and sensitivity, which are essential for effective communication. According to O'Dowd (2007), telecollaboration initiatives that connect language learners with peers from various cultural contexts enhance both linguistic and intercultural competencies.

## **2.3. Important Aspects of Language Proficiency**

LP goes beyond simple reading and speaking abilities. It comprises several skills and facets, including:

### **2.3.1 Receptive Skills**

It refers to the ability to understand and comprehend spoken and written language. This includes skills such as:

#### **2.3.1.1 Listening Skills**

Listening and hearing, although often used interchangeably, are distinct processes. Hearing involves perceiving sound waves and noise through our ears while listening goes beyond mere reception. It requires focused attention, thinking, and understanding. When we listen, we do not only grasp the words spoken but also we take in nonverbal clues such as body language, tone of voice, and context. Effective listening depends on our ability to perceive and comprehend these messages.

In LL contexts, listening plays a crucial role. Linguists and psychologists have offered various definitions for this skill. For instance, Nunan (2002) emphasizes understanding the nature of listening to develop effective teaching approaches. He likens listening to the "Cinderella skill" in SLT.

Celce-Murcia & Olshtain (2000) highlight that: "listening is the most frequently used language skill in everyday life" (p.102). Yagang (1994) defines it as the ability to identify and understand spoken messages.

According to Lynch (2010), listening is a skill that involves accurately receiving information during communication with others. It plays a vital role in both first language and L2 contexts. Sources of listening experience include background knowledge, visual context, and linguistic knowledge, which help listeners understand speech despite challenges such as cultural references, unfamiliar content, accent, speaking speed, and novel expressions (Lynch, 2010, pp. 74-75).

### **2.3.1.2 Reading Skills**

Though most EFL learners utilize reading more because they constantly have to read a variety of written materials, including books, stories, articles, poetry, and so on, reading is a sophisticated cognitive skill that is regarded as one of the fundamental language abilities that may aid students learning FLs.

Harris and Sipay (1975) defines reading as the meaningful understanding of printed or written verbal signals. Further explaining this, is Rumptz (2003), who states, "Reading is a complex process." In order to get at the interpretation of the meaning of these words, printed letters must be visually analyzed and then identified as word components. Reading is described by Goodmann (1988) in a very similar way as the process that distinguishes reading in many ways, such as matching sounds to letters, and which demands readers to comprehend visual cues. Reading is thus a cognitive activity that may enable readers to derive meaning from written material. These concepts lead readers to the conclusion that reading is the capability to extract both the explicit and the implicit meaning of the text.

### **2.3.2 Productive Skills**

It refers to the ability to produce language. This includes skills such as:

#### **2.3.2.1 Writing Skills**

Among the most important abilities for learning the English language is writing. This cognitive process is what takes into account giving the reader precise and understandable textual communication of ideas (Chastain, 1988). Similarly, Kroll (1990) emphasizes the intricacy of this process when he states that writing is perhaps the hardest task for English as a SL learners. They need to learn how to produce written works that show that they are proficient in all

linguistic domains and in rhetorically presenting ideas in formats that are appropriate for the setting. A huge effort considering the potential for mistake. Part of what makes writing so tough overall is the variety of talents required.

Leki (1992) says “even in one’s native language, learning to write is something like learning a second language ...No one is a ‘native speaker’ of writing. For the most part, everyone learns to write at school” (p. 10). Though a lot of people believe that writing is a natural talent, studies have shown that this is not the case. Indeed, some writers thrive more than others because they focus on the that support the process's success in addition to the writing itself. Therefore, everyone may learn how to write; it is not an innate talent. For this reason, learning to write is considered a difficult talent (Johnstone, et al., 2002). The complexity of it is evident when pupils find it difficult to convert their mental ideas into readable transcripts. Furthermore, the acquisition of writing will become more difficult if the pupils have low LP. For this reason, to guarantee successful acquisition of the writing mechanism, FL learners must concentrate on both superior abilities (planning and organizing) and subskills (word choice, punctuation, spelling, and others). Writing effectively is therefore not only an innate talent but also related to mental processes that need to be learned. Thus, students of FLs need to focus on the correctness of the language while ensuring what is appropriate for the style of writing (Kennedy, 2003).

### **2.3.2.2 Speaking Skills**

Speaking is a natural human ability that develops over time. Speaking is a productive macro ability in language that entails conversation between two or more people. In our everyday existence, speaking is also a necessary kind of communication. Ever since the English language became the global language, many people want to learn it. To effectively communicate, students are also interested in picking up spoken English.

In both academic and everyday English, speaking is the core of communication. Chaney and Burk (1998) define speaking as the process of using symbols that are verbal as well as nonverbal to create and exchange meaning in a variety of situations. In other words, speaking is a crucial ability that should receive more emphasis in the teaching and study of first or SLs as it allows pupils to express themselves and deal with any communication scenario. Speaking is a sophisticated productive ability that goes beyond word pronunciation.

Speaking is, according to Brown (2001), a participatory process of creating meaning that entails generating, receiving, and processing information. Furthermore, rather than only understanding how to generate certain language elements (grammar, pronunciation, or vocabulary), students should understand when, why, and in what manner to produce language (sociolinguistic competence).

### **2.3.3. Vocabulary**

Hatch and Brown (1995) defines vocabulary as “a list or set of words for a particular language” (p. 1). Ur (1996) backs with this notion, adding that vocabulary includes words taught in FL. Ur also points out that collocations, idiomatic phrases, and phrasal verbs like "father-in-law;" "behind the scenes," and "break down" —which together display one notion—can be considered part of vocabulary in addition to individual words. Multiword idioms are another type of vocabulary in which the phrase's meaning cannot be deduced from the individual meanings of its components. Consequently, Ur proposes to refer to these different linguistic components as "vocabulary items" instead of "words. Wallace (1982) offers an alternate viewpoint by stressing that vocabulary is the cornerstone of language literacy rather than a stand-alone ability. Word phrases with a single, distinct meaning or lexical units can be included in vocabulary, which goes beyond single words. As so, it is better to acquire vocabulary when studying a language.



Vocabulary is described by Hornby (1995) as the whole inventory of words in a language, which consists of a list of terms together with their meanings. Vocabulary is defined by Hatch and Brown (1995) as an assortment of terms unique to a certain language or used by certain speakers of that language. Because vocabulary represents a learner's competency across the four language abilities, it is the cornerstone of LP and skill, according to Richard and Renandya (2002). Either in EFL or any other language, vocabulary is fundamentally important. As such, proficient use of vocabulary is essential for students to utilize different linguistic abilities.

According to Schmitt (2000) vocabulary is the set of words in a language that a person knows and uses for particular purposes. Comparably, according to Merriam (1998), vocabulary is a collection of terms and expressions, frequently arranged alphabetically and with definitions or explanations. Moreover, Nunan (1991) maintains that vocabulary and grammar are so intimately related that they cannot be seen as distinct parts of the language system. The definitions given above suggest that vocabulary includes all the words required for efficient communication and concept presentation. Furthermore, as its effect is seen in many language features including grammar and syntax, vocabulary is clearly very important in the teaching and learning of EFL. Therefore, one may say that vocabulary is the essential foundation of a language and that LP cannot be attained without it.

#### **2.3.4. Grammar**

It is hard to define "grammar" clearly because it has been defined differently by many different linguistic viewpoints. Grammar is the construction of words and sentences to produce a correct meaningful product, as Ur (1988) defines it as the process by which a language controls and mixes words (or parts of it) to generate larger meaning units.

Grammar has, historically, always been associated with sentence analysis. However, other researchers, like Ur (1988), Thornbury (1999), and Harmer (2001), have lately regarded grammar as a branch that includes morphology, which deals with the system of word forming elements and processes in a language, and syntax, which is the arrangement of those words to produce well-formed sentences and utterances in a language. Still, grammar only refers to syntax to other linguists such as Greenbaum and Nelson (2002).

It also explains the principles guiding sentence construction. According to Radford (1997) grammar is understood to be the study of sentence morphology and syntax. The system of rules governing word order in a sentence is called syntax. Conversely, the system of rules governing word formation is called morphology.

Furthermore, phonetics, phonology, morphology, syntax, and semantics are some of the elements that other academics and grammarians linked to the idea of grammar; these elements make grammar a crucial part of language study. Since these elements define every language, according to Musumeci (1996), language cannot exist without grammar. Woods (1995) states that grammar is a science that deals with the principles and rules of spoken and written language. It will simultaneously help the students to express their ideas correctly and lead them to produce correct meaningful sentences and utterances in both written and spoken form. The way words are gathered to form proper sentences is how Ur (1998) defines it. It implies that he regards grammar as a body of laws regulating a language.

In conclusion, it is difficult to define grammar since, in Purpura's (2004) words, grammar is not the kind of concept that can be given a correct definition; even professional grammarians cannot agree, and there is no chance of even finding some kind of objective facts which would

push us to an agreed definition. This just indicates that there are no inherent limits to grammar that are yet to be found, not that grammar is ambiguous and subjective.

### **2.3.5. Proficiency Level of English Language Learners**

LP levels differ across students, and a number of frameworks are widely used to evaluate and characterize these levels. Two well-known frameworks are the World-Class Instructional Design and Assessment (WIDA) framework and the Common European Framework of Reference for Languages (CEFR).

#### **2.3.5.1 Common European Framework of Reference for Languages**

According to the Council of Europe (2001), CEFR Begins at A1 and ends at C2. The CEFR offers a thorough framework for comprehending language abilities. There exist the following levels:

- A1 (Beginner): Basic communication skills. Learners can understand and use simple phrases.
- A2 (Elementary): Can handle basic conversations, describe daily routines, and express opinions.
- B1 (Intermediate): Able to communicate in familiar situations, discuss topics of interest, and write simple texts.
- B2 (Upper Intermediate): Proficient in most everyday situations, able to express ideas clearly, and understand complex texts.
- C1 (Advanced): Capable of engaging in academic discussions, writing essays, and understanding nuanced language.
- C2 (Proficient): Near-native proficiency. Can understand and produce complex texts with ease.

### **2.3.5.2. World-Class Instructional Design and Assessment**

According to WIDA (2020), we can determine the United States extensively uses WIDA to evaluate English language learners in four areas: reading, writing, speaking, and listening.

Academic context LP is stressed in the framework. The domains are as follows:

- Entering (Level 1): at this level, students need a great deal of help to comprehend and produce language and they know only very little English.
- Emerging (Level 2): at this level, students show emerging English proficiency and are able to understand and produce simple language with support.
- Developing (Level 3): at this level, students are starting to acquire English language skills, but they still need help in academic contexts.
- Expanding (Level 4): Students at this level have a good command of English and can participate in more complex academic tasks, but may still need some support with specialized vocabulary or concepts.
- Bridging (Level 5): Students at this level have near-native proficiency in English and are able to fully participate in mainstream academic settings with minimal support.
- Reaching (Level 6): Students at this level have achieved native-like proficiency in English and can excel in all academic tasks without any support.

WIDA and CEFR both offer insightful instruments for evaluating and comprehending LP. These frameworks allow teachers and students to establish objectives, monitor development, and customize teaching to suit specific requirements.

### **2.3.6. English Language Proficiency and Academic Success**

The argument on the contribution of LP to academic success is age-old. This connection has been tried to be understood in different ways. Among the first academics to present a

theoretical framework of LP was Cummins (1980, 1984, 1992). Surface and deep levels are the two categories into which he classifies LP. BICS, the surface level, shows the observable, measurable formal parts of the language, like vocabulary, pronunciation, and grammar. Language of this kind is employed in knowledge, fundamental comprehension, and application in specific contexts in daily conversations. While the deep level, CALP, deals with lesser apparent parts of language, according to Cummins (1984), via "the manipulation of language in de-contextualized academic circumstances"(p. 137). It includes abilities like analysis, synthesis, and assessment. Academic success for Cummins depends more on CALP than BICS.

Through what Spolsky (1989) calls "the preference model of language proficiency," he provides a comparable viewpoint on what LP is. According to him, language users have varied degrees of competence and expertise and that these might take many forms. According to the preference model, learners usually pick up a second or FL for specific purposes, and a learner with the basic skills of language may be incapable of succeeding in higher education settings which call for an academic proficiency of the language. Understanding the intricacy of LL, Spolsky urges language instruction to be more exact and practical in its objectives and learning results. This is very crucial when the goal is academic excellence. According to Saville-Troike (1984), there are at least three primary elements of academic competence: study/academic skills, the subject-area knowledge, and LP. According to her, students need to receive enough instruction in each of these areas to handle the demanding requirements of academics.

All across the world, English LP is becoming a more and more significant admission requirement to English-medium universities. The focal areas of language preparation programmes vary substantially. Some people regard language education narrowly focusing only on teaching the linguistic components of the language, other people expand the attention in

incorporating content-area vocabulary and knowledge, academic and study skills. Still, some programmes have adopted the integrated language-content approach, which teaches language using a particular subject (Brinton et al., 1989).

### **Conclusion**

To conclude, this chapter sheds light on LP in terms of the linguistic sense as well as the communicative one. It also discusses the different challenges and factors that impact the LP of learners that should be taken into consideration when trying to understand learners' proficiency level. Moreover, it provides the most important elements constructing LP such as the four language skills (reading, speaking, listening, and writing), grammar, vocabulary...etc. From the above-mentioned points, scholars tried to improve learners' LP at earlier stages by exploring different areas of LP but still not sufficient and needs to be put into practice by experimenting and seeing how these points relate to Algerian Middle schools

## **CHAPTER THREE: FIELD OF INVESTIGATION**

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## **Introduction**

This chapter is devoted to the practical part of the study. It aims to explore the implemented teaching methods by teachers and their impact on students' LP in addition to teachers attitudes' toward them. In doing so, two data-gathering tools have been used; a teachers' questionnaire and classroom observation. Therefore, the chapter presents the analyses and interpretations of the collected data to answer the questions raised in this research. The first part of the current chapter deals with the analysis of teachers' questionnaire; whereas, the second part is oriented toward the analysis of classroom observation. It ends with some pedagogical implications and limitations of the study.

### **3.1. Method**

To accomplish the aim of the current research and answer the questions that have been previously raised, a qualitative-descriptive method is followed. Which is a mixed method that includes both of descriptive research and qualitative research. Descriptive research is a type of study designed to systematically describe the characteristics of a population or phenomenon being investigated. It focuses on "what" exists rather than "why" it exists (Burns & Grove, 2003, p. 201). The primary purpose of descriptive research is to provide a detailed, accurate picture of the subject of study, helping to establish trends, patterns, and relationships that can be further explored (Polit & Beck, 2012, p. 226). The Qualitative approach is typically followed because it fits the small sample size in the present study compared to the quantitative approach. Qualitative research involves an in-depth exploration and understanding of phenomena, aiming to uncover insights about experiences, meanings, and social contexts through methods such as interviews, observations, and analysis of textual data (Marshall & Rossman, 2016).

Therefore, the main goal behind selecting this method is to provide a comprehensive, detailed description of the investigated topic.



## **3.2. The Questionnaire**

### **3.2.1. Sample of the study**

The target population represents Middle School Teachers and Students in Algeria. The sample consists of Guelma Middle School Students and Teachers picked randomly from random middle schools at Guelma Providence. The study was conducted in different middle schools at Guelma, at Ajoul Salh Middle School, Bediar Cheikh El Hafnaoui, Dhan Saad Middle School, and El Ikhwa Gham Middle School. The sample was chosen randomly to achieve the generalization of results to all Algerian middle schools.

### **3.2.2. Description of the Teachers' Questionnaire**

A questionnaire is a research tool that consists of a set of questions aimed at collecting information from respondents. It is commonly used in fields such as psychology, sociology, and market research to gather quantitative data. Questionnaires can be administered in various formats, including paper, online, and face-to-face (Ponto, 2015). They can be structured with fixed response options or unstructured, allowing for open-ended answers. This method is valued for its ability to gather large amounts of data efficiently and for facilitating the comparison and analysis of standardized information (Rattray & Jones, 2007).

This questionnaire is based on the elements that have been discussed in the first and second chapters. (Appendix A), It is a semi-structured questionnaire, composed of four sections, each section focuses on a particular element, and it is made up of 18 questions, 17 multiple-choice questions in which participants are asked to select the appropriate answer in perspectives and to justify their answer when needed, and on general question at the end. The first section is entitled "General Information". It includes two factual questions (Q1 and Q2) about the respondents, like their academic level and the number of years of their teaching experience at

middle school; both of the two questions are closed-ended. The second section is entitled “Teachers’ Attitudes Towards students’ language proficiency”. Consisting of 4 questions (from Q3 to Q6), it seeks to investigate the teachers’ attitudes about the students’ language proficiency. It includes one closed-ended question (Q3), teachers were asked about their students’ language proficiency level, and three open-ended questions, in question (Q4) they were asked to select the most important aspects of language proficiency, and in question (Q5) they were asked about the factors that could impact language proficiency, while question (Q6) is about learning that could influence language proficiency. The third section entitled “Teachers’ Attitudes Towards English Language Learning Methods ”, consists of six (06) questions (from Q7 to Q12), that aim to investigate language learning methods . The first question of this section (Q7), was a closed-ended question about whether the teachers are familiar with the term “English Language Learning Methods ”, then in the following open-ended question (Q8), they were asked to define it. Moreover, in the next open-ended questions (from Q9 to Q11) teachers were asked to select their preferred language learning theories and methods to justify their answers, in the closed-ended question (Q12), they were asked whether or not they employ the blended learning approach. The last section that investigates the relationship between language learning methods and language proficiency “Teachers’ Attitudes Towards the Impact of Language Teaching methods On Students’ Language Proficiency”. It includes six (06) questions (from Q13 to Q18), and five (05) closed-ended questions (from Q13 to Q17) Teachers were asked to select which appropriate methods they think could enhance the four language skills and grammar and vocabulary. The last question (Q18), an open-ended question, allows teachers to add any recommendations or suggestions for future teachers to enhance students’ language proficiency.

### **3.2.3. Administration of Teachers’ Questionnaire**

This questionnaire was administered to middle school teachers. Questionnaires were distributed at several middle schools at Guelma picked randomly that are: Amira Ammar, Rehabi 1- Guelma, Ben Cheikh Kabloti- Guelma, AL-Bechir Ibrahimi- Bouatti Mohamed, Guelma, Bodhan Abd EL Haq-Houari Boumediene, Guelma, 17 October- Hammam Debagh, Guelma. for 3 days, from 20 May to 22 May 2024.

### 3.2.4. Data Analysis and Interpretation

The following section provides an analysis of the results obtained from the teachers' Questionnaire

#### Section One: General Information

**Question One:** what degree do you hold?

**Table 3. 1**

*Teachers' Degree*

Options	Number (N)	Percentage (%)
Magister degree	0	0%
Ph.D. degree	0	0%
Master degree	2	20%
License degree	8	80%
Total	10	100 %

According to the obtained results in Table 3.1, the majority of teachers (80%) have a License degree. Only (20%) of them have a Master's degree, and none of them have a Ph.D. or Magister degree, which means that most middle school teachers have license degrees and that indicates that their level is acceptable.

**Question Two:** How long have you been teaching English at middle school?**Table 3. 2***Teaching Experience*

Options	Number (N)	Percentage (%)
1	1	10%
2	1	10%
4	1	10%
10	3	30%
14	1	10%
21	1	10%
25	1	10%
27	1	10%
Total	10	100 %

As it is indicated in Table 3.2, three (3) of the teachers 30% have been teaching English for 10 years. While the rest of the teachers have different years of experience. Thus, the majority of teachers have considerable experience in ET at Middle School.

**Section Two: Teachers' Attitudes Towards students' language proficiency****Question Three:** How do you rate your students' language proficiency?**Table 3. 3***Students' Language Proficiency*

Options	Number (N)	Percentage (%)
Advanced	0	0%

Good	3	30%
Average	3	30%
Poor	4	40%
Total	10	100%

This question seeks to identify how teachers rate their students' language proficiency. The results reported in Table 3.1, below have revealed that (40%) of the teachers indicated that their Students' Language Proficiency level is poor and it represents the majority of teachers. This indicates that most students have lack language proficiency. Whereas, (30%) declared that their Students' language proficiency level is average, and (30%) declared that their Students' language proficiency level is good. Consequently, the obtained results imply that the Students' language proficiency level in Middle Schools swings from good to poor.

**Question Four:** Which skill do you think is the most important in language proficiency?

**Table 3. 4**

*Most Significant Skill*

Options	Number (N)	Percentage (%)
Listening Skills	1	10%
Reading Skills	2	20%
Speaking Skills	2	20%
Writing Skills	3	30%
Vocabulary	1	10%
Grammar	1	10%
Total	10	100%

According to the obtained results from Table 3.4, the majority of teachers (30%) consider writing skills as the most important skill, which indicates that writing skills are vital in language learning. This supports Chastain's (1988) suggestion in the second chapter; among the most important abilities for learning the English language is writing. This cognitive process is what takes into account giving the reader precise and understandable textual communication of ideas

Moreover, (20%) of teachers indicate that reading skills are the most crucial skill, and (20%) declare that speaking skills are essential, which means speaking and reading have an important role in language development. Additionally, grammar, listening, and vocabulary have an equal percentage (10%), this shows that grammar, vocabulary, and listening are not the main focus in language proficiency.

As a result, according to the data obtained from the teachers, we find that in ELT writing skills in addition to reading and speaking skills are the most important skills in language proficiency.

**Question Five:** In your opinion, which factor can affect students' language proficiency the most?

**Table 3. 5**

*Most Factor That Affect Language Proficiency*

Options	Number (N)	Percentage (%)
Self-esteem	1	10%
Anxiety	1	10%
Attitude	1	10%
Motivation	5	50%

Teacher-Student Relationship	2	20%
Total	10	100%

The results observed in Table 3.5, indicated that the majority of teachers (50%) think that motivation is the most influential factor in language proficiency, and that shows the big role of motivation in the development of language proficiency. which approves Dörnyei's (2001) suggestion in the second chapter that intrinsic motivation frequently results in deeper engagement and sustained learning efforts.

Whereas, (20%) of teachers suggest that the Teacher-Student Relationship has the most effect on language proficiency, which means the Teacher-Student Relationship could enhance or hinder the LL process. As mentioned in the second chapter by Parish, J. G. (1991); students who enjoy positive relationships with their teachers tend to show up more consistently. Additionally, Self-esteem, Anxiety, and Attitude were equal (10%), which indicates that personal factors have less effect on language proficiency.

From the obtained results, we conclude that language proficiency is affected mostly by motivation and teacher-student relationships.

**Question six:** What learning do you think they can influence language proficiency? (chose only one option)

**Table 3. 6**

*Language Learning That Influence Language Proficiency*

Options	Number (N)	Percentage (%)
Cognitive	0	0%

Metacognitive	3	30%
Social	7	70%
Total	10	100%

As exhibited in the preceding table 3.6 above, according to the majority of teachers (70%) social have the biggest influence on language proficiency. Which means social are the most effective for developing language proficiency, which indicates that teachers focus on developing the students' communicative competence and social skills. Whereas the rest of the teachers (30%), indicate that metacognitive have a crucial effect on language proficiency. That shows the importance of critical thinking in language development. Moreover, cognitive were neglected.

As a results, the collected data from the table 3.6 indicates that social and metacognitive according to middle school teachers have the biggest effect on language proficiency in EFL whereas they neglect cognitive .

### **Section Three: Teachers' Attitudes Towards English Language Learning Methods**

**Question seven:** Are you familiar with the English term “English Language Learning Methods”?

**Table 3. 7**

#### *English Language Learning Methods*

Options	Number (N)	Percentage (%)
Yes	10	100%
No	0	0%
Total	10	100%



As Table 3.7 shows, all teachers (100%) are familiar with “the term English Language Learning Methods ” which means Middle School Teachers are aware of FLT approaches and as EFL teachers.

**Question Eight:** If yes would you define it, please?

The answers to this question vary according to each respondent's knowledge background, but here is a broad definition based on the teachers' answers: “The term English Language Learning Methods refer to a set of techniques, methods, , procedures that the teachers use to meet their learners needs and to develop their language proficiency and to enhance their knowledge and skills.”

**Question Nine:** what is your favorite language learning theory?

**Table 3. 8**

*Favorite Language learning theories*

Options	Number (N)	Percentage (%)
Behaviorism Theory	1	10%
Cognitive Theory	3	30%
Constructivist Theory	6	60%
Total	10	100%

As the Table 3.8 shows, the majority of teachers prefer (60%) the Constructivist Theory, which indicates that teachers prefer to integrate technology into the LL process, which supports Murphy's suggestion in the first chapter, that teachers promote computer-based learning environments through the integration of technology in the learning process, and that is a strong

support for constructivism. The use of technology-based learning develops the learners' cognitive thinking (as cited in Nomnian, 2002).

Moreover, (30%) of the teachers prefer cognitive Theory, which means that teachers promote learners' active role in constructing and discovering knowledge. While only (10%) of teachers prefer behaviorism, and this shows that some teachers still prefer to use the traditional methods of teaching such as ALM and GTM in LT.

As a result, according to the obtained results, Cognitive Theory and Constructivist Theory are the preferred theories by EL teachers, and a minority of them prefer the integration of the Behaviorism methods techniques in ELT.

**Question Ten:** Which method that you prefer to use?

**Table 3. 9**

*Most preferable Language Teaching methods*

Options	Number (N)	Percentage (%)
Grammar-Translation Method (GTM)	1	10%
Audio-Lingual Method (ALM)	1	10%
Direct Method (DM)	1	10%
Communicative Language Teaching (CLT)	2	20%
Task-Based Language Teaching (TBLT)	2	20%
Multiple Methods	3	30%

Total	10	100%
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As the rustles of Table 3.9 shows, the majority of teachers (30%) prefer the integration of Multiple Methods, which indicates that the most effective approach in ELT is the integration of Multiple Methods , also, the teachers justify their choice by saying that the usage of multiple methods help teachers to adopt with the different types of students, additionally, they state that all the ELT methods are important and they cannot neglect one method and use another. Furthermore, (20%) of the teachers prefer CLT, which indicates the importance of a communicative approach in enhancing the language proficiency of EFLs. Also, (20%) of teachers indicate that they prefer TBLT, which means EFL teachers are aware of its importance in ELT. Moreover, the rest of the teachers prefer GTM (10%), ALM (10%), and DM (10%). This proves the obtained results from the previous Table 3.8 that only a minority of teachers prefer to integrate the traditional methods of Behaviorism.

These results indicate that the most used methods by teachers are the Multiple Methods, CLT, and TBLT.

**Question Eleven:** Do you agree that the Implementation of multiple methods in English language classroom is important?

**Table 3. 10**

*The Implementation of multiple methods in English language classroom*

Options	Number (N)	Percentage (%)
Agree	10	100%
Disagree	0	0%
Total	10	100%

As Table 3.10 indicates, all respondents (100%) agreed upon the Implementation of multiple methods in the classroom. This means all teachers are aware of the importance of integrating multiple methods in the EFL classroom.

**Question Twelve:** Do you often employ Blended Learning Approaches?

**Table 3. 11**

*Implementation of Blended Learning in English language classroom*

Options	Number (N)	Percentage (%)
Rarely	1	10%
Sometimes	4	40%
Often	2	20%
Always	2	20%
Total	10	100%

As Table 3.11 indicates, the majority of teachers (40%) apply blended learning sometimes. whereas other teachers (20%) indicate that they always use it, furthermore, (20%) of the teachers often use it, and only a minority of them (10%) declared that they rarely use blended learning.

The obtained results show that most of the teachers integrate blended learning in EFL classrooms due to its importance in enhancing ELLs' language proficiency.

#### **Section Four: Teachers' Attitudes Towards the Impact of Language Teaching methods On Students' Language Proficiency**

**Question Thirteen:** Which of the following methods do you think would enhance Listening Skills? (chose only one method)

**Table 3. 12***Language Learning Methods Enhance Listening Skills*

Options	Number (N)	Percentage (%)
Grammar-Translation Method (GTM)	0	0%
Audio-Lingual Method (ALM)	7	70%
Direct Method (DM)	0	10%
Communicative Language Teaching (CLT)	3	30%
Task-Based Language Teaching (TBLT)	0	0%
Total	10	100%

As the results from Table 3.12 show, the majority (70%) of teachers indicate that ALM is the most effective method concerning the development of students' listening skills. This means teachers are aware of its importance in enhancing audio skills, and that supports Richards and Rodgers (2001) suggestion that The ALM is a method that focuses on teaching speaking and listening skills. Furthermore, (30%) of teachers suggest that CLT is the most effective method in teaching listening skills for ELLs.

According to the obtained results, ALM and CLT are the most effective skills that could enhance listening skills according to teachers.

**Question Fourteen:** Which of the following methods do you think would enhance Speaking Skills? (chose only one method)

**Table 3. 13**

*Language Learning Methods Enhance Speaking Skills*

Options	Number (N)	Percentage (%)
Grammar-Translation Method (GTM)	0	10%
Audio-Lingual Method (ALM)	4	40%
Direct Method (DM)	0	10%
Communicative Language Teaching (CLT)	6	60%
Task-Based Language Teaching (TBLT)	0	10%
Total	10	100%

According to the results from Table 3.13, according to the majority (60%) of teachers, CLT is the most effective method for enhancing speaking skills. This approves Richards and Schmidt's (2010) point of view that one of the major principles of CLT is fluency and accuracy in language proficiency. Furthermore, (40%) of teachers think that ALM is the most important method in speaking skills development, which means ALM is vital in enhancing audio skills, as mentioned previously (Table 3.12 results).

Those results indicate that according to teachers, CLT and ALM are the most essential skills in developing speaking skills.

**Question Fifteen:** Which of the following methods do you think would enhance Writing Skills?

(chose only one method)

**Table 3. 14**

*Language Learning Methods Enhance Writing Skills*

Options	Number (N)	Percentage (%)
Grammar-Translation Method (GTM)	0	0%
Audio-Lingual Method (ALM)	0	0%
Direct Method (DM)	0	0%
Communicative Language Teaching (CLT)	2	20%
Task-Based Language Teaching (TBLT)	8	80%
Total	10	100%

As Table 3.14 indicates, most teachers (80%) suggest that TBLT is the most effective method in developing ELLs writing skills, whereas only (20%) think that CLT could be effective in enhancing writing skills.

Those results indicate that TBLT and CLT are the most effective methods in writing skills development according to EFL teachers,

**Question sixteen:** Which of the following methods do you think would enhance Reading Skills?

(chose only one method)

**Table 3. 15**

*Language Learning Methods Enhance Reading Skills*

Options	Number (N)	Percentage (%)
Grammar-Translation Method (GTM)	1	10%
Audio-Lingual Method (ALM)	0	0%
Direct Method (DM)	6	60%
Communicative Language Teaching (CLT)	0	0%
Task-Based Language Teaching (TBLT)	3	30%
Total	10	100%

Table 3.15 show that the majority of teachers (60%) suggest that DM is the most important method in developing reading skills, which means DM has a vital role in enhancing students reading skills, while (30%) of teachers think that TBLT is highly important in reading skills development, whereas the rest of the teachers (10%) thinks that GTM could enhance students reading skills.

From the obtained results, according to most teachers, DM is the most important LT method concerning reading skills in addition to TBLT and GTM.



**Question seventeen:** Which of the following methods do you think would enhance Grammar and Vocabulary? (chose only one method)

**Table 3. 16**

*Language Learning Methods Enhance Grammar and Vocabulary Skills*

Options	Number (N)	Percentage (%)
Grammar-Translation Method (GTM)	3	30%
Audio-Lingual Method	0	0%
Direct Method (DM)	0	0%
Communicative Language Teaching (CLT)	2	20%
Task-Based Language Teaching (TBLT)	5	50%
Total	10	100%

According to the results of Table 3.16, most teachers (50%) suggest that TBLT is the most effective method in developing ELLs' grammar and vocabulary. This indicates the crucial role of TBLT in enhancing ELLs' grammar and vocabulary competence. Whereas (30%) think that GTM is the most essential method concerning grammar and vocabulary development. The rest of the teachers (20%) indicate that CLT could enhance grammar and vocabulary.

Those results indicate that according to teachers, TBLT and GTM are highly important in grammar and vocabulary enhancement in addition to CLT.

**Question Eighteen:** Do you have further instructions for future teachers concerning English language teaching methods to enhance students' language proficiency?

The answers to that question were different some of the teachers suggested some or techniques while others just wished for luck and some teachers did not answer the question, some of their suggestions were to understand the students and to know them well and to be aware of their needs and how to motivate them, to make the learning process interesting to them, integrate technologies like the usage of the data show and blended learning.

### **3.2.5. Summary of Results and Findings**

This section of the study aimed to sum up the findings of the teachers' questionnaire after analyzing them in the previous section. The opening section "General Information" Determined that the sample which is composed of ten (10) teachers, has considerable experience in teaching English in Middle School. Their experience ranges from one (01) to twenty-four (24) years. Additionally, most of them have a license degree in EL. This indicates that they have sufficient experience to provide substantial responses and suggestions that will enrich the topic under investigation.

The findings of the second section "Teachers' Attitudes Towards Students' Language Proficiency," indicated that the language proficiency levels of students in middle schools vary widely, ranging from good to poor. Furthermore, among the aspects of language proficiency, writing is considered the most critical one. As Kroll (1990) suggests in the previous chapter; They need to learn how to produce written works that show that they are proficient in all linguistic domains and in rhetorically presenting ideas in formats that are appropriate for the setting.

Motivation and the Teacher-Student Relationship play significant roles in influencing language proficiency. Moreover, concerning the Teacher-Student Relationship role in language proficiency development, it approves what has been suggested in the second chapter by Huang et al. (2024), such interactions may really have a profound impact on students' life and their language development as they discover that teacher support in LL greatly influences language growth, academic immunity, and academic enjoyment.

Furthermore, concerning the applied in enhancing EFL learners' language proficiency the majority of teachers tend to integrate social and metacognitive . As mentioned previously, the conscious application of learning is crucial for language acquisition and proficiency. Training in LLS can significantly benefit language learners (Oxford, 1990). However, teachers neglect the cognitive that have a crucial role in developing students' critical thinking.

The third section “Teachers’ Attitudes Towards English Language Learning Methods ,” demonstrated teachers’ awareness of teaching methods , most middle school teachers are knowledgeable about English Language Learning Methods , favoring constructivist and cognitive theories. They prefer the CLT and multiple-method approaches, also they are aware of the importance of implementing multiple methods in the classroom. Additionally, most teachers apply blended learning techniques to enhance the language learning process.

In the fourth section “Teachers’ Attitudes Towards the Impact of Language Teaching methods on Students’ Language Proficiency,” in this section we find that according to middle school teachers, ALM is important mostly in enhancing listening and speaking skills. As Richards and Rodgers (2001) suggests in the first chapter, that ALM is a FLT method that focuses on teaching speaking and listening skills before reading and writing.

Whereas the CLT method is recommended in most of the four skills, in addition to grammar and vocabulary development. Since, one of the CTL principles as mentioned in the first chapter (Figure 1.4) is The need to combine different skills like listening, speaking, reading, and writing in effective communication (Richards & Schmidt, 2010). However, this method was neglected in developing writing skills and this may reflect the incomplete implementation of this method by teachers.

Furthermore, the TBLT method is suggested for improving writing skills, reading skills, and grammar and vocabulary. As Nuan (2014) mentioned in the first chapter, Linguistic forms, communicative functions, and semantic meaning should be integrated in the lesson, their systematic relations must be evident for the learners, the lesson in TBLT should teach grammatical forms and how these forms are used for communication.

Moreover, DM suggested only for enhancing reading skills. Additionally, GTM which is promoted for developing Grammar, Vocabulary, and reading skills. Which approves Jin-fang and Qing-xue's (2007) declaration in the first chapter that GTM, as its name indicates, focuses on SL grammar teaching, which is based on a translation from and into FL. Practicing writing and reading is the main focus, while neglecting speaking and listening skills. However, as the previous result indicates, teachers were not aware of its importance in enhancing the writing skills.

These findings indicate that EFL teachers focus mainly speaking and listening skills, additionally, modern approaches such as CLT and TBLT are the most applied methods compared to traditional methods of Behaviorism such as DM and GTM .in addition to the integration of multiple methods the use of technology to develop ELLs language proficiency. However, writing skills development is almost neglected, which is a result of the misuse of teaching methods .

### **3.3. Classroom Observation**

#### **3.3.1. Description of the Classroom Observation**

Classroom observation is a method used to assess and understand the dynamics of a classroom environment by systematically watching and recording behaviors, interactions, and events as they occur. It is widely employed in educational research to gather qualitative data on teaching practices, student engagement, and classroom management (Airasian, 2011). This method allows researchers and educators to gain insights into the effectiveness of instructional and the overall learning environment. Observations can be structured, with specific criteria and checklists, or unstructured, providing a more open-ended approach to recording and analyzing classroom activities (Dall'Alba, 2009).

Classroom observation is used as a second data collection tool to gather qualitative data about this study. Middle school classrooms were observed to examine the students' language proficiency in EFL. The observation was conducted in two different middle schools at Guelma, at Ajoul Salh Middle School- Ain Makhlouf and Bediar Cheikh El Hafnaoui- Boumahra.

The current study used a structured observation in which all the observed elements were planned. These elements are organized in an observation checklist (Appendix B) composed of eighteen (18) statements that are categorized into four sections. The first section "Classroom Environment" is about the classroom general information like the class observed, the lesson being taught, and the student's number. The second section is "Teaching methods". The third section is "Students' Engagement". The fourth section is "students' language proficiency"

After asking for permission from two teachers in two middle schools in Guelma, Ajoul Salh Middle School Ain Makhlouf and Bediar Cheikh El Hafnaoui-Boumahra, each group was observed in one session for 60 minutes per session. The observation lasted for two weeks, it

started on April 00th, 2024, and ended on April 00th,2024. The table 3.12, below summarizes the timing, teachers, sessions, and dates of the observation.

**Table 3. 17**

*Observation Key Elements*

<b>Skill</b>	<b>Level</b>	<b>Sessions</b>	<b>Teachers</b>	<b>Dates</b>	<b>Time</b>
Language proficiency	Fourth year	01	A	20/04/2024	08:00-09:00h
		02	B	28/04/2024	13:30-14:00h
	Second year	01	A	25/04/2024	09:00-10:00h
		02	B	15/04/2024	10:00-11:00h

### 3.3.2. Aim of the Classroom Observation

According to Allen and Stoll (2021), "classroom observation provides educators with valuable insights into the dynamics of classroom interaction, instructional , and student engagement" (p. 34)

Which means that classroom observation is an effective data collection tools that helps in collecting valid data via direct observation. Therefore, the observation in this study aims at gathering specific data and insights regarding students' language proficiency, students' auditory and graphical skills, and grammar and vocabulary level of EFLs at middle schools.

### 3.3.3. Analysis of Data from the Classroom Observation

#### 3.3.3.1. Analysis of Data Observed in Class A and B (second year students)

##### Session One (Class A- Teacher A)

On April 20, 2024, at 08:00 A.M., The teacher was a good educator with 25 years of experience in English teaching at middle school, she had good classroom management and well-

designed lessons, in the classroom there were 30 students in the class (17 girls and 13 boys). The classroom environment was appropriate and supportive for the learning process.

The teacher started the session by asking the students how they doing then she asked them about the date, after writing it on the whiteboard, she wrote an introductory example of the imperative form on the whiteboard, then she explained it, before writing the general rule of the imperative form, after that she wrote another example about the negative form, and asked the students to come up with the rule. The students were active, paying attention and participating with the teacher, after listening to their answers the teacher wrote the rule on the board, then she gave them a task, after explaining it she asked them think about it. The students read the task and started answering it on their copybooks, while the teacher was checking their answers and giving feedback, most of the students were able to understand the main idea of the task, but they made some grammar mistakes, also their ideas were not really organized. After that, the teacher asked each of them to read his paragraph, their pronunciation was not perfect but generally, they did well at the task. After that the teacher and the students corrected it together on the whiteboard, then a small revision took place were the teacher used repetition and translation to make sure all the students understand and grasp the new ideas.

During that session she acted as an authoritative figure, also she made sure to control the students discipline during the class and prevent any noise at the classroom.

### **Session Two (Class B - Teacher B)**

On April 28, 2024, at 01:30 P.M., was the first session with Teacher B (Ten years of teaching experience). The students in this class were 30 (20 girls and 10 boys). Students looked to be learning in a good and encouraging classroom environment. The lesson was about answering tasks in the future tense. The teacher acted as an authoritative figure, in terms of

controlling the conduct of this class, and a guide, in terms of helping students understand the tasks.

The session started with the teacher greeting students and then asking them what is today's date. A few students responded one by one. Then the teacher presented that this session was about tasks in the future tense. The teacher then started to write down the tasks for students on the whiteboard and asked them to write with her in their copybook. Then after both the teacher and students finished writing, the teacher started asking the students to answer the first task, which was about conjugating sentences to future tense, one sentence at a time. Only a few students were active and participating. After that, the teacher asked them to write down the answer. Some students made some noises. The teacher made sure that they were copying down the answers and not making noises. After they finished, the teacher asked them to start answering the next task (composition about future trip plan using future tense) on their own, which she already explained to them how they could answer in the last session, and then she told them to finish it at home. And she told them that they can use their imagination.

### **3.3.3.2. Analysis of Data Observed in Class C and D (fourth year students)**

#### **Session One (Class C – Teacher A)**

On April 25, 2024, at 09:00 A.M., during this session, the classroom environment was very relaxing, promoting students' learning. The classroom was very organized, there was of 33 students (15 girls and 18 boys). The presented lesson during this session was “Conditional Type 1”.

As in the previous session with this teacher, she started asking the students how they doing then writing the date on the whiteboard, in addition to the title of the lesson. After that she



she an example (conditional type 1), then she asked the students to fill in the gaps with the right verb, after listening to their answers, she made one of them write the correct verb, then she started explaining the conditional type one and writing the rule on the whiteboard.

Later on, the teacher asked the students to open their textbooks and do a task from the book, after that she explained the task, then she moved to correcting it with the students, she was listening to their answers and giving them feedback, the students' answers were grammatically correct and well-organized, also they had clear pronunciation, moreover, their answers indicates their understanding to the lecture and the task.

Additionally, the students were active and participating, while the teacher was only a guide. Another task took place after correcting the first one, this time there was more emphasis on meaningful communication during the task, the teacher and students discussed the right answers and the correct verbs' tenses that should be used, then she wrote the correct answers on the whiteboard before the end of the session.

### **Session Two (Class D – Teacher B)**

On April 15, 2024, at 10:00 A.M., was the second session with the same teacher B but with a different class. The students in this class were 35 (24 girls and 11 boys). Children appeared to be studying in a supportive and positive educational environment. The lesson was about "I Read and Do". This session is a continuation of the past session. The teacher began by greeting the students. Then she started asking them about today's date. They replied one by one. The teacher controlled the classroom, to start the session without noise. The teacher started by reminding the students about the last session by asking them some questions. Students responded with ease. The teacher used some Arabic words to explain some things. Then she told them that last time she gave them an assignment (homework) to do at home (writing about the charity Nass

El Khir from the ID card that the teacher and students filled out together from their textbook). The teacher, then, asks who wants to start first. Some raised their hands to be chosen. The first student started, and the teacher immediately praised this student for the great introduction, then she corrected some of her spelling and pronunciation mistakes, and then the teacher praised her student's conclusion and added a plus to the student's mark. Then, some of the students read their written production one by one but while the teacher was correcting their grammatical mistakes and praising their good work, others who had not read, due to time constraints, the teacher took their work to mark them at home. At last, the teacher thanked those who read their work and reminded the students that the aim of this written work was not for the teacher but rather the aim was for the students to make effort and to try even if it was wrong. Then the teacher gave them the typical answer orally, with different ways of how to formulate sentences. After that, the teacher asked them to copy down her version of the written expression. Then she gave a task to do at home.

#### **3.3.4. Summary of Results and Findings from Classroom Observation**

As the obtained results indicate, both teachers have a good experience in EFLT, in addition to a good classroom management, and well content delivery.

In the second year level sessions, both classrooms had the same students' number, in a good learning environment. Furthermore, both teacher acted as authoritative figure. Additionally, they emphasized speaking and listening skills. while the teacher "A" applied translation technique to make sure all the students understand, the teacher "B" did not use any native language words, she only explained or answered questions in English. Moreover, the integration of repetitive drills, like the repetition of grammar rules and their examples, in addition promoting meaningful communication, like discussions taking place during answering and correcting tasks.

Concerning the students' role, it is noticed that students from class A are more active than students in class B, due to the time setting, since class A was the first session in the morning, while class B was after lunch, in which students were little tired. Also, class A students were more focused on the lesson and more integrating with teacher unlike class B. Accordingly, Students were able to understand the lectures main idea. Furthermore, concerning the students' language proficiency, in both classes students' pronunciation of words was not accurate, in addition to grammar mistakes. In writing skills, they both were poor, specially students of class A who could not express their ideas clearly and in well-organized manner. Whereas their reading skills were acceptable, since they can identify the main idea of a task or activity.

Forth year level, class C and D had almost the same number of students, in a good learning environment, while teacher A was only a guide during the session, teacher B acted as both Guiding and Authoritative figure.

Furthermore, in class C the focus was on listening and speaking skills, whereas in class D there were more focus on reading and writing skills, additionally there was no translation techniques or repetitive drills during those sessions. Also meaningful communication was prompted in both sessions. Accordingly, students were active, integrating and participating, their language proficiency was good in most of the four skills, they had some grammar mistakes and poor writing skills. However, they had clear pronunciation, in addition to good comprehension reading skills.

Those results indicate that middle school teachers focus on enhancing listening and speaking, communicative skills, in addition to critical thinking skills, also it is found that teachers sometimes implement the traditional methods that are driven from the Behaviorist theory in teaching the first grades of ELL classrooms, whereas those methods are not used with

advanced grades. Accordingly, the most applied methods are the modern ones that enhance the communicative competence and students' critical thinking. Whereas there is a gap in addressing writing, and this indicate that the applications of teaching methods is inappropriate.

### **Pedagogical Implications**

This study explores teachers' attitudes' toward the implemented teaching methods in developing EFL learners' language proficiency in Algerian middle schools. The obtained results from the teachers' questionnaires and classroom observation contributed at achieving several pedagogical implications. these implications are directed for ELTs, educational policymakers and ELT filed. Firstly, it is recommended for teachers to integrate multiple methods to achieve the goal of meeting all the learners needs, since those needs distinguish from one learner to another. Also, it is a must that the teacher uses multiple approaches, because each method has a goal to achieve, additionally, some methods that could be effective with a current level maybe will not work with another level. Secondly, policymakers should put into consideration that in addition to the importance of modern language teaching methods , traditional methods have a vital role in developing the students' language proficiency specially in the first years of English learning. Furthermore, the application of those implications could enhance student language proficiency development, and contribute to the advancement of knowledge in the field of ELT. Finally, the findings of this study have the potential to make positive change in English language education in Algerian middle schools, by fostering academic excellence and preparing learners for success in a global world.

### **Limitations of the Study**

There is no doubt that any research could encounter some obstacles and difficulties which hinder its successful completion. This study is no exception since several obstacles restricted its

progress. First, the time duration was too short since the study was conducted in almost 3 months and a half. Second, the problem of getting access to first-hand sources, since most books are not free, and only few ones could be borrowed. Furthermore. Some teachers refuse to answer the questionnaire and others took long time to replay. Also, during to the limited time, we could not access a large number of middle schools.

### **Recommendations for Further Research**

After accomplishing the specific objectives drawn in this study, the researcher recommends that teachers should improve their applications of teaching methods inside the classroom, and to use these methods to enhance all of the four skills. Also, teachers should pay more attention to the writing skills. Other new perspectives of research for future researchers, including the exploration and evaluation of current teaching programs, in addition to the assessment of the used teaching materials like textbooks.

### **Conclusion**

The analysis of results from both the questionnaire and the observation indicates that EFL teachers at the middle school level are using modern teaching approaches such as CLT and TBLT. The main aim of the used EFL methods is to achieve communicative competence and the development of learners' critical thinking. Moreover, teachers in middle schools focus on the audio skills listening and speaking in addition to grammar and vocabulary. Even though they were aware of the importance of writing skills but it is not the main focus, also reading is not totally neglected. Additionally, it was approved that middle school teachers still apply the traditional methods of behaviorism such as ALM, DM and GTM but only with the first grades of EFL. Furthermore, those results also show that EFLs at middle schools have an average overall

language proficiency, in addition to some grammar mistakes, and poor writing skills, which indicates the misuse of teaching methods in EFL classrooms in Algeria.

To conclude, the collected results confirm the mentioned hypothesis that Middle School teachers have a positive attitude toward the implemented ELL methods in enhancing students' LP in Algerian middle schools.

## General Conclusion

The present study has discussed the implemented methods in the development of the Algerian middle school students' language proficiency. In this respect, the current research shows that middle school teachers in Algeria are aware of essential role of EFL teaching approaches in developing EFL learners language proficiency.

Moreover, to answer the research questions, and the research hypothesis a qualitative-descriptive method was conducted, in which two research tools were used: a teachers' questionnaire -was delivered to middle school teachers- and a classroom observation conducted at different schools at Guelma, Ajoul Salh Middle School- Ain Makhlouf and Bediar Cheikh El Hafnaoui- Boumahra, to gather the needed data. Furthermore, this dissertation is divided into two main parts, the theoretical part, and the practical part. The theoretical part consists of two chapters. The first chapter sheds light English language learning methods . it is devoted to provide a general overview of the both traditional and modern language teaching approaches, in addition to an overview about the applied teaching methods in the filed of EFL teaching to develop students' LP. However, the second chapter is dedicated to LP, and the factors that influence learners' LP, in addition to the important aspects of LP. The third chapter focuses on the practical part of the study which discussed the analysis and interpretation of results. Accordingly, it contains two parts, the first portion is devoted to displaying results and analyzing data gathered from the teachers' questionnaire, and the second portion is for the analysis and interpretation of the classroom observation.

To conclude, the obtained results from the analyses of teachers' questionnaires and classroom observation enabled the researcher to provide a set of conclusive interpretations in relation to the research questions. Firstly, the implemented ELL methods in Algerian middle

school are CLT, TBLT, GTM, ALM, DM in addition to multiple methods approach. Secondly, teachers' have a positive attitude toward the implemented ELL methods in enhancing students' LP in Algerian middle schools in EFL learning indicate that those methods could develop students' critical thinking, grammar and vocabulary, in addition to the development of the four language skills. Finally, the way teachers apply ELL methods is incomplete, since the methods are able to develop the four language skills, but the obtained results show that students' writing skills are poor in addition to grammar mistakes. Which led us to conclude that there is a misuse in these methods by teachers.



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## **APPENDICES**

### **(Appendix A)**

#### **Teachers' Questionnaire**

#### **Exploring the Implementation of English Language Learning Methods in Students'**

#### **Language Proficiency among Algerian Middle Schools**

Dear Teachers,

You are kindly invited to answer this questionnaire which is part of a Master's dissertation research conducted at the Department of Letters and English Language at Guelma University. This survey aims to collect data about teachers' attitudes towards the implementation of English language learning methods in students' language proficiency among Algerian middle schools. We assure you that your answers are of great value to the current study and will be treated with great care and confidentiality. Your participation in this study is completely voluntary.

To answer the questions, cross the appropriate box that indicates your choice, and specify your answer when needed.

Thank you for your cooperation.

Ms. Talhi zohra

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2024



**Section One: General Information**

**Q1.** What degree do you hold?

- a) Magister degree
- b) Ph.D. degree
- c) Master degree
- d) License degree

**Q2.** How long have you been teaching English at middle school?

..... Years.

**Section Two: Teachers' Attitudes Towards students' language proficiency**

**Q3.** How do you rate your students' language proficiency? (choose only one option)

- a) Advanced
- b) Good
- c) Average
- d) Poor

**Q4.** Which skill do you think is the most important in language proficiency?

- a) Listening skills
- b) Reading skills
- c) Speaking skills
- d) Writing skills
- e) Vocabulary
- f) Grammar

**Q5.** In your opinion, which factor can affect students' language proficiency the most?

- a) Self-esteem
- b) Anxiety
- c) attitude
- d) Motivation
- e) Teacher-student relationship

**Q6.** What learning do you think they can influence language proficiency? (chose only one option)

*Definition of Terms*

1. **Cognitive :** Congestive are defined as mental techniques or approaches used to facilitate learning, understanding, and problem-solving (Doe, 2020, p. 45).
2. **Metacognitive :** Metacognitive involve processes that help individuals plan, monitor, and evaluate their learning and thinking (Brown, 2020, p. 33).
3. **Social :** Social are approaches used by individuals to interact and communicate effectively with others to achieve specific goals (Johnson & Johnson, 2018, p. 12).

- a) Cognitive
- b) Metacognitive
- c) Social

**Section Three: Teachers' Attitudes Towards English Language Learning Methods**

**Q7.** Are you familiar with the English term “English Language Learning Methods ”?

a) Yes

b) No

**Q8.** If yes would you define it, please?

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**Q9.** What is your favorite language learning theory?

*Definition of Terms*

1. **Behaviorism theory:** A theory of learning that states that all behaviors are acquired through conditioning and interactions with the environment (Schunk, 2012, p. 23).
2. **Cognitive theory:** Cognitive theory posits that learning involves active mental processes of acquiring, processing, and storing information (Ormrod, 2016, p. 41).
3. **Constructivist theory:** Constructivist theory suggests that learners construct knowledge through their experiences and interactions with the world around them (Pritchard & Woollard, 2010, p. 5).

a) Behaviorism theory

b) Cognitive theory

c) Constructivist theory

Q10. Which method that you prefer to use?

*Definitions*

1. **Grammar-Translation Method (GTM):** A traditional language teaching method focusing on the explicit teaching of grammatical rules and the translation of sentences between the target language and the native language (Larsen-Freeman, 2000, p. 11).
2. **Audio-Lingual Method (ALM):** A language teaching approach that emphasizes listening and speaking through repetitive drills and pattern practice (Richards & Rodgers, 2001, p. 63).
3. **Direct Method (DM):** An instructional method that involves teaching language directly without translation, emphasizing speaking and listening with everyday vocabulary and sentences (Richards & Rodgers, 2001, p. 12).
4. **Communicative Language Teaching (CLT):** An approach to language teaching that prioritizes the ability to communicate meaningfully in real-life situations, emphasizing interaction and practical communication (Richards, 2006, p. 2).
5. **Task-Based Language Teaching (TLT):** A teaching method that uses meaningful tasks, such as problem-solving or projects, as the central unit of planning and instruction (Ellis, 2003, p. 16).

- a) Grammar-translation method (GTM)
- b) Audio-lingual method (ALM)
- c) Direct method (DM)
- d) Communicative Language Teaching (CLT)

- e) Task-Based Language Teaching (TLT)
- f) Multiple Methods

**Q11.** Do you agree that the Implementation of multiple methods in English language classrooms is important?

- a) Agree
- b) Disagree

**Q12.** Do you often employ Blended Learning Approaches?

- a) Rarely
- b) Sometimes
- c) Often
- d) Always

**Section Four: Teachers' Attitudes Towards the Impact of Language Teaching methods On Students' Language Proficiency**

**Q13.** Which of the following methods do you think would enhance Listening Skills? (chose only one method)

- a) Grammar-translation method (GTM)
- b) Audio-lingual method (ALM)
- c) Direct method (DM)
- d) Communicative Language Teaching (CLT)
- e) Task-Based Language Teaching (TLT)

**Q14.** Which of the following methods do you think  enhance Speaking Skills? (chose only one method)

a) Grammar-translation method (GTM)

b) Audio-lingual method (ALM)

c) Direct method (DM)

d) Communicative Language Teaching (CLT)

e) Task-Based Language Teaching (TLT)

**Q15.** Which of the following methods do you think  enhance Writing Skills? (chosed only one method)

a) Grammar-translation method (GTM)

b) Audio-lingual method (ALM)

c) Direct method (DM)

d) Communicative Language Teaching (CLT)

e) Task-Based Language Teaching (TLT)

**Q16.** Which of the following methods do you think  enhance Reading Skills? (chosed only one method)

a) Grammar-translation method (GTM)

b) Audio-lingual method (ALM)

c) Direct method (DM)

d) Communicative Language Teaching (CLT)

e) Task-Based Language Teaching (TLT)

**Q17.** Which of the following methods you do think  enhance Grammar and Vocabulary? (chosed only one method)

a) Grammar-translation method (GTM)

b) Audio-lingual method (ALM)

- c) Direct method (DM)
- d) Communicative Language Teaching (CLT)
- e) Task-Based Language Teaching (TLT)

**Q18.** Do you have further instructions for future teachers concerning English language teaching methods to enhance students' language proficiency?

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**Thank you for your cooperation.**

(Appendix B)

**Classroom Observation Checklist**

**Teacher:** .....

**Date:** .....

**Observer:** .....

**Time:** .....

**School:** .....

**Session N°:** .....

<b>Section 1: Classroom General Information</b>			
1. Class / Grade Level	Class: .... Level: ....		
2. Students' number	.....		
3. The learning environment has a positive impact and supports the students learning	<table border="1"><tr><td><b>Yes</b></td><td><b>No</b></td></tr></table>	<b>Yes</b>	<b>No</b>
<b>Yes</b>	<b>No</b>		
4. The lesson(s) taught during the observation	.....		
<b>Section 2: Teaching methods</b>			
5. what is the teacher role?	a. Facilitator b. Guide c. Authoritative figure		



6. Is there an emphasis on speaking and listening using everyday vocabulary and sentences?	<b>Yes</b>	<b>No</b>
7. Are sentences translated between the target language and the native language?	<b>Yes</b>	<b>No</b>
8. Are repetitive drills and pattern practices used?	<b>Yes</b>	<b>No</b>
9. Are activities designed to promote meaningful communication?	<b>Yes</b>	<b>No</b>
10. Are meaningful tasks such as problem-solving or projects used as the central unit of instruction?	<b>Yes</b>	<b>No</b>
<b>Section 3: Students' Engagement</b>		
11. Are students actively participating in activities and discussions?	<b>Yes</b>	<b>No</b>
12. Are students attentive and focused on the lesson?	<b>Yes</b>	<b>No</b>
13. Are students interacting positively and constructively with the teacher?	<b>Yes</b>	<b>No</b>

**Section 4: students' language proficiency**

14. Can the individual grasp the main idea of a conversation or lecture?	<b>Yes</b>	<b>No</b>
15. Is their pronunciation clear and understandable?	<b>Yes</b>	<b>No</b>
16. Are their ideas clear, well-organized, and relevant to the topic?	<b>Yes</b>	<b>No</b>
17. Can they identify the main idea in a task?	<b>Yes</b>	<b>No</b>
18. Are their sentences grammatically correct?	<b>Yes</b>	<b>No</b>

## ملخص

أصبح تعلم اللغة الإنجليزية في المدارس المتوسطة الجزائرية مجالاً ذا اهتمام متزايد بسبب العولمة والأهمية المتزايدة لإتقان اللغة الإنجليزية في العالم الحديث. تهدف هذه الدراسة إلى استكشاف مواقف المعلمين تجاه أساليب واستراتيجيات التدريس المطبقة في تعزيز كفاءة الطلاب اللغوية. يُفترض أن يكون لدى معلمي المدارس المتوسطة موقف إيجابي تجاه أساليب واستراتيجيات تعلم اللغة الإنجليزية المطبقة في تعزيز كفاءة الطلاب اللغوية في المدارس المتوسطة الجزائرية. تتبع الدراسة الحالية منهجاً مختلطاً من خلال توزيع استبيان على مختلف معلمي اللغة الإنجليزية في المدارس المتوسطة من أجل تحقيق الأهداف وتأكيد الفرضية المذكورة أعلاه. بالإضافة إلى ذلك، تم إجراء ملاحظة مع طلاب السنة الثانية والرابعة في متوسطة عجول صالح ، عين مخلوف، قالمة، ومتوسطة بديار شيخ حفناوي ، بومهرة أحمد، قالمة. تؤكد نتائج هذه الدراسة الفرضية المذكورة بأن المعلمين لديهم موقف إيجابي تجاه الأساليب المطبقة. ومع ذلك، هناك فجوة في تطبيق هذه الأساليب، حيث يفشلون في تطوير الجانب الأهم من الكفاءة اللغوية، وهو مهارات الكتابة. علاوة على ذلك، يُوصى بأن يكون المعلمون على دراية بأهمية اختيار الأساليب والاستراتيجيات التعليمية المناسبة وكيفية تنفيذها في فصولهم الدراسية .

**الكلمات المفتاحية:** اللغة الإنجليزية كلغة أجنبية (EFL) ، الكفاءة اللغوية (LP) ، أساليب واستراتيجيات التدريس، تعلم اللغة الانجليزية (ELL).

## **RESUME**

L'apprentissage de la langue anglaise dans les collèges algériens suscite un intérêt croissant en raison de la mondialisation et de l'importance accrue de la maîtrise de l'anglais dans le monde moderne. Cette étude vise à explorer les attitudes des enseignants envers les méthodes et stratégies d'enseignement mises en œuvre pour améliorer la compétence linguistique des élèves. Il est supposé que les enseignants de collège ont une attitude positive à l'égard des méthodes et stratégies d'apprentissage de l'anglais mises en œuvre pour améliorer la compétence linguistique des élèves dans les collèges algériens. La recherche actuelle suit une approche mixte en distribuant un questionnaire à différents enseignants d'anglais des collèges afin d'atteindre les objectifs et de confirmer l'hypothèse mentionnée ci-dessus. De plus, une observation a été réalisée avec les élèves de 2ème et 4ème année du collège Ajoul Salh, Ain Makhoulouf, Guelma, et du collège Bediar Chikh Hafnaoui, Boumahra Ahmed, Guelma. Les résultats de cette étude confirment l'hypothèse mentionnée selon laquelle les enseignants ont une attitude positive à l'égard des méthodes mises en œuvre. Cependant, il existe une lacune dans l'application de ces méthodes, car elles ne parviennent pas à développer l'aspect le plus important de la compétence linguistique, à savoir les compétences en écriture. En outre, il est recommandé aux enseignants de prendre conscience de l'importance significative du choix des méthodes et stratégies d'enseignement appropriées et de leur mise en œuvre dans leurs salles de classe.

### **Mots-clés :**

L'anglais comme langue étrangère (EFL), Compétence linguistique (LP), Méthodes et stratégies d'enseignement, Apprentissage de la langue anglaise (ELL).