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Title:

**Investigation of the Role of Teachers as Facilitators in EFL
Classes: The Case of “Smaili Ali” and “Nouveau Lycée”
Secondary Schools in Tizi Ouzou.**

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Dedication

To my beloved family:

My mother, my father and my siblings

My mentor: Mrs Beloui

My colleague and dear friend: Cherifa

Mounia

To my beloved family:

My father, my mother and my siblings

My dearest husband

My much-loved mother in law

Nouara

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Abstract:

The purpose of this work is to explore the readiness of EFL learners and teachers for the new orientation in the Algerian educational reform, which stresses the role of the teacher as facilitator enabling the learners to become autonomous members in the teaching learning process, and discover the extent to which the teachers cope with this new role in the Algerian EFL classroom. To reach this end, a case study research was conducted in two secondary schools in Tizi Ouzou relying on a number of sources and research instruments for data collection. A questionnaire for learners and a classroom observation were used in order to gather information from the two vital sides of the teaching and learning process (teachers and students). The data collected from these research instruments were analyzed quantitatively and qualitatively. The results of the study revealed that the Algerian EFL teachers showed just a slight reliance on facilitation principles in their teaching practices in the EFL classroom; thus, they are far from reaching the objective sought in the new programs of the English language teaching and learning. Accordingly, the results suggest that understanding and applying the principles of facilitation needs to be reviewed and taken into consideration by the teachers to achieve the objectives emphasized in the Algerian educational reform.

Key words: *Rogers' Facilitation Theory, Constructivism, Mixed Method, Checklist.*

List of Abbreviations

EFL: English as a Foreign Language

CBA: Competency Based Approach

CBLT: Competency Based Language Teaching

CLT: Communicative Language Teaching

ZPD: Zone of Proximal Development

ELT: English Language Teaching.

MKO: More knowledgeable other

PBM: Project Based methodology

ICT: Information and Communication Technologies

TTT: Teacher Talking Time

STT: Students Talking Time

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General Introduction

- **Statement of the Problem**

In the last decades, the foreign language teaching enterprise has witnessed a significant pedagogical shift from the teacher-centered environment of “transmitting” to a more collaborative student-centered learning environment. The traditional approach of teaching focuses on the teacher who serves as an authority in the classroom providing learners who are regarded as empty vessels with a great amount of knowledge that they have to give back in future evaluations. In contrast, the new approach focuses more on the learners who are seen as active agents in their language learning process. Put differently, the new conception of teaching/learning represents a shift in focus away from the teacher, who as ‘sage on the stage’, is responsible for disseminating knowledge, towards learners, who are the core of the learning process, seek to create their own understanding of the world surrounding them. Indeed, this shift in teaching and learning from teacher-centeredness to learner-centeredness is crucial since the new approach addresses the construction of learning and focuses more on the learners outcomes.

As a result of this significant change, new curricula are designed and a recent approach called Competency Based Approach is suggested in the majority of the educational systems all over the world as a means to meet the new generation needs and integrate into the world community. Algeria and other countries have responded to this global shift by reforming the educational system and have adopted CBA as the main assumption of this change. The new pedagogy relies heavily on constructivism which emphasizes the idea that learning is not a process that can be simply done by the teacher at the front of the class. Rather, students have to construct knowledge actively through mental development; learners are seen as builders and creators of meaning and knowledge. Besides, constructivism represents a shift from education

based on behaviorism to education based on cognitive theory. CBA, which is based on constructivism; is concerned with the development of processes of learning as well as competencies that include the following components: Know-how, know-how to do and know-how to be. CBA is a student-centered approach as it addresses the construction of learning and stresses the importance of learner autonomy and responsibility for the learning.

This reform in the teaching approaches implies a change in the programs, the teaching procedures, methodologies and the teacher's role. Teachers, in fact, are encouraged to be facilitators. That is, according to the new approach, the teacher's role is not simply to provide information and detain knowledge; but he/she supports the learners to take an active role in their own learning and to be autonomous. In this respect, Sturgis and Patrick (2010) believe that the teacher's role changes from one of being an information giver to that of a facilitator. However, this does not mean that teachers no longer give information, teachers provide their students with appropriate materials, activities and practice opportunities. To put it another way, teachers are mainly responsible for the sake of facilitating what happens in the classroom by creating a comfortable, supportive and collaborative environment where learners can work actively and have authentic situations in which they practice their real purpose in using English language.

Despite all the efforts that have been expanded in Algeria to reform the educational system, some studies have shown that the majority of the teachers still fail to implement appropriately CBA. For instance one Magister thesis entitled "learners and teachers readiness for constructivism: a case study of 3rd year literary classrooms", submitted by Khelifi in the university of Tlemcen in 2013 has shown that the Algerian EFL teachers fail to implement CBA and constructivism and that is due

to many reasons.

One issue which arises from the previous statements and seems important to be investigated is to seek whether the aforementioned problem is due to the introduction of new teachers' roles in the Algerian education system. To investigate this issue, we have focused our study on the role of teachers as facilitators in EFL classes of two secondary schools in Tizi-Ouzou namely "Smaili Ali" secondary school and "Nouveau Lycée" secondary school in Mekla.

Within this field of study, to our knowledge, only few works have been conducted concerning the role of English Language teachers in the secondary school setting but each work has its particular aim that makes it different from the other works. By a way of illustration, Challal and Boumrich submitted their work in 2002 under the title: *The teacher as a Manager within Competency Based Approach: The Case of the Algerian Secondary Schools*. According to the present state of our knowledge, it seems that there are no previous studies which have already addressed the field of our research in the Algerian context, which in our opinion, is newly introduced within the framework of the recent educational reform. For this reason, we are going to attempt to fill in this gap by investigating the extent to which EFL teacher reflects the role of a facilitator and helps his/her students to be more effective and successful in their learning process.

- **Research Questions and Hypotheses**

To carry out this study, the following research questions about the role of the teacher as a facilitator are addressed:

Q1: To what extent do the EFL teachers reflect the role of facilitators in the secondary schools in Tizi-Ouzou?

Q2: Are the teachers' procedures, practices and behavior in secondary classes conforming

to the constructivist principles describing teachers as facilitators who are helping the learners to be autonomous?

As an attempt to predict the possible results, the following hypotheses are advanced:

Hp1: The Algerian secondary school teachers reflect the role of facilitators in the learning process.

Hp2: The teachers' procedures, practices and behavior in secondary classes conform to the constructivist principles describing teachers as facilitators helping the student to be autonomous.

- **Aim and Significance of the Study**

This research work is concerned with the investigation of EFL teacher's new role in the Algerian secondary school education by shedding light on the principles of Competency Based Approach which put teachers in challenging situations as they are expected to behave as facilitators and adopt different strategies to teach the content of the textbooks and meet the objectives described in the programs drawn from the norms of CBA.

Our study aims at providing an answer to the above research questions which focuses on the role of teachers. More specifically, our dissertation comprises two main objectives. First, it seeks to find whether EFL teachers reflect the role of facilitators in the secondary school settings. Second, aims at checking whether teachers' procedures, practices and behaviors are in accordance with the principles of constructivism, mainly those which are concerned with the role of teachers in the classroom.

Our research study ultimately seeks ways to solve the teachers' problems to implement CBA through our suggestion and recommendations drawn from the exploration of this topic.

- **Research Techniques and Methodology**

To conduct this work, the mixed method will be chosen. That is, both quantitative and qualitative methods that consist in collecting, analyzing and interpreting the recorded data qualitatively and quantitatively are used as basis in our study. The quantitative method will help us to get statistical findings while the qualitative one will allow us to get information about our topic of investigation in form of texts. The population of this study is selected randomly from the secondary school teachers. To check whether EFL teachers fulfill their role as facilitators, two various research tools are used for the sake of collecting data. First, a questionnaire is designed for one hundred secondary school students from two different schools in Mekla. Second, to obtain more reliable data and first hand information, it is recommended to get closer to the source. Thus, we have decided to attend some teaching sessions to get a fuller image of what is actually happening in secondary school classrooms.

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional model suggested by Paul Thompson in 1990. It comprises a *General Introduction* which states the problem and importance of this work, its aim and significance, and the methodology and structure of the dissertation. The first chapter which is called '*Literature Review*' discusses the theoretical frameworks that underpin the present research and the main key-concepts related to it. The second chapter entitled '*Research Design and Methodology*' provides a detailed description of the research procedures and instruments used for gathering and analyzing data. The third chapter, which is named '*Presentation of the Findings*', the results are figured out using different forms such as diagrams, pie-charts and tables. As concerns with the fourth

and last chapter, it is *'The Discussion of the Findings'*, which is empirical in nature since it aims at discussing the collected data against the theoretical framework and the literature review advanced in the first chapter. In addition, this chapter is also allotted for the interpretation of the results to provide an answer to the research questions and confirm or reject the hypotheses. Finally, this dissertation ends with a *General Conclusion*. It summarizes the main points tackled throughout the research and it provides the limitations of the study as well as suggestions for further research studies.

Chapter one:
Review of the Literature

Introduction

The first chapter of our work is meant to review the literature that revolves around the topic investigated in this research: the role of teachers as facilitators in EFL classes in secondary school levels. It is mainly divided into three major parts. The first part provides an overview about constructivism, the new theoretical paradigm underpinning the competency based approach, and a description of Jean Piaget and Lev Vygotsky's theories of constructivism. The second part of this review is devoted to highlight the position and the role of the teacher as a facilitator and the role attributed to learners within the new approach to teaching and learning. The last part deals with Carl Rogers' theory which will serve as theoretical framework for the present study.

1. Introduction to Constructivism

Constructivism is a learning theory that provides an explanation of the nature of knowledge and how human beings learn (Ismat, 200: 2). Indeed, this theory is centered on the idea that human beings construct their own knowledge by actively taking the newer acquired knowledge, connecting it to previously assimilated knowledge and build their own interpretation (Cheek, 1992 cited in Aimeur, 2011). In a similar way, Billet believes that instead of absorbing knowledge learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand, revising and reinterpreting old knowledge in order to reconcile it with the new" (Billet, 1996, quoted in Kerka, 1997: 2). Put in other way, knowledge is actively constructed by the learner instead of being passively received or absorbed.

Fox (2001, quoted from Aimeur, 2011: 18) provides a summary to the key claims that are taken into consideration in order to define the constructivist theory of learning. It is as follows:

1. Learning is an active process.
2. Knowledge is constructed rather than innate or passively absorbed.
3. Learning is a process of making sense of the world.
4. Effective learning requires meaningful, challenging problems for the learners to solve.

On the basis of the aforementioned constructivist's views of learning, we can say that learning is a process in which learners are actively involved in the construction of their own knowledge through problem-solving situations. In fact, the competency Based Approach aims to develop autonomous learners, responsible for the construction of their own learning. CBA is based on the cognitive and social constructivist approach (Riche et al, 2005). Accordingly, learning is no longer seen as a process of transmitting from the teacher to the learner, it is rather a process of using the newly constructed knowledge by interacting with other learners (ibid: 18).

Constructivism as a new theory encompasses two main branches the cognitive and the social constructivism; the former is developed by Jean Piaget and the latter by Lev Vygotsky.

1.1 Cognitive Constructivism

Cognitive, individual or psychological constructivism are some terms used interchangeably to refer to the work of the French psychologist Jean Piaget who is often regarded as the father of constructivism.

One key aspect of Piaget development theory has been his influence upon "*the constructive nature of the learning process*" (William and Burden, 1997: 21). In his theory of knowledge development, Piaget asserts that "*human beings are, from early childhood, active, independent meaning-makers who construct knowledge rather than receive it*" (quoted in Moore, 2000: 7). In other words, individuals are actively involved

right from birth in constructing personal meaning, which is their personal understanding from their experiences.

In Piaget's view, knowledge and language are gained more readily when being involved in concrete tasks and active learning. For this reason, learners for Piaget should be brought into focus by allowing them to experience on their own rather than to listen to their teacher's lecture. Piaget regards learning to be essentially an individual process in which the interaction of the learner with the contents to be taught is of the utmost relevance (Coyle et.al quoted in Faber et.al, 2002: 15).

1.2 Social Constructivism

Social constructivism which constitutes one of the constructivists learning theory is associated with the Soviet psychologist. As its name suggests, social constructivism puts emphasis on the social construction of knowledge. That is, it is not possible to separate learning from its social context. The Vygotskian theory views learning as the construction of a newly-built knowledge through the process of social interaction with others. This theory asserts that learning environments are those wherein a dynamic interaction between teachers, learners and activities provide opportunities for learners to construct their own knowledge. In this context, Vygotsky maintains that understanding happens when individuals enter into discussion and meaningful interaction with peers and teachers. Moreover, Vygotsky believes that learning is a continual movement which occurs in the Zone of Proximal Development (ZPD) as a result of social interaction. In other words, learning is more effective when instruction is received in the Zone of Proximal Development. This latter refers to the difference between the learner's capacity to solve problems on his own, and his capacity to solve them with assistance. Vygotsky defines it as

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978: 86 quoted in Faber et al, 2002:18).

2. Overview of the Competency Based Approach

2.1 Definition of Approach

According to Anthony's model (1965: 94) an approach is "*a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching*". In like manner, Richards and Rodgers (2002: 48) claim that an approach refers to "*theories about the nature of language and language learning that serves as the source of practices and principles in language teaching*". Richards and Rodgers are also of the view that an approach is axiomatic and it describes the subject matter to be taught. (ibid)

Based on the above definition, an approach is the level at which assumptions and beliefs about language and language learning are specified. An approach, then, serves as the basis of principles for the language teaching. Put another way, an approach deals with views visions and beliefs about process of language teaching. As an illustration, the competency based approach is the best- known Current approach to language teaching since many countries all over the world including Algeria, are conceiving English language syllabuses which are based on this approach.

2.2 Definition of Competency Based Approach

According to Richards (2003) the Competency-Based Approach is one of the current methodologies that can be described as an extension of the communicative language teaching movement .Furthermore, Roberts and Auerbach (1986) posit that CBA is an approach to the planning and delivering courses that has been in widespread

use since the 1970s. It has been widely used for the design of work-related and survival-oriented language programs for adults. It seeks to teach students the basic skills that they need in order to prepare them for situations they commonly encounter in everyday life. In other words, this new approach tends to make the learning skills related to the outside environment and put students in real word tasks. Likewise, Richards and Schmidt (2002: 94) define CBA as:

An approach to teaching that focuses on teaching the skills and behaviours needed to perform COMPETENCES. Competences refer to the students' ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life.

The application of CBA principles to language teaching is called Competency Based Language Teaching or what is simply referred as CBLT, which is believed to improve the quality of teaching and learning because of its focus on the learning outcomes. In this context, Richards and Rodgers (2001) hold that Competency-Based Approach focuses on the outcomes of learning. It addresses what the learners are expected to do rather than on what they are expected to learn about. Indeed, the CBA refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours students should possess at the end of a course of study (Richards and Rodgers, 2001, cited in Carlous, 2012:4).

Competency-Based Approach emerged in the United States and it has been adopted in many ESL program worldwide schools including Algeria. In fact, in 2003, it has been introduced by the Ministry of Education as a new approach of English Language Teaching (ELT) in the Algerian secondary schools and has been adopted in the new course books and program of English to develop intellectual competencies among the learner.

Docking (1994:16) asserts this fact when he says,

CBLT competency-based language teaching is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specifications, teaching strategies and assessment.

Consequently, the growing interest in CBA emerges out of the dissatisfaction with previous approaches to learning which are frequently characterized as time-based in which the teacher is required to administer a given amount of knowledge and reach a particular stage in the textbook within the limits of the scheduled teaching program. In this sense, Norton (1987) believes that the Competency-Based Approach to teaching should be used as opposed to the medieval concept of time based learning. Thus, many educationalists are of the view that it is necessary to make a transition in ELT shifting from the old approaches to CBA which they consider as a powerful and popular approach. Among those educationalists, we can quote Docking who says: *“The Competency-Based Approach to teaching and assessment offers teachers an opportunity to revitalize their education and training programs”* (Docking, 1994: 25). Furthermore, Perrenoud claims that the Competency-Based Approach leads the personnel teacher to work on situations in the frame of pedagogy of the project as it demands to the students to be active and involved in their learning (Perrenoud, 1999:25).

On the basis of the aforementioned definitions, we can say that Competency-Based Approach differs from the traditional approaches of teaching in the way that it focuses on the learning outcomes as the driving force of teaching. Besides, under this approach, learning is mainly achieved through acquiring competencies that would develop a know-how to act among the learners by means of different functions and

skills. Indeed, being a qualified language learner means simply to be a competent language user in real life situations.

2.3 Characteristics of Competency-Based Approach

The most apparent characteristic of the CBA is the focus on learning and learners rather than on the teacher's role. That is, the CBA is a socio-constructivist approach based on training the students to construct their own knowledge to be able to use it real life situations. In connection with the point previously mentioned, Auerbach (1986, cited in Richards 2001: 146) identifies eight features involved in the implementation of Competency-Based Approach program in language teaching:

- A focus on successful functions in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
- A focus on life-skills rather than on teaching language in isolation. The aim is to determine that language is always taught as a medium of communication in concrete tasks. Students are taught specific language forms/skills required by the situations in which they will function.
- Task or performance-oriented instruction. The focus is on clear behaviour rather than on the ability to talk about language.
- The objectives are broken into narrowly focused sub-objectives so that both students and teachers can get a clear sense of progress.
- Outcomes are made explicit. Outcomes are public knowledge, known and agreed by both learners and teachers. Therefore, the students clearly know what behaviours and skills are expected from them.
- Continuous and ongoing assessment. Students are pre-tested to determine what skills they lack and after they are post-tested to ascertain whether they have

achieved the necessary skills or not.

- Demonstrated mastery of performance objectives. The assessment is based on the students' performance of specific behaviours rather than on traditional paper and pencil-tests.
- Individualized, students-centered instruction. In content, level, and space, objectives are defined in terms of individual needs. Therefore, the teacher has to concentrate on each individual student in order to support them in the areas in which they lack competence.

2.4 The Role of the Learner

In the competency-based approach, learners are no longer seen as passive participants relying only on the teacher and the classroom to be the primary source of information. Instead, they are the central element in the learning process. Thus, the Competency-Based approach is much more learner-centered because the learner is placed in the centre of the learning process and become the prime focus of all the teaching learning activities in the classroom. In this respect, the Algerian Partnership Schools Programs (2005: 5) maintain that learners obtain and retain language best when the topic accumulate their interests and when they are active participants in their learning; for instance, finding personal meaning, learning cooperatively with peers, and making connections to life outside of class. In addition, Jones and et al (1994) state that *“learners become apprentices and their role is to integrate, produce, and extend knowledge”*. Indeed, students take an active role in constructing their own understanding through experiencing things and reflecting on those experiences. That is to say, learners construct the meaning of certain thing by assimilating and accommodating through their own experience. Afterwards, Richards and Rodgers believes that the role of the learner in the competency-based framework is to decide

whether the competencies are useful and relevant for him/her. The competencies the student will learn are clearly defined so that the learner knows exactly what needs to be learned and for which purpose she/he has to use the competencies. In the fewest possible words, the main goal of the learner in Competency-Based Language Teaching is to adapt and transfer knowledge from one setting to another.

2.5 The Role of the Teacher

In the Competency-Based Approach, the teacher is no longer regarded as a knowledge- provider and the authority in the classroom; instead he/she is a facilitator and a resource for the student to draw on (Harmer, 2001: 57). Otherwise stated, the teacher's role is not to lecture the student but he/she is just a guide, a helper, and a facilitator who helps the learners to get his/her own understanding of the contents. In a similar way, Murdoch (1996) is of the view that the teacher is neither a master nor a knowledge- provider, but rather an adviser. He says:

The teacher is no longer expected to tightly orchestrate and dominate all work in the classroom. Formerly, his role was seen mainly in terms of providing input in the form of models and explanation of the language system, and then closely controlling practice of these models. Now his role is defined more in terms of facilitator who sets up conditions and activities that will make it possible for students to operate with language because a real interest in the outcome of the tasks (Murdoch G S, 1996: 48).

2.6 The Role of Teacher as a Facilitator

The common teacher's role in the competency-based framework is the role of a facilitator. In this context, Baurfeld believes that the instructor or the teacher has to adopt the role of a facilitator and not of a teacher (Baurfeld, 1998: 19). Thus, before we talk about how a teacher can be a facilitator, we have first to comprehend the meaning of a facilitator. A facilitator is by definition a person who makes something easy or eases a process. He/she is a person who assists a group of people in grasping at their common targets and in achieving them without any intervention of his/her behalf. On

this point, Dobson (2003: 64) defines a facilitator as “*a person who helps learners learn by discovering things for themselves*”. Therefore, when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher is not the king who controls the learners’ activities. Instead he has to grant the learners some space to the spirit of creativity and innovation. Besides, in Harmer’s view, the term ‘facilitator’ is used to describe a particular kind of teacher who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learners’ autonomy (where students not only learn on their own, but also takes responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge (Harmer, 2007: 10). Furthermore, Harmer (2001:57) suggests a set of precise roles that go hand in hand with the term ‘facilitator’. Thus, an effective teacher knows how to choose the relevant role depending on the task because during the same lesson, the teacher needs to behave in different ways at different stages of the lesson. In other words, within the classroom, the teacher’s role may change from one activity to another or from one stage of an activity to another one. The roles provided by Harmer are precised in the following lines:

- **Controller**

Teachers act as controllers when they are in complete charge of the class and of the activity. They control not only what the students do, but also when they speak and what language they use. Controller take roll, give instructions to students, organize drills, read aloud and in various ways exemplify the qualities of a teacher-fronted classroom. In this context, Harmer (2001: 58) argued that:

There are times when acting as a controller makes sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer

session. Indeed, in many educational contexts this is the most common teacher role”.

- **Organizer**

Teachers act as organizers when they have to initiate students to collaboration through pair and group works (Bader, 200, p 47). They have to do various activities in order to organize his/her class effectively. He/she has to initiate, explain the content of activities, deliver his /her instructions in a logical and unconfused way, and end tasks when time is finished (Harmer, 2001, p.58).

Teacher should instruct their learners and engage them because they are in the first step of learning. They have to do various activities to organize classes effectively. They have to provide the students with information, tell the students what they are going to do first, and what to do next. In this respect, Harmer (ibid: 59) holds that “*an important tool in instruction is for the teacher to organize a demonstration of what is to happen*”. In addition, teachers have to deliver the instructions of their tasks in a logical and unconfused way. In view of this, Harmer (ibid: 59) agrees that:

It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do, they may well not get advantages from any activity. If we do not explain the ways pairs or groups should be organized, the classroom will be chaotic. If we have not spent some time engaging the students’ interests and ensuring their participation, the activity may be wasted.

- **Assessor**

Teachers act as assessors to measure the learners’ abilities, understandings and evaluate their progresses and attainments. Teachers assume this role to see how well students are performing or how well they performed by offering feedback, correction and grading them in various ways. Students always expect that their teacher must

provide them an indication of whether they are getting their English right or not. In this respect, Harmer (ibid: 60) maintains that:

Students need to know how and for what they are being assessed. We should tell them what we are looking for and what success looks like so that they can measure themselves against this. We might say, for example, that in today's piece of writing I will be looking especially at punctuation or in this communication activity I am more interested in your fluency than your accuracy. Students then have a clear idea of what they need to concentrate on.

- **Prompter**

Teachers play the role of prompters when the students want to learn but they have a lack of vocabulary or they lost words. Then, the teacher should encourage his or her learners to think creatively. That is, the teacher prompts the learners to be able to speak English using correct vocabulary rather than using their mother tongue because some learners cannot communicate in English and they usually return to their mother tongue.

According to harmer:

When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement." (60)

- **Participant**

Acting as a participant is helpful for the EFL teacher and his learners because it is enjoyable and they can take part in discussion. This is more important for the EFL learners because the teacher acts as a participant like them in doing activities in the classroom.

According to Harmer:

There are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource" (61).

- **Tutor**

The teacher acts as a coach when students are involved in project work or self-study.

The teacher provides advice and guidance and helps students clarify ideas and

limited tasks. According to Harmer:

It is essential for us to act as tutors from time to time, however difficult this may be. In this more personal contact the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result.”(62).

In constructivist classrooms, the teacher’s job is to plan, organize, and guide the learner who is accountable for his own learning. In this view, Document d’Accompagnement du Programme de 3^{ème} Année Secondaire (2006) states that teachers’ main role is to guide, advice and facilitate the teaching/learning process. In like manner, Paul (2008, cited in Griffith, 2014: 3) reveals that the role of the teacher consists of proposition of different types of information in different ways and suggesting appropriate activities, materials and practices.

3. Carl Rogers’ Facilitation Theory

Carl Rogers (1983) and others developed the theory of facilitative learning. It is based upon the premise that people have a natural eagerness for learning and that learning involves changing your own concept of yourself. This psychological theory was first applied in dealing with patients. It is noted in a strong belief that each individual has a potential and a capacity to solve his / her own problems. In ‘The necessary and sufficient conditions of therapeutic personality change’ (1957) Rogers made a major statement of his ideas about psychotherapy. Later he extended these ideas to education. Rogers’ approach to psychotherapy was based on the goal of unleashing the client’s potential, rather than having the therapist function as an expert problem-solver. Likewise, in education, Roger intended that the instructor / facilitator

unleash the potential of the learner, based on the passion and interests which characterized each person. Thus, in his 195 books on client centered theory involved a chapter on student centered learning which emphasized that the role of the instructor was indeed to facilitate rather than direct. Moreover in 'Significant learning in therapy and in education' (1959), Rogers stated a set of conditions in education that paralleled those that he had stated for psychotherapy. These were that significant learning can occur only to the degree that the student is working on problems that are real to him; that significant learning can be facilitated only to the degree that the teacher is genuine and congruent. In addition, *'the teacher who can warmly accept, who can provide unconditional positive regard, and can empathize with the feelings of fear, anticipation and discouragement which are involved in meeting new materials, will have done a great deal toward setting the conditions for learning.'*

In his book freedom to learn Rogers took a deeper and broader interest to education. He said that because of the continually changing process of education we are:

Faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world (p. 104).

Rogers learning theory also included 10 principles that define the role of the teacher as a facilitator of learning. Rogers (1983) summarized this role by stating that *"the primary role/ task of the teacher is to permit the student to learn to feed his own curiosity"* (p18)

Rogers' ten principles of facilitation together with his ten principles of learning form a human learning theory that emphasizes learner's agency, conation and affect.

3.1 Roger's Ten Principles of Facilitation

- 1- Facilitator has to settle a climate of the group and establish trust among its members. Adding to this, teacher's views and philosophy can be communicated and criticized at anytime.
- 2- Facilitator has to help the students to elicit their own purposes and consider them as prior to be integrated when setting final objectives of the lesson.
- 3- He should incorporate students' desire in implementing the purposes in order to provide a motivational force for successful learning.
- 4- He should provide as much learning resources as possible.
- 5- Facilitator has to consider himself as flexible resources of knowledge to be used by the group.
- 6- He must accept both intellectual content as well as emotionalized students' views and attitudes.
- 7- Teacher should be a participant learner as a member of the group.
- 8- Teacher can share his feeling and thoughts .However, he mustn't impose his attitudes.
- 9- Throughout classroom work ; interaction between the member of the group, teacher should remain alert to any expression indicating deep, strong or aggressive feelings
- 10- In his performance as a facilitator of learning, he should endeavour to recognize and accepts his own limitations.

3.2 Rogers' Ten Principles of Learning

- 1- All men have the potentiality of learning by nature which is due to enormous innate curiosity (p157).

- 2- Learning takes place only when subject matters are really relevant to learners' interests and satisfy their personal purposes .Besides, a person achieves a significant learning only when he recognizes or appraises knowledge as being necessitated in the enhancement of his ownself.
- 3- Teacher, to some extent, should accept, should accept some students' values, even if they are placed in the zone of non-conformity and threaten the social demands or requires.(p159)
- 4- Learning process become more easy when there is a minimum of external threats. Teacher has to provide a supportive and understanding environment , despite learners' deficiency so as to remove any fear that push them to underestimate themselves.(159.160)
- 5- The absence of any external threat to foster a successful learning since it allows the students to feel self-confident and secured.(P161)
- 6- Significant learning is promoted through doing. Students should be put in a problematic situation that enables them to experience a real social, ethical and personal problems and issues.(p162)
- 7- Effective learning is achieved only when students participate in the learning process. In fact, this allows them to choose their own direction and leads automatically to discover his own learning resources. Furthermore, this helps them to formulate and identify their own problems. Therefore, they may design convenient plans and the course to solve them.
- 8- Significant learning is maximized with self-initiated learning that involves both students' feeling and emotions. In this case, learners try to discover new self generated ideas that include artistic creation such as painting and

poetry. The learner here is aware about his absolute responsibility to hold the knowledge or relinquish it, since there is a total absence of external authority or judgment.

9- Students should be given the opportunity to judge and evaluate their mistakes. Consequently, learners acquire the knowledge dependently through creativity, self reliance, self-criticism and self evaluation as well (p163)

10- Since culture change is inevitable, knowledge which is acquired previously is not always adequate to cope with current problematic situation. Therefore, we have to develop and instill the value of creating enough expectations that are crucial to deal or cope with new changing situations.(P163-164).

Conclusion

The current chapter aimed at reviewing the literature related to facilitation comprising a general overview of the competency based approach, the definition of constructivism and its poles and tenets, the difference between a teacher and a facilitation as well as the theoretical framework that underpins this research.

Chapter Two:
Research Design and
Methodology

Introduction

This chapter deals with the methodology used in our study. It is divided into two parts, which describe the techniques and procedures of data collection and analysis required to check whether the teachers are behaving as facilitators in the learning process during classroom EFL sessions and whether the formulated hypotheses will be confirmed or not. The first one, named “ procedure of data collection”, is devoted to the definition and description of the research method used, the presentation of the sample population of the research as well as the data collection instruments used to carry out the research. The second part, named “procedure of data analysis”, deals with the presentation of the two methods used for the analysis of the selected data.

1. Procedures of Data Collection

1.1 Research method

To carry out our case study, we have opted for a mixed research method that combines the qualitative and quantitative methods. The use of quantitative method allowed us to gather a huge amount of data, and the use of qualitative method enabled us to analyze the gathered data and answer the questions. As it has been explained by Price, the qualitative method “*helps the researcher to get descriptive information on variables not easily assessed using empirical research and can provide a way to view phenomena from the point of view of the subject*” (1991 cited in Tanveer, 2007: 33). It means that the descriptive qualitative research method permits us to comment on the data gathered from quantitative research.

1.2 Population Sample and Strategy

The study under investigation took place in two secondary schools of Tizi-Ouzou namely Smaili Ali Secondary school and Nouveau Lycée secondary school in the district of Mekla. Informants were teachers of English and secondary school students who responded to the research instruments addressed to them. From this population, a sample of 100 students and 4 teachers of English including two teachers from Smaili Ali secondary school and two teachers from Nouveau Lycée secondary school where classroom observations were conducted. Probability sampling technique was used which means that members of the whole population had the same chance of being chosen and there was no specific feature upon choosing the selected population.

2. Description of the Data Collection Tools

As it was mentioned earlier, the purpose of the research is to investigate the role of the teacher as a facilitator in the secondary school context. To achieve this purpose, two data collection instruments were selected: a questionnaire and a classroom observation. The questionnaire was administered to the students whereas the classroom observation had been done by focusing our attention on the teaching method used by four teachers of English during the teaching process.

2.1 Questionnaire

The questionnaire is used as a data collection tool that is thought to give the researcher the advantage to collect a large amount of diverse data within a short period of time and with less energy. This view is emphasized by Dorney (2007,101) who believes that “the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible”. It is also useful to get detailed answers about the topic under investigation.

Students' autonomy and independence in the classroom set was also the focus of the research, for this purpose a questionnaire of 14 questions was designed to collect data and information about students' readiness and acceptance of the role of the teacher. The questionnaire was submitted on April 17th 2018, to 100 students of second and third year levels enrolled in different streams. The questionnaire was composed of three main sections that include open as well as close ended questions.

2.2 Classroom Observation

Structured classroom observations were conducted as an instrument which allowed the researcher to compare between what the informants have said and what really happened in the real setting. The observations are done in a planned way i: e the observers follow a checklist which is by definition a list of items or information that an observer is going to look at when observing a particular class. The classroom observations are adopted as the main source for data collection due to the utility of this source in generating data which are not biased by the learner and teachers' subjectivity and judgments. In fact, a classroom observation allows an objective and direct transfer of data since the researcher is part of the whole research. Furthermore, it gives the observer the opportunity to observe several aspects such as the participants, their behavior and their interaction in the classroom. This vision is clearly showed in the words of Mackey and Gass (2005:175) who asserted:

Observations are very useful in that they provide the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and action within a particular context.

SO, the classroom observations will allow the researcher to examine the real life situation of teaching and learning. Concerning our study, these observations help us to discover whether secondary EFL teachers are really immersed in the new context

of teaching which expect them to be facilitators of the learning process. It also serves as a source of data that cannot be captured by the other instruments like teachers' behaviour, the type of interactions taking place in the classroom, and the type of relationships involving the teachers and the students.

The classroom observation was conducted in two different schools and classrooms of the three levels (first year, second year and third year) in Mekla. The first classroom is third year scientific stream (3ST3) which is made of 21 students. In this class English is taught as a secondary subject. The second class is second year scientific stream (2ST1) which is made of 24 students also studying English as a secondary subject. The third class is first year literary stream where English is taught as a core subject. One of the targeted teachers has taught with the old approach as well as the new one, another one is new in the domain and received training with the CBA.

3. Procedures of Data Analysis

3.1 Statistical Method

For the analysis of the quantitative data gathered through the questionnaire; the results are highlighted by means of histograms which make visible both the number of answers and their related percentages.

We proceeded in the calculation of the percentage using the rule of three

The rule of three is applied as follows: $x = z \times 100/y$

X is the calculated percentage, Z is the value of the similar answers, and Y is the total number of the participants. For open-ended questions, we will interpret the data using Qualitative Content Analysis.

3.2 Qualitative Content Analysis

There are many procedures used by qualitative researchers to analyze their data. Zoltan (2007:24) argues that “*qualitative research involves data collection procedures that results primarily in open-ended non numerical data which is then analyzed primarily by non statistical methods*”. Qualitative content analysis (QCA) is used in this study. The analysis of the open-ended questions is based on the conventional approach to content analysis. This method involves the identification and interpretation of data that reflect the participants’ perception.

Conclusion

This chapter presented the research design and the research methods used to seek whether the teachers are adopting the role of facilitators in the teaching/ learning process, a new role that has been stressed in the new approach in teaching and learning, adopted in the recent programs. It focused mainly on the components of the research design: the description of data collection procedure and the description of data analysis procedure. The chapter explained also how the chosen research method, which combines the quantitative and qualitative methods, will help to select and analyze the data, to provide answers to the research questions. Finally, this chapter ended with a conclusion that overviews the main points developed and explained in it.

Chapter three:
Presentation of the Findings

Introduction

This chapter is empirical; it deals with the presentation of the findings obtained by means of the data collection tools namely: questionnaire and classroom observation. We used the statistical analysis for the closed ended questions and the qualitative content analysis for the open ended ones. The data obtained are displayed in percentages and organized in tables, pie charts and diagrams.

The chapter is divided into two sections: the first one deals with the presentation of the findings obtained from the questionnaire and the second one covers the presentation of the findings of the classroom observation.

1. Presentation of the questionnaire's results

1.1 Students Profile and personal Information

The sample is 100 secondary school students that include 74 females and 26 males, with a mean age of 18 years old. 48% of the informants are students of second year scientific stream, 26% of them are pupils of third year philosophy branch, whereas the remaining 26% are third year foreign languages learners.

1.2 Students' Readiness for Autonomous Learning.

Q1: "Do you think you are able to learn English by yourself?"

	Yes	No	Total
Number	35	65	100
Percentage	35%	65%	100%

Table (1): Ability of Students to Auto Learning

The table above shows that 35% of the students answered by “yes”, they say they possess the capacity to auto learn English whereas 39% of them believe that they cannot learn English by themselves.

-if no, choose a reason

Reasons	Number	Percentage
The teacher knows better than me	18	18%
I used to rely on the teacher	14	14%
I don't know how to study by myself	3	3%
The teacher doesn't give me the opportunity	5	5%

Table 2: Reasons for Dependent Learning

The aim of this part of the question is to depict the reasons behind students dependent learning, it is interesting to note that 18% of the students are still dependent on the teacher because they think that the teacher knows better than them, 14% asserted that they used to rely on the teacher and they find it hard to let go of such habit. Moreover 3% of the pupils admitted that it is hard to learn alone, whereas 5% of them said that the teacher doesn't give them the opportunity to learn by themselves.

Q2: Who does assume more responsibility in the learning process?

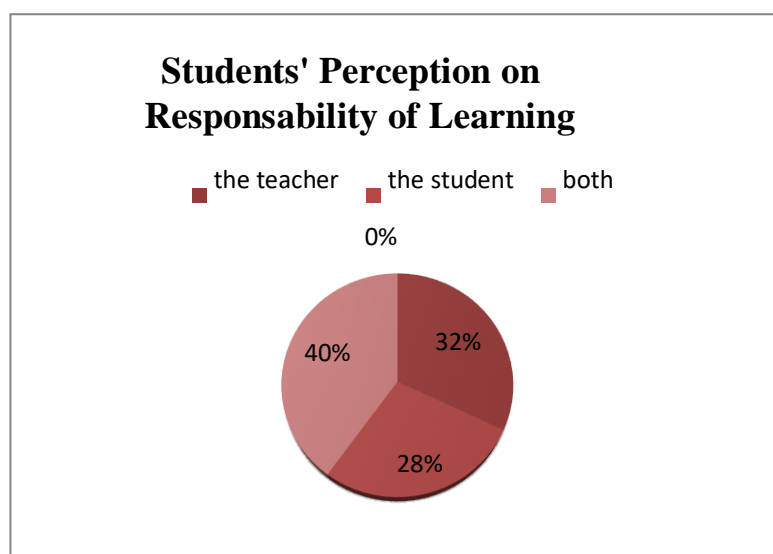


Diagram (1): Students' Perception of Responsibility in Learning

As shown in diagram (1), 32% of the students consider the learning process as the teacher's responsibility. While most of the population (40%) believes that learning is a shared task between the teacher and the student, only 28% of them view learning as their personal responsibility.

Q3: "Do the objectives set by the teacher feed your inner curiosity?"

	Yes	No
Number	55	45
Percentage	55%	45%

Table (3): Final Objectives and Students Inner Curiosity.

Tackling the extent to which the learning objectives set by the teacher contribute to the nourishment of students' curiosity, findings show that 55% of the informants felt satisfactory fed curiosity whenever they achieve final learning objectives. Nevertheless some of them (32 out of 100) still felt lack in feeding their inner curiosity.

Q4: “Do you always present your project works in the classroom?”

-If no why?

	Yes	No	Total
Number	40	60	100
Percentage	40%	60%	100%

Table(4): Project Presentation in the Classroom

On the basis of the data gathered we notice that the minority of the students (40%) confirmed that they do present their project in the classroom while the majority (60%)denied this practice. When asked for the reasons, the students expressed themselves by saying that it is due to the lack of time and also the lack of means.

Q5: “Who corrects your mistakes?”

- I correct them myself
- My classmates correct them
- My teacher correct them

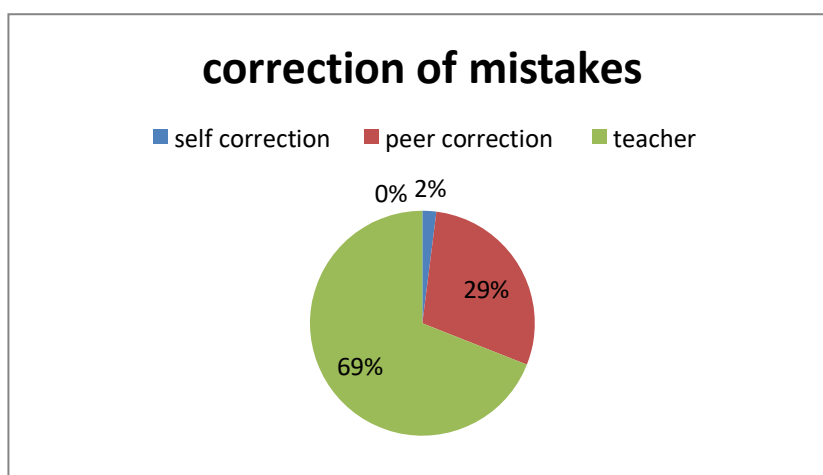


Diagram (2): Correction of Mistakes

Q6: “Does the teacher allow you to correct your classmates’ home work or tests?”

	Yes	No	Total
Number	00	100	100
Percentage	00%	100%	100%

Table (5): correction of tests and home works

When asked whether the teacher allows the students to correct each other’s home works and tests all of the informants confidently said ‘no’, the teacher doesn’t allow us to correct one an others’ copies.

Q7: “Do you prefer to study using”:

– **Justify your answer**

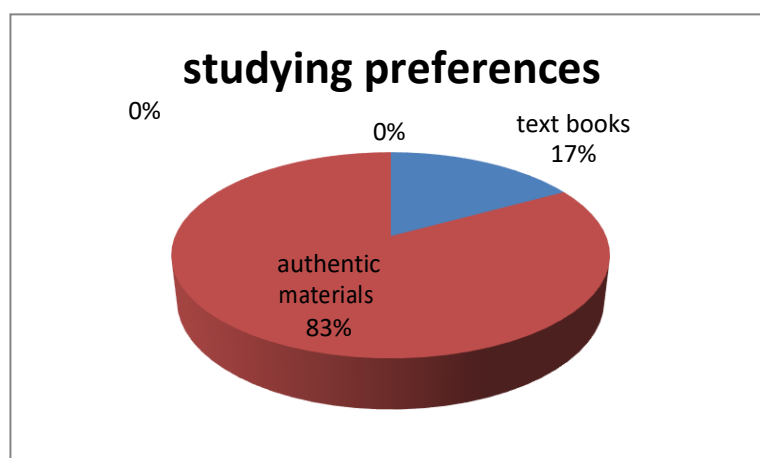


Diagram (3): Studying Preferences

As it is shown above, 83% of the students favored the use of the ICTs such as computers, videos with lessons written in organized handouts and they justified this by saying that they are accustomed to them in their daily lives and it would help them to master a native

speaker’s kind of English. The 18% who chose text books expressed their wish by saying that books are more secure because they were designed for educational purposes.

Q8: “How do you perceive the activities done in the classroom?”

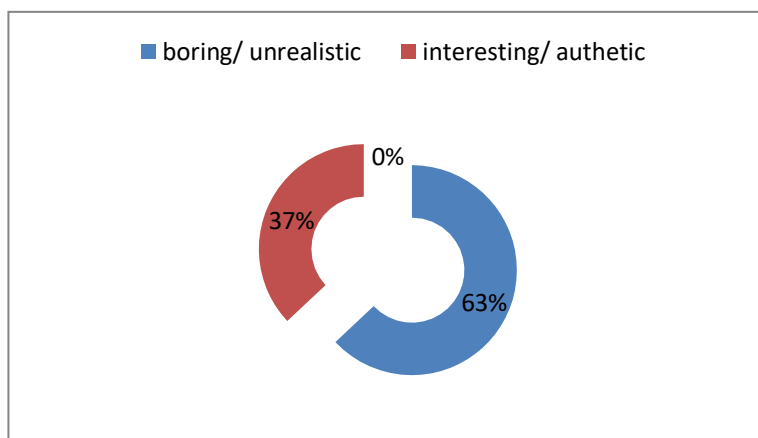


Diagram (4): Students’ Preferences of Activities

The data presented above clearly show that most of the students (63%) claimed that the activities performed in the classroom are textbook activities which are “boring and unrealistic”. Similarly 37% of the students state that the activities are “authentic and interesting”

1.3 Students’ Beliefs about Teacher’s Behavior in the Classroom Q9:

Q 9: During the learning process does the teacher:

-Impose his/her attitudes

- allow you to criticize or communicate their views

	Impose his attitudes	Allow me to criticize their views	Total
Number	45	55	100
percentage	45%	55%	100%

Table (6): Teacher’s Attitude in the Classroom.

As it is indicated above, when designing the question, we aimed to know whether nowadays teachers relinquish the traditional authority in which the teacher is always right and his attitudes could never be communicated by his students. Most of the participants (55%) answered that they can freely criticize, oppose or communicate teachers 'views. Whilst almost half of them (45%) denoted that the teacher imposes his attitudes and rejects any criticism.

Q 10:“In the classroom do you have the opportunity to discuss matters with peers?”

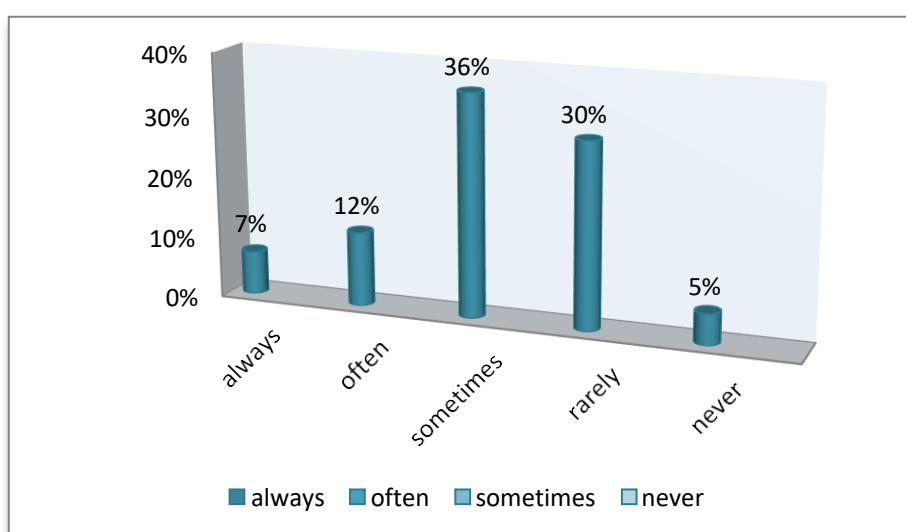


Diagram (5) : The Frequency of Interactivity between Students

Shedding light on the frequency of interactivity between the students, results showed that most of the questioned pupils choices varied from sometimes (36%) to rarely (30%) while the remaining informants have opted for: always (7%), often (12%) and never (5%).

Q11: “Does the teacher give you enough time to answer questions?”

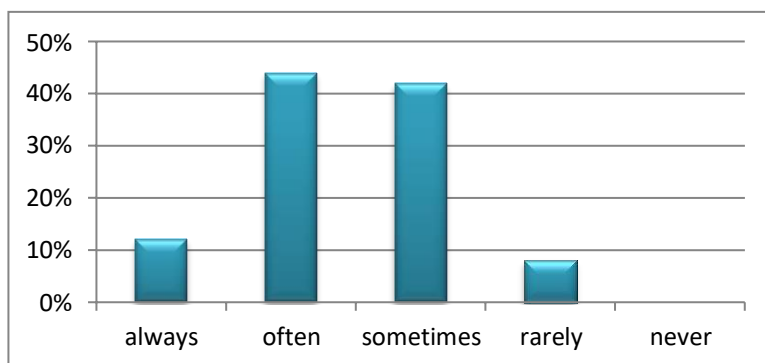


Diagram (6): Time of Thinking Devoted by the Teacher

This question intended to see whether the teacher gives his learners enough time to answer questions. It is clear from the bar chart above that most of the students chose often (44%) and sometimes (42%) as for the remaining ones, 10% of them opted for always and only 2% answered by never.

Q12: “Does the teacher accept your questions?”

– **If yes when?”**

	Yes	No
Number	100	00
Percentage	100%	00%

Table (7): Teacher Approval of Questions

When questioned whether the teacher accepts students question or no, results showed that none of the pupils affirmed that the teacher rejects any question. When asked for clarification, all the students responded that the teacher accepts questions related to explanation of a task or clarification of an ambiguous one.

Q 13: “Does the teacher encourage you to do projects?”

	Yes	No
Number	35	65
Percentage	35%	65%
Total	100	100%

Table (8): Teacher Encouragement of Project Work

It is clear from the table above that the majority of the students (65%) claim that the teacher doesn’t encourage them and help them to do their project. Similarly 35% of them declare that the teacher do help them to realize their projects.

Q 14: “Does the teacher accept your initiatives?”

Comments - yes -No

Proposals -yes -No

Extra information -yes -No

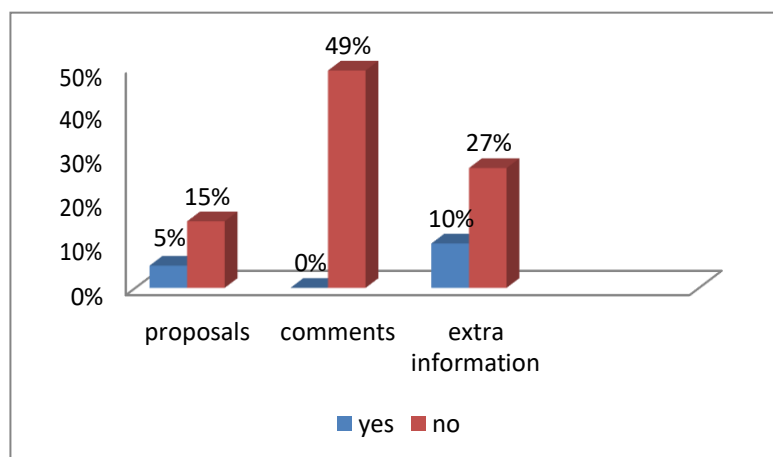


Diagram (7): Teacher Acceptance of Learners’ Initiatives

One task of a teacher as a facilitator is to accept learners' initiatives and encourage their autonomy by giving them the opportunity to share their proposals, comments and extra information. However, the results obtained from the questionnaire showed that the teacher doesn't really welcome students' initiatives. Indeed, only 5% of the students expressed that their teacher give them the opportunity to propose tasks in the classroom while 15% of them expressed a negative answer about the matter. In addition the majority of the student expressed also a negative answer about the teacher's refusal of comment and this is also shown in the classroom observation. Ten students answered that the teacher gives them the opportunity to share extra information while 27 % of them denied this behavior.

2. Presentation of the Results of the Classroom Observation

Classroom observation was used as a second tool to gather information. After the approval of four teachers from Mekla secondary schools, a total of eight (08) attendances have been assured. The observations are represented in a checklist. The latter contains 15 items arranged in a table. These items were observed in terms of frequency of occurrence from *always* to *never*. The numbers displayed represent the number of teachers observed.

<i>The Observed Items</i>	Frequency of Occurrence of Facilitation Behaviours in the Classroom				
	Always	Often	Sometimes	Rarely	Never
1. Collaborative learning is allowed	1	3	0	0	0
2. The teacher encourages autonomy	0	0	2	2	0
3. The teacher encourages group and pair work	0	4	0	0	0

4. The teacher monitors students' work	0	0	2	2	0
5. The teacher accepts Errors	0	0	0	0	4
6. Teacher focuses on both the intellectual and emotionalized Content	0	0	1	2	1
7. Teacher relies on Blooms taxonomy	4	0	0	0	0
8. STT is much larger than TTT	0	0	0	1	3
9. The teacher uses many teaching aids	0	0	2	1	1
10. The teacher discusses the topic with Ss and shares experience	1	1	1	1	0
11. Teacher allows Ss to correct each other	0	2	0	2	0
12. T relies on problem situation tasks	0	1	2	1	0
13. Teacher relies on pair and group works	0	0	4	0	0
14. Activities and tasks are Useful in real life	0	4	0	0	0

15. Creativity and innovation are Favored	0	3	1	0	0
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Conclusion

The present chapter provided the results of the findings obtained from the questionnaire answered by secondary school students and those of the structured classroom observation. The data were organized in tables and graphs and the results will be discussed in the following chapter.

Chapter four:
Discussion of the Findings

Introduction

The current chapter is devoted to the interpretation of the finding obtained from the two data tools: the questionnaire designed to secondary school students and the classroom observation. It is divided into two sections the first one dealing with the discussion of the results of the students' questionnaire and the second for the discussion of the classroom observation. The data will be interpreted according to the general principles of constructivism and Rogers' principles of facilitation.

1. Interpretation of the Results of the Questionnaire

1.1 Students Profile and Personal Information

The questionnaire was administered with 100 students (74 female and 26 male) from two different levels and three different streams and classes. The questions were easily understood and answered by the total number of students.

1.2 Interpretation of Students' Behaviour in the Classroom Setting

Facilitation cannot be achieved without learners' autonomy. Therefore this section was designed to explore students' behaviour in the classroom and to check whether they are prepared to be autonomous or not.

The teacher's role is to give a hand for the students when needed. Thus the responsibility of learning does not lie on the teacher alone or the student alone, but it is a shared task. The questioned students have confirmed this claim by saying that both the teacher and the students are aware of the role they have to take in the process of learning.

One of the main tasks of the teacher is to plan. The results obtained from the questionnaire confirm that the teacher sets final objectives that satisfy learners' needs. The reason behind planning is to determine final objectives that satisfy learners' inner curiosity.

Rogers confirms this claim by stating that the primary role of the teacher is to permit the student to learn to feed his own curiosity (1983). The learners' answers to this question confirm one thing which is that teachers do care about learners' inner curiosity. When asked whether the objectives of the lessons meet their own needs the majority (55%) answered by yes.

The findings also show that the students prefer authentic materials than textbooks because they say that the content is more interesting and realistic than the content of textbooks. Indeed, one of the most important principles of facilitation is experiential learning that is to say a learning environment in which the learners manage their own learning by producing and doing rather than consuming the language.

Project work is a common practice of experiential learning in language learning as it helps the learners to get involved and craft their work by searching, analyzing and creating (high level order of thinking), which according to Blooms' Taxonomy, must be achieved and thought about during lesson planning. However, learners' answers confirm that project based learning is rarely applied in classrooms. In fact, they answered that the teachers find it difficult and challenging to implement methods of PBM because of some obvious reasons that prevent the students from doing their projects. 63% of them believe that the lack of encouragement from the teacher is one of the major reasons. So, the learners answers to this question suggest that the teachers are failing to implement one of the most important principles underlying the objectives of the program that expect the learners to be autonomous and the teachers to be facilitators guiding the learners in their project work accomplishment.

As far as activities are concerned, when asked about the type of activities that are mostly present in the classroom, 63% of the learners answered that the activities they practice are boring and uninteresting. The activities practiced mostly are text book based and they vary

from true/ false questions, MCQ's or writing dialogs and paragraphs; thus the activities are not authentic. This fact is noticed in the classroom observation we have done. The teacher's task is to design and create activities that suit learner's real life situations, fit their needs and increase the learners' motivation and interest to avoid their passive role. In contrast, the result reveals that the teachers depend on the activities included in the text book; hence, they are not taking into consideration the authentic materials in their teaching and they are not thinking about the learners' needs and preferences.

2. Interpretation of Students' Belief about Teachers' Behaviour in the Classroom

The aim of this section is to elicit data in the teacher's behaviour in the classroom and to find out whether the Algerian EFL teachers fit the norms of facilitation.

Our interest in question nine was to detect whether the teachers observed are conforming to this standard. Surprisingly, the results revealed that 55% of the students believe that the teacher accepts their beliefs and allow them to criticize his/ her views. A teacher facilitator should allow a safe learning environment where the students feel free to communicate their ideas and share their points of view. The teacher's task is to allow the students to share their ideas without being judged. As seen through the results of this question, the teacher is performing the role of facilitator by allowing students to criticize and communicate his views.

The two previous questions were designed to know whether the Algerian EFL teachers apply two important notions of constructivism which are discussion and time devoted to answering questions. The answers of the learners concerning this fact show that the Algerian EFL teachers do not really attribute importance to discussion and do not allocate time to answering questions in the classroom since most of the students answered by *sometimes* when asked about the time devoted to interactivity, and answered by *rarely* when asked about the time allocated to answering questions.

In fact, Discussion among learners in the constructivist environment is crucial since it helps learners in building their understanding and knowledge by testing their hypotheses against other representations, and the constructivist teacher should encourage this. Likewise, Pupils should be given enough time to discuss matters with their peers and to answer questions. When devoting time for discussion and answering questions, the teacher adapts two concepts of constructivism which are MKO and ZPD. MKO is practically a person (a peer) with more knowledge and understanding in the subject being tackled by the learner. Accordingly, through discussion and peer interactivity the teacher facilitates autonomy by urging pupils to exchange ideas and share knowledge in the subjects being tackled by the learner. Moreover, by giving time to answering questions, the learner reflects and activates prior knowledge and experiences to generate new answers. In addition each learner is operating under the constraints of his ZPD which differs from one learner to another. When ignoring discussion, the students are brought back to their traditional role of being information absorbers which means that the teacher is not performing his role of a facilitator.

Another important task of either the traditional teacher or the teacher facilitator is to answer students' questions. Concerning question approval, all the students confirmed that their teacher accept questions related to clarification and explanation. They said that *"when we ask questions about ambiguous information, the teacher always clarifies. In addition, when we want more explanation about a subject, the teacher always explains"*. This shows that the EFL teacher conforms to one of the basic roles assigned to him by CBA.

Correction of mistakes can be made by the teacher, the peers or the student himself. The teacher allows the student to recognize their mistakes and feel free to correct them. His role is to establish a classroom environment where the students are free to make mistakes and correct them without hesitation. According to Paul Bear Bryant: *"when making a mistake there are only three things you should ever do about it: admit it, learn from it, and don't repeat it"*.

In addition allowing students to correct each other's mistakes is the best way to ensure that the mistake won't reappear ever again and won't become errors. Seemingly, the Algerian EFL teachers don't allow self and peer correction among their students since 69% of the students answered that the correction is predominantly done by the teacher.

Based on the results obtained from the questionnaire, we concluded that the teachers don't give students the opportunity to evaluate and assess their works or works of others since the total number of students answered by no when asked whether the teacher allows them to evaluate their own works. Peer and self assessment are important aspects of autonomy. Assessing their work or that of the others can help students to develop their understanding and raise their motivation. Allowing students to evaluate their works and the work of their peers can help them to determine what is good and what is bad. Self and peer assessment is a strategy practiced by a facilitator in order to allow students to learn from their mistakes. Unfortunately, this strategy seems absent in the Algerian EFL classroom and this is due to many reasons like the enrollment of learners in large classes.

When it comes to initiatives, a good teacher facilitator is the one who accepts learner's initiatives and encourages their autonomy by giving them the opportunity to share their proposals, comments, extra works and information. Brooks and Brooks (1993) emphasized that a constructivist teacher should encourage and accept learners initiatives and autonomy. However, this case seems to be disregarded by the teacher since the students confirmed that their teachers do not accept their initiatives especially when it comes to commenting. As it is observed during classroom observation comments are forbidden during English classes as most of the students make inappropriate ones. Students just rely on the teacher to give them information and guide them throughout the different stages of the lesson.

3. Interpretation of the Results of the Classroom Observation

The second data collection tool we have used in our study is Classroom Observation which was conducted with “four” teachers. The use of this tool is highly beneficial to our study. It has helped us to get significant details and to answer our research questions. In addition, it has helped us to confirm/disconfirm the results of the questionnaire, since it has permitted us to observe the data in its natural setting. The observation scheme or checklist we have used, contains thirteen (15) items which are related to facilitation and teacher’s behaviour in the classroom. In this chapter, we are going to discuss the results in detail.

The role of the teachers is to generate copious rapports and numerous relationships between themselves and their students based on mutual trust and esteem. Teacher and students create a unity and together construct a learning ambiance full of equality, harmony, and liveliness which promotes efficient learning. The teacher encourages both collaborative working and participation. Encouraging students to discuss matters and participate in the classroom is one of the tasks of a facilitator. In fact interaction between learners and their teacher, and learners themselves are highly valuable in the constructivist environment and thus noise becomes a natural part of it; working in total silence is not a feature of socially collaborative classrooms (Pritchard and Woollard, 2010). Moreover, participation is to be favored in the classroom and all the students take part and express their ideas and emotions. According to Carl Rogers (1983) learning is facilitated when students participate responsibly in the learning process. On the basis of the results gathered, it is noticed that discussion and collaborative work are not favored by the teacher since two of them *sometimes* rely on it whereas the other two *rarely* rely on it. In addition, it is noticed that group work and peer work is reduced to minimum. Undeniably, most of the lessons occur in calm and quiet climate where only three to four students participate, and the others remain silent. Consequently, it is

safe to say that the EFL teachers favor a climate where the students are calm and receive information. This practice is far from the principles of facilitation.

A teacher/ facilitator takes into account that the main goal of studying a foreign language is to learn how to communicate with that language. So, ignoring the meaning and merely focusing on linguistic functions and forms while designing a task, cannot make a good and successful language learner. During the classroom observation, we noticed that problem situation activities were rarely used in the classroom. The role of the teacher is to design authentic tasks and activities that go hand in hand with real life problems. The tasks should consider students' needs and link them to communicative matters and issues that learners currently deal with or may face in the future. Giving the opportunity to discuss problem solving and authentic activities is highly recommended since it brings students attention and raises their motivation. This suggests that the Algerian teacher of English is not conforming to the principles of facilitation theory.

One trait of a good teacher is innovation and creativity. The teacher facilitator uses his creativity when it comes to lessons and innovation when it comes to lesson planning i.e: he has to create tasks that accommodate with the students' needs and innovate lessons plans that suit each class level and profile. Authentic materials such as games, videos and audio books are favoured. Authentic materials are very important since they tend to motivate students and catch their attention. Unfortunately, the data show that three out of the four teachers rely on the textbook and student perform tasks of the textbook. Text book activities include role plays , letters writing, dialogs, games but the students find them boring and only three to four of them manage to complete the tasks. The remaining teacher, who is a novice teacher, often used teacher based activities such as writing a mobile phone description using real mobile phones, listening to songs and completing gaps (gap filling) or performing and imitating the speech of Martin Luther King's outside the classroom (in the school yard). Unexpectedly,

these activities seemed to attract students' attention and all the students enjoyed the tasks and performed the tasks with enthusiasm.

Students' autonomy and self reliance should be promoted in the constructivist classroom. The teacher has to guide the students gradually in order to become independent. Meanwhile, Constructivist students are expected to take decisions for themselves. They are expected to correct each other's mistakes, answer each other's questions and even correct each other's copies. However, during the classroom observation, we noticed that the teacher spoon feed the students; the students sit on their chairs and wait for instruction from the teacher who is talking and taking charge of the lesson most of the time. In fact TTT was about 45 minutes whereas 15 minutes were devoted to some student's. Mistakes were forbidden and the correction was *often* done by the teacher or sometimes by one of the "smart" students. Self and peer assessment was not favored in most of the classes, the reason behind this is that the teachers don't really trust the students objectivity.

The goal of the teacher with each lesson is to guide the learner and prepare him/her for real life. To reach the final end of the lesson, the teacher has to rely on Blooms levels of thinking. The theory includes six levels that the students should go through so as to produce or create something new. As it is notified earlier most of the teachers used the textbook which activities are designed following the bloom's taxonomy. Accordingly, it is worth to say that most of the teacher's relied on Bloom's taxonomy thus at the end of each lesson the students learn to produce something new using the items taught for example writing a descriptive essay about the school of their dreams using "*I wish*".

Teacher can mediate learning in the classroom and help learners learn better by interacting with them and monitor them during their work. During task practice, the teacher facilitator ought to help the students and participate in the learning process; according to Rogers the teacher should monitor and guide the students throughout their works. During the

observation, the data show that two of the teacher's *sometimes* monitor and guide the student's whereas the remaining two *rarely* apply such method in their classes.

The teacher facilitator can facilitate interactions among students by producing interactive / communicative tasks and activities and encouraging learners to involve in group and pair work. Moreover, she/he can create an interactive, unstressed environment where the teacher shares his experience and the students feel free to share both their emotional and intellectual contents without feelings threatened. The teacher facilitator has to be implicated in both the intellectual and emotional content of the student. The eighth principle of facilitation draws attention to the importance of feelings and emotions in the learning process. Through this principle, Rogers highlighted the need of the students to store or relinquish any knowledge without pressure or threat. Nevertheless, during our observation we deduced that the teacher gave more importance to the intellectual than emotional content of the students. We also noticed that three out of the four teachers *often* shared their experiences on the subject matter and only one out of the four *sometimes* included activities that tackle feelings of the students such as writing a poem about their hopes and wishes.

In fact in the discussion of the findings, the research hypotheses which are advanced in the general introduction seem to be confirmed but not at one hundred percent. The results show that the EFL teachers in the secondary schools are aware of the new role of facilitation but they still fail to be familiar with this new approach since the students who are the core units of the teaching and learning process are unable to be autonomous and independent.

Conclusion

This chapter permitted us to interpret the results gained from the students' questionnaire and the teachers' classroom observation concerning the extent to which the Algerian EFL teachers play the role of facilitator during the teaching process.

The next chapter will present an overview of the research and present in-depth details about the research questions and confirmation or disconfirmation of the research hypothesis put forward in the general introduction.

General conclusion

General conclusion

The aim of the study was to seek whether Algerian EFL teachers perform the role assigned by the new paradigm of teaching. This research attempted to investigate the facilitative role of the teacher within the EFL context. The two objectives put forward in the investigation was the find out whether the EFL teachers' practices, behaviours and procedures conform to the norms of facilitation and whether students' centeredness and autonomy are achieved in the classroom setting. The research has adopted the principle of constructivism and relied on Carl Rogers' theory of facilitation as a theoretical framework.

Our research has been carried out using two data collection instruments: the first one was a questionnaire administered for 100 secondary school students from the three levels and the second one was the classroom observation carried out with four teachers in the two secondary schools in Tizi –Ouzou (Smaili Ali and Nouveau Lycée secondary schools). A checklist of 15 observed items was used during the classroom observations.

To conduct the investigation we adopted Mixed Method Research to interpret the data quantitatively and qualitatively and to confirm/ or disconfirm the hypotheses. We interpreted the results in a form of tables and charts and calculated the percentages using the rule of three for the quantitative part and qualitative content analysis for open ended questions.

Following an exploratory case study and after the interpretation and analysis of the data collected from the two data collection instruments (a questionnaire for the students and a classroom observation), the two hypothesis put forward in the general introduction were confirmed. The results confirmed that the teachers of English are aware of the new role of facilitator allocated by the new approach to language teaching, which is CBA. Nevertheless, the results show that some teachers seem to find a difficulty to perform the role since the

students are unable to engage in an independent learning. The experienced teachers finds it challenging to abandon their old roles due to a lack of study and training on the theory of constructivism whereas the novice ones are more open to change since they received a year of training by the general inspectors of education.

The results of the questionnaire showed that the teachers are gradually open to perform the role of facilitators. The students' answered that teachers obey to some important notions of facilitation. The students said that the teachers allow them to criticize his/ her views and express their opinions. In addition, the questionnaire showed that the Algerian EFL teachers approve of students questions and clarify ambiguous matters. Nevertheless, commenting and initiatives were not allowed as the teacher forbids them in the classroom. Another finding obtained from the questionnaire was that the teacher applies Blooms taxonomy and allows students to produce at the end of each lesson. This principle is stressed by Rogers since he believes that the facilitator's task in the classroom is to feed learners inner curiosity.

The classroom observation mainly showed that the students are dependent of the teacher and wait for the teacher to accomplish all the tasks. The results demonstrated that most of the work is done by the teacher. In addition self and peer assessment were absent in the classroom setting, discussion between students was not welcomed and group and peer work was rarely done. Moreover, authentic activities and problem solving situations seemed absent since innovation and creativity in designing lessons were rarely considered by the teachers. In the other hand, the Algerian EFL class also plays a vital role in the research. Indeed the research showed that the Algerian EFL class does not help much in achieving learner centeredness since it is generally an overcrowded classroom with lack of ICT devices.

Our research was subject to many limitations that made it difficult task to accomplish. The major limitation was time; indeed we had to wait until April to start our classroom

observations due to the two months strike. Consequently, we succeeded to conduct few observations because two teachers were on strike and only few students were present. Another limitation which is also due to lack of time has been the fact that we have not expanded our investigation to include many secondary schools, as noted only two schools were attended during the research.

To conclude one might argue that the role of the teacher as a facilitator is a good way to raise students who are able to become competent members of a society and that are able to use book knowledge and street knowledge in a sufficient way. It may appear very easier said than done but a collaboration is needed from all the members of the education family to accomplish this noble case. It is hoped that our study will serve as a contribution to the literature on CBA and as a starting point for further researchers who will consider aspects to be explored in this humble work.

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Appendices

Appendix 1

Student's Questionnaire :

It would be a great pleasure if you can answer the present questionnaire which aims at collecting information about the role of English teachers as facilitators .It is designed to investigate learner's centeredness as well as your English teachers' behaviour in the classroom.

Please tick the appropriate answer which best fits your opinion (you can choose more than one opinion)

Section one: Personal Information

Age	
Gender	Girls
	Boys
Level and Stream	

Section Two: Learners Behavior in the Classroom Setting

1- Do you think you are able to study English by yourself?

Yes No

If no, is it because:

The teacher Knows better than you.

You used to rely on your teacher.

You don't know to study by yourself.

The teacher doesn't give you the opportunity to study by yourself.

2- Who does assume more responsibility in the learning process?

-The Teacher

-The Learner

-Both Of Them

3- Do final objectives set by the teacher feed your inner curiosity?

Yes

No

4-Do you present your projects in the classroom?

Yes

No

5- Who correct your mistakes?

- I correct them myself
- My classmate correct them
- My teacher correct them

6- Does the teacher allow you to correct your classmates' home work or tests?

Yes

No

7- Do you prefer to study using?

- The textbook
- Authentic materials

Justify your answer:

.....
.....

Section three: Learner's Beliefs about Teachers' Behavior in the Classroom

8- How do you perceive the activities done in the classroom?

- Boring/ unrealistic
- Interesting/ authentic

9- During the learning process, does the teacher:

- Impose his attitudes
- Allows you to criticize or communicate his views

10- In the classroom, do you have the opportunity to discuss about the lesson with your peer

Always Often Sometimes Rarely Never

11 - Does the teacher devote enough time to answer the questions?

Always	<input type="checkbox"/>	Often	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>	Rarely	<input type="checkbox"/>	Never	<input type="checkbox"/>
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12- Does the teacher accept your questions?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, when?

.....

13- Does the teacher encourage you to do your projects?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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14- Does the teacher accept your initiatives?

Comments	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Proposals	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Extra work	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Thank you for your contribution

Appendix 2

Checklist

Items to be observed	Frequency of occurrence				
	Always	often	Sometimes	Rarely	Never
1. Collaborative learning is allowed					
2. The teacher encourages autonomy					
3. The teacher encourages pair and group work					
4. T monitors Ss' work					
5. The teacher accepts errors					
6. Teacher focuses on both the intellectual and emotionalized content					
7. Teacher relies on bloom's taxonomy (synthesize, evaluate and create)					
8. STT is much larger than TTT					
9. The teacher uses many teaching aids					
10. Teacher discusses the topic with the Ss and shares experiences					
11. Teacher allows Ss to correct each other					
12. T relies on problem situation tasks					
13. The teacher relies on pair work and group work					
14. activities and tasks are authentic and useful in real life.					
15. Creativity and innovation is favored					