

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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Department of English**

**Lecturers' Approaches to Teaching and the Relationship to
Conceptions of Teaching and Learning: A Phenomenographic
Approach**

A thesis submitted to the Department of English – Faculty of Foreign Languages–University of Algiers II in accordance with the requirements for the degree of 'Doctorate' in English Linguistics and Didactics

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DEDICATION

I dedicate this work to my family.

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ABSTRACT

The present study aims at investigating Algerian lecturers' conceptions of teaching and learning, the approaches to teaching they adopt, and the correlation between the conceptions and approaches identified. The study was carried out with fourteen Algerian EFL lecturers in the department of English. These lecturers teach diverse courses: listening/speaking, reading/writing, grammar, cultural issues, schools of linguistics, study skills, applied statistics and research methods, research paper writing, methods of teaching, critical writing, literary genres, and Anglophone literature. This research uses a phenomenographic method of data collection and analysis including three instruments: interview, questionnaire, and classroom observation. A lecturers' conceptions of teaching and learning interview along with a lecturers' conceptions of teaching and learning questionnaire were constructed to explore lecturers' conceptions of teaching and learning. A lecturers' approaches to teaching interview was designed in addition to a classroom observation scheme in order to investigate lecturers' approaches to teaching. A lecturers' training experience questionnaire was also designed to explore the teacher training experience of the three lecturers who fell in the highest categories of conceptions and approaches. The data generated by the lecturers' conceptions of teaching and learning interview and the lecturers' approaches to teaching were analyzed phenomenographically. The data generated by the two qualitative questionnaires on the other hand were subjected to content analysis. The results of the study revealed that the lecturers hold five different hierarchically ordered conceptions of teaching and learning, and that they adopt five hierarchically ordered approaches to teaching. The findings of this research indicate a strong correlation between lecturers' conceptions of teaching and learning and the approaches they adopt. This implies that lecturers' approaches of teaching are shaped by their conceptions of teaching and learning. It was suggested to integrate a conceptual change approach into teacher development programs.

Key Words: conceptions of teaching and learning, approaches to teaching, conceptual change, teacher development, Algerian lecturers, phenomenography,

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GENERAL INTRODUCTION

1- Statement of the Problem

Lecturers in the Department of English are trained as researchers and expected to produce knowledge; however, as far as teaching is concerned, they have little preparation. They learn about teaching during their years as undergraduate and graduate students by observing their own lecturers. Their conceptions of teaching and learning might be the result of their experience as learners. Some may benefit from some teacher training programs that provide them with prescribed skills in order to change their teaching practices. However, many staff developers have pointed out to the limitations of such approaches in that the participants know a lot about the methods and principles of teaching, but do not know how and when to implement these in the classroom. (Gibbs 1995, Trigwell 1995). They see the study of lecturers' conceptions as a necessity to the development of teaching at the university level since changes in teaching practices can occur only if changes in teachers' beliefs or conceptions precede (Bailey 1992, Golombek 1998). Thus, the investigation of lecturers' conceptions of teaching and learning and their relationship to lecturers' approaches of teaching is a necessity to the development of teaching at the university level.

2- Background to the Research Study

Many researchers like Burroughs-Lange (1996), Entwistle & Walker (2000), Hativa (2000), Kember & Kwan (2000), Trigwell & Prosser (1996) have emphasized the importance of considering the conceptions that teachers in general and lecturers in particular hold about teaching, learning, and students when developing professional development programs. They consider research into teachers' beliefs, conceptions, attitudes, orientations, practical theories, and implicit or subjective theories about

teaching to be grounded in the understanding that these concepts drive teachers' practices. For example, Pajares (1992) noted that 'few would argue [against the assumption] that the beliefs teachers hold influence their perceptions and judgments, which in turn, affect their behavior in classrooms' (Pajares 1992:307).

Putnam and Borko (1997) argue that 'teachers should be treated as active learners who construct their own understandings'. They explain that current learning theories are now constructivist in nature and view learners as active participants in the learning process, in which they 'construct new knowledge and understandings based on what they already know and believe' (Putnam and Borko 1997:1225). Thus, for 'professional development experiences to be successful in supporting meaningful change, they must take into account and address teachers' knowledge and beliefs' (Putnam & Borko 1997:1281). Other researchers have echoed this view: 'Fundamental changes to the quality of university teaching are unlikely to happen without changes to professors' conceptions of teaching' (McAlpine & Weston 2000: 377). Hence, research into teachers' conceptions emphasizes the important role that teachers' conceptions play in the development of teaching practices.

In this respect Prosser & Trigwell (1999) assert that university teachers approach their teaching in qualitatively different ways, with qualitatively different conceptions of what constitutes teaching and learning underlying these approaches.

Given the attention teachers' conceptions gained, studies sought to investigate conceptions that teachers hold about teaching and learning in order to understand their teaching practices and ultimately improve them. These research studies have been reviewed by researchers like Clandinin & Connelly (1987), Kane et al (2002), Kember (1997), Pajares (1992), Samuelowics & Bain (1992). The critical review provided by Kane et al (2002), for instance, came to the conclusion that the study of teachers' conceptions should not confine itself to the study of what teachers say they do in the classroom, the way they think about teaching, or their internal and mental constructs. It should also study what teachers do in their classroom in order to confirm their conceptions and see if there is correlation or disjunction between what teachers say and what they do in the classroom. Murray and MacDonald (1997) support this view

arguing that by relying only on what teachers say the data obtained may be concerned with what ‘they believe they should say’ or ‘what they would ideally like to do’. There would thus be a difference between studying the idealized role of the lecturer and reporting actual practice experience (Murray and MacDonald 1997). Argyris and Shon (1974) and later Argyris et al (1985) provided the terminologies and the definitions related to ‘what teachers say they do in the classroom’ and ‘what they actually do in the classroom’. They distinguish between the espoused theories of action (conceptions of teaching) that refer to what teachers say they do and the theories-in-use (teaching approaches/practice) that deal with what teachers actually do in their classroom. They explain that when asked about their behavior in a certain situation, most people answer with their espoused theory of action for that situation. This is the theory that includes their aims and intention. However, theories-in-use actually determine their actions. These theories may or may not be congruent, and the individual may or may not be aware of this.

Thomson (1992) emphasized the importance of examining espoused theories as well as theories-in-use:

‘Any serious attempt to characterize a teacher’s conception of the discipline he or she teaches should not be limited to an analysis of the teacher’s professed views. It should also include an examination of the instruction setting, the practices characteristic of that teacher, and the relationship between the teacher’s professed views and actual practice’ (Thompson 1992: 134).

Theories-in-use exist predominantly as tacit knowledge, that is, knowledge we hold and perform but cannot articulate easily (Argyris & Schon 1974, Scardamalia & Bereiter 1992). Polanyi (1966) described tacit knowledge as ‘a certain knowledge that [one] cannot tell’ (Polanyi 1966:8). In spite of the tacit nature of theories-in-use, Argyris et al (1985) argue that an individual can construct his or her theory-in-use from observations and examinations of practice. Although theory-in-use is tacit knowledge, and the teacher is possibly unaware of it and typically unable to explain it, Argyris and Schon (1974) signal the need to make that theory explicit:

‘If the agent is performing ineffectively and does not know why... explicitly stating his [sic] theory-in-use allows conscious criticism ... he may not be willing to behave differently until he has examined his theory-in-use explicitly and compared it with alternatives’ (Argyris and Schon 1974 : 14-15)

Argyris and Schon (1974) argue that teachers can engage in theory building or theory learning through critical examination of their own theories of action, a process that is typically initiated via experiencing dilemmas or conflicts. According to these scholars, dilemmas consist of conflicts in the relationship between theories of action/conceptions of teaching and the reality of practice. They consider that the absence of distinction made between teachers’ espoused theories or conceptions of teaching and learning and their theories-in-use or approaches of teaching lead to little opportunity for dilemmas or conflicts to emerge or be identified. Subsequently, Prosser & Trigwell (1999) state that in specific perceived situations there is coherence between university teachers’ conceptions and approaches of teaching.

3- Significance of the Study

Some lecturers of the department of English at the University of Algiers received, during their undergraduate and graduate years, a theoretical training at all in the field of teaching rather than a practical one while others did not receive any training. The theoretical training is similar to teacher training programs that provide teachers with prescribed skills on different topics as teaching language skills, testing, classroom interaction, lesson planning, course book evaluation in order to change their teaching practices and improve their students’ learning outcomes. Lecturers are expected to put into practice the methods and principles learnt during the teacher education program. However, as it is argued that changes in lecturers’ practices cannot occur unless their conceptions are examined to be changed, the present study intends to investigate the variety of conceptions of teaching and learning held by some lecturers at the department of English in addition to the variety of approaches to teaching. It is expected that the findings reveal a correlation between lecturers’ conceptions and their approaches of teaching. Researchers suggest that a great deal

can be learned about teaching at the university level by examining the coherence between lecturers' conceptions of teaching and learning and their teaching approaches. Where there is agreement, there is an opportunity for lecturers, researchers, and staff developers to reflect on lecturers' conceptions for the sake of improving teaching at the university level (Sandretto et al 2002). Thus, the results are also expected to provide ideas about how to examine and change lecturers' conceptions and help rethink teacher development in the department of English on the basis of a conceptual change approach.

4- Research Objectives

The present study therefore aims to:

- 1- Examine the variety of conceptions of teaching and learning existing among lecturers in the department of English.
- 2- Examine the teaching practices or approaches to teaching of these lecturers.
- 3- Investigate the correlation between lecturers' conceptions of teaching and learning, and the approaches to teaching they adopt.

5- Research Questions

Hence, this study attempts to answer the following questions:

- 1- What conceptions of teaching and learning do lecturers hold?
- 2- What approach (es) to teaching do lecturers adopt in their teaching?
- 3- Are the approaches to teaching the lecturers adopt linked to their conceptions of teaching and learning?

6- Research Method

This research uses the phenomenographic approach of data collection and data analysis. This approach is used to study a range of issues like conceptions about a given phenomenon, approaches of learning, approaches of teaching. It is described by Marton (1988) as a ‘research specialization to study the different understandings or conceptions of phenomena in the world around us’ (Marton 1988:31)

The purpose of developmental phenomenography is to describe the variations of conceptions that people have of a particular phenomenon. It seeks to explore participants’ experiences of a phenomenon and to identify their conceptual meanings of that phenomenon. These meanings are next classified into categories according to their similarities and differences. Finally, phenomenographic findings describe the different categories of conceptions from the perspective of the subjects of the study.

The foundation of developmental phenomenography which is rooted in theory of variation (see chapter one, p 47) is pedagogical. It aims at applying the findings of research in order to help students and teachers to learn, and to expand their thinking (Bowden 2005). The question phenomenographers are interested in is ‘how can we bring about different ways of experiencing something?’ (Marton and Pang 2008:540). Researchers in collaboration with educational practitioners try to use the results of phenomenographic studies along with the theory of variation to bring about learning.

The aim is to use the Theory of Variation to create for students and teachers opportunities to improve their learning by viewing a given phenomenon differently, in a more sophisticated way. It is meant to urge learners or teachers ‘discern certain aspects of the phenomenon that were previously not focused on or that were taken for granted and to bring those aspects into view’ (Marton and Pang 2008:540). Phenomenography can help lecturers understand and perceive the critical aspects to identify a divergence between two ways of viewing teaching and learning, and two ways of approaching teaching. The interest, then, is in what the lecturer has to take into account when he is teaching in the direction of increasing complexity (Marton & Pang 2008).

This research was conducted with fourteen Algerian EFL lecturers in the department of Anglophone studies in the university of Algiers. These lecturers teach different courses: listening/speaking, reading/writing, grammar, cultural issues, schools of linguistics, study skills, applied statistics and research methods, research paper writing, methods of teaching, critical writing, literary genres, and Anglophone literature. Given this notion of variation which is central in phenomenographic research, it was crucial that the academics were interviewed because of their varied fields of specialization, age, gender, and with varying levels of experience. Akerlind (2005) states:

‘The point of selecting for as much demographic variation as possible is to increase the chances of there being as much variation in experience of the phenomena being investigated within the sample as possible. This is a standard goal of phenomenographic research, given that the aim of the research is to investigate variation in the meaning of a phenomenon’ (Akerlind 2005:103)

In order to collect data related to lecturers’ conceptions of teaching and learning, a phenomenographic interview was designed and administered. A lecturers’ conceptions of teaching and learning questionnaire was constructed as a complement to the interview to confirm or challenge the categories of conceptions the interviews yielded. Regarding lecturers’ approaches of teaching, a second phenomenographic interview was designed and administered to the participants. The latter was triangulated with structured and unstructured classroom observations. Finally, a lecturers’ training experience questionnaire was designed to uncover the teacher training experience of the three lecturers who fell in the highest categories of conceptions and approaches. This questionnaire was constructed once the data gathered by means of the phenomenographic interviews, the questionnaire on lecturers’ conceptions, and classroom observation were analyzed. The data the interviews generated were analyzed phenomenographically while the two qualitative questionnaires were subjected to content analysis.

When describing the methodology and procedures of data collection and analysis, I made use of the first personal pronoun ‘I’. Although for the sake of objectivity and scientific rigor, proponents of quantitative research consider it more

adequate to use the word ‘researcher’, one needs to point out that in phenomenographic research only the pronoun ‘I’ is used. This is due to the fact that the researcher has to be aware of his own conceptions, interpretations and research findings on the phenomenon investigated in order to be able to bracket them. Thus, the process of bracketing requires the researcher to be aware of his subjective part, or the ‘self’. Hence, the use of the first personal pronoun.

7- Structure of the Dissertation

This dissertation is structured into four chapters preceded by a general introduction and followed by a conclusion.

Following the general introduction, chapter one provides a theoretical background related to lecturers’ conceptions of teaching and learning and approaches to teaching. It first deals with studies on lecturers’ conceptions of teaching and learning and then with the approaches of teaching. Next, it examines the relationship between lecturers’ conceptions and their approaches of teaching. It also reviews research on beliefs and conceptual change. Lastly, it gives an overview of the theory of phenomenography, and highlights the stages of phenomenographic research.

The methodology of the present research is introduced in chapter two. The chapter begins with a presentation of the research questions. Then a presentation of the research method is offered along with an explanation of the research instruments used and the steps followed throughout the investigation. Finally, the chapter ends with a further description regarding the procedure of data collection and with the methods employed for the analysis of these data.

Data presentation and analysis have been dealt with in chapter three. The interviews related to lecturers’ conceptions and approaches are analyzed phenomenographically. The lecturers’ questionnaires’ entries are presented and analyzed. The findings of the observations are displayed in a table and examined.

Chapter four is devoted to the interpretation of the research findings with reference to the literature reviewed and to the discussion of some pedagogical implications.

The present dissertation concludes with a reminder of the research conducted, with a summary of the results obtained, and with some possible implications.

8- Limitations of the Study

The present research included a sample population of fourteen Algerian EFL lecturers. Therefore the conceptions of teaching and learning along with the approaches of teaching are not generalizable. This study represents a snapshot of some lecturers' conceptions and approaches. The latter are context dependent in that they are tied to the module taught and the period of time during which the data were collected. Lecturers were required to answer questions of the interview and the questionnaire with reference to a particular module they teach. A change in the module may imply change in the answers provided, hence change in the conception of teaching and learning and approach of teaching. In addition, the teaching experience combined with some instruction or training may cause the conception a lecturer holds to change over time.

Inevitable limitation of time-constraints has to be considered. In fact, the long period of time needed to collect qualitative data, interview data and classroom observation data made it difficult to observe more than one teaching session with each lecturer. Thus, there can be some degree of doubt regarding the validity of the observation findings. If we had devoted more observation sessions for each lecturer, the results would have possibly been different.

With phenomenographic interviews, it is required that the interviewer continuously asks for clarifications and examples to help the interviewees reflect on their ways of experiencing teaching, and to support them to make some implicit issues explicit. This is meant to increase the validity of the interviews. However, although I was able to hear truly what the interviewees were saying and probe to check the

meaning of the expressions used, I may have missed something or left some ideas without enough probing. Hence, this may have affected the validity of the interviews.

Bowden (2005) highlights the importance of the use of a group to analyze the phenomenographic interview for the sake of replicability and reliability of the results. Members of the group may provide critical insights and provide alternative ways of seeing data. However, for the present research I had to analyze the data by myself since there is no possibility for team analysis for a doctorate research. I am aware that a team work would have taken the analysis further to yield more complete findings.

CHAPTER ONE: THEORETICAL BACKGROUND

The aim of this research is to investigate , on the one hand, the Algerian EFL lecturers conceptions of teaching and learning in addition to the approaches of teaching they adopt in the LMD system using a phenomenographic approach. On the other hand, the research aims at exploring any relationship between the Algerian lecturers conceptions of teaching and learning, and the approaches of teaching they adopt. As a result, I provide in this chapter as much reading background related to these topics as possible. This chapter first tackles studies on teachers' conceptions of teaching and learning. Second, it deals with the approaches of teaching. Third, it examines the relationship between teachers' conceptions and their approaches of teaching. Fourth, it reviews studies on lecturers' conceptual change and belief change. Lastly, it gives an overview of the theory of phenomenography, and highlights the stages of phenomenographic research.

1.1- Research on Lecturers' Conceptions of Teaching and Learning

University teachers enter a teaching and learning context with certain prior conceptions of what constitutes good learning and teaching in their discipline (Prosser & Trigwell 1999). In this section we review some of the research into the way university teachers in higher education conceive of their teaching and their students' learning. A significant body of research has been directed towards characterising conceptions of teaching of academics in higher education. A review of twelve articles (Kember, 1997) concluded that there was a high level of agreement over the category schemes from thirteen studies. The review suggests a

classification of the category descriptors under two broad orientations of teacher-centered/content-oriented and student-centered/learning-oriented.

In one of the earliest studies of university teachers' conceptions of teaching, Fox (1983) asked an unspecified number of novice teachers 'What do you mean by teaching? – What is actually happening?' (Fox 1983:151). He then provided a conceptual model to explain the four theories of teaching that he found from the discussions, namely the theories of transfer, travelling, shaping, and growing. Within his findings, Fox (1983) did not answer his own question 'How then do these theories work out in practice' (Fox 1983:152) because he did not use any of the existing methods to examine teachers' practice.

Dall'Alba (1991) interviewed twenty teachers from the fields of economics, English, medicine and physics in Australian universities. She identified seven different ways in which those teachers conceived of or understood their teaching in their particular teaching and learning contexts. They are:

A- Teaching as presenting information, B- Teaching as transmitting information, C- Teaching as illustrating the application of theory to practice, D- Teaching as developing concepts/principles and their relations, E- Teaching as developing the capacity to be expert, F- Teaching as exploring ways of understanding from different perspectives, G- Teaching as bringing about conceptual change.

In discussing these conceptions, Dall Alba (1991) argues for a logical ordering:

'The categories described above are ordered from less to more complete understandings of teaching. At the lowest level, teaching is seen in terms of the teacher alone and, more particularly, in terms of what the teacher does. From there, the focus shifts to incorporate the content and, at higher levels, students' understanding of the content becomes prominent. Finally the most complete conception focused on the relationship between teacher, students and content.'
(Dall'Alba 1991:120)

In this quote Dall'Alba emphasizes the idea that there are conceptions of teaching which are more or less complete in that the highest conceptions go beyond

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and /or include aspects of the lowest conceptions but not vice versa. Similar conceptions and their relationships have been identified in other studies. A summary is presented below:

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Study	Knowledge conveying categories		Intermediate categories	Facilitation of learning categories	
Larsson (1983) (phenomenographic)	Transmitting Information			Facilitating learning	
Fox (1983)	Transfer	Shaping	Building	Travelling	Growing
Dall’Alba (1991) (phenomenographic)	Presenting Information	Connecting theory to practice	Developing concepts	Exploring ways of understanding	Bringing about conceptual change
	Transmitting Information		Developing Capacity to be expert		
Martin & Balla (1991) (phenomenographic)	Presenting Information		Encouraging active learning		Relating teaching to learning
Samuelowicz and Bain (1992)	Imparting Information	Transmitting knowledge	Facilitating understanding	Changing students’ conceptions	Supporting students’ learning
Pratt (1992) (phenomenographic)	Delivering content		Modelling ways of being	Cultivating the Intellect	Facilitating personal agency
Martin & Ramsden (1992) (modified phenomenographic)	Presenting content of process	Organising content/ or process	Organising learning environment		Facilitating Understanding through engagement with content and process
Gow & Kember (1993) Kember & Gow (1994)	Knowledge Transmission			Learning Facilitation	

**Table 1.1: Summary of research on conceptions of teaching
(Source: Samuelowicz & Bain 2001)**

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Prosser et al (1994) (phenomenographic)	Transmitting concepts	Helping students acquire concepts	Helping students develop concepts	Helping students change concepts
	Transmitting teacher's knowledge	Helping students acquire teachers' knowledge		
Trigwell et al (1994) Trigwell & Prosser (1996) (phenomenographic)	Information transmission teacher-focused	Concept acquisition/ teacher-focused	Concept acquisition/student- teacher interaction	Conceptual development/students- focused Conceptual change/students- focused
Kember & Kwan (in press)	Passing information	Making it easier for students to understand		Meeting students' Learning needs Facilitating students to become independent learners
Kember (1997) (synthesis of literature)	Imparting Information	Transmitting structured knowledge	Student-teacher interaction	Facilitating Understanding Conceptual change/ intellectual development

Table 1.1: Summary of research on conceptions of teaching (ctd)

(Source: Samuelowicz & Bain 2001)

Among the studies mentioned in table 1.1, some of the categories of teachers' conceptions of teaching reached by : Samuelowicz & Bain (1992), Trigwell et al (1994), Trigwell & Prosser (1996), Kember & Kwan (2000) are discussed below.

In the less complete conceptions, the lecturer's awareness is only of himself and what he is doing. In the more complete conceptions, the lecturer's awareness has been expanded to include himself, the content and students' understanding of the content (Martin & Ramsden 1993). These studies came to the conclusion that lecturers in higher education enter teaching and learning context with a range of conceptions of teaching.

Samuelowicz & Bain (1992) examined the conceptions of teaching held by academic teachers in the fields of science and social sciences. They categorized five qualitatively different conceptions of teaching.

The first conception, *teaching as supporting student learning*, was expressed by postgraduate teachers. The latter consider that teaching postgraduate students is different from teaching undergraduate students in that students are made more responsible of their own learning. This conception of teaching was only expressed in the context of postgraduate teaching. The role of an academic teacher is to encourage and support students' own interests, to help students organize and plan their work, to monitor students' work, give feedback, and to help with conceptual difficulties. Teaching is conducted on an individual basis, in response to a particular problem and help is given when needed, often through discussion.

In the second conception, *teaching as an activity aimed at changing students' conceptions or understanding of the world*, both teaching and learning are oriented more to reality than to subject matter. The outcome of the teaching and learning process is different knowledge as opposed to increased knowledge. Students may indeed know more about their subject but the point is that their thinking or understanding is different. Although acquisition of factual knowledge, methods, concepts and theories of a given discipline is important, the emphasis is on developing a conceptual framework appropriate for a given discipline and

developing independent creative thinking. Teaching aims to change students' conceptions from naïve forms to ones more in line with those of experts and the conceptual framework of a discipline. This can be done by challenging existing conceptions and /or by building conceptual bridges.

In the third conception, *Teaching as facilitating understanding*: the emphasis is on getting students to understand the subject matter of the course, to ensure that they gain enough understanding to be able to apply this knowledge and understanding not only to the new problems within the course but also beyond the boundaries of the course. The sign that students have learned is their ability to apply it to new circumstances. In this conception, the teacher's ability to explain, clarify, interpret the material for students is stressed. The role of the teacher is to make this understanding possible by making the subject matter understood and by his/her ability to pitch explanations at an appropriate level.

The fourth conception, *teaching as transmission of knowledge and attitudes to knowledge within the framework of an academic discipline*, is expressed in the context of undergraduate teaching which is seen as preparation for postgraduate teaching and ultimately as training for a future profession. The desired outcomes of learning are expressed in terms of developing competence in dealing with the subject matter presented in the course, and the ability to manipulate both concepts and tools and to apply them. Teachers are seen to convey concepts and skills which are acquired and used by students. Thus the latter would know more and be able to use the knowledge they receive.

In the last conception, *Teaching as imparting information*, teaching is clearly seen as a teacher-centered activity. It is conceptualized as imparting the information or knowledge which constitutes the subject matter of a course. Good knowledge of the subject and good preparation are essential. Although the effort is to make the subject matter interesting and accessible to students, teaching is essentially seen as a one way communication of subject matter from a teacher to students. The teachers are responsible for providing a conceptual framework and

making the subject interesting for students. A major characteristic of this conception is that teachers consider that there are correct and incorrect answers, and it is the teacher's role to communicate the correct answers to students.

Samuelowicz and Bain (1992) identified five conceptions they ranged on a continuum from the simplest and lowest conceptions in which the teacher is the center to the most complex conceptions in which the student is the center.

Kember & Kwan's (2000) study resulted in a similar classification. The four categories identified range from teaching as transmission of knowledge to teaching as facilitating students to become independent learners. However, instead of putting the categories on a continuum, these were classified into two broad categories. Each one of them comprises two subcategories.

Lecturers who hold the *Teaching as transmission of knowledge* conception see teaching as a teacher-centered activity. The main aim is to transmit knowledge to the students, who were considered as passive recipients of information. Two sub-levels of conceptions were differentiated within this category.

- *Teaching as passing information :*

Lecturers allocated to this conception tend to view teaching as merely passing information to the students. Very often, the emphasis is on covering the whole syllabus or meeting the examination requirement without too much concern about students' understanding.

- *Teaching as making it easier for students to understand :*

In this conception, teaching is still conceived as the transmission of knowledge, but with the distinguishing feature that the lecturer does try to address the issue of the students' understanding and using the material. Lecturers holding this conception recognize the importance, on the part of the teachers, to structure the knowledge and organize their teaching to make it easier for students to understand or remember the knowledge and skills.

In the second conception, *Teaching as learning facilitation*, the focus moves away from the teacher towards the students. It holds that teaching is about facilitating student learning and emphasizes meeting the needs of the students and helping them to develop into independent learners. Two levels of conception within this category are described below.

- *Teaching as meeting students' learning needs:*

The characterizing dimension of this category here is that of meeting the needs of the students. Lecturers recognize that students have differing learning needs, and it is their responsibility to help students realize those needs.

- *Teaching as facilitating students to become independent learners*

This conception maintains that teaching should help students develop intellectually and become independent learners. The teaching process focuses on the development of students as individuals rather than on the acquisition of knowledge and skills.

In the study of Samuelowicz and Bain (1992) and the study of Kember and Kwan (2000), the categories identified refer to conceptions of teaching and conceptions of learning together. However, Prosser et al (1994) carried out their research differently in that the conceptions of teaching were examined separately from the conceptions of learning. Prosser et al (1994) listed a series of six conceptions of teaching that correlated with a series of six conceptions of learning.

Regarding conceptions of teaching, the first category was labelled *teaching as transmitting concepts of the syllabus*. Lecturers holding this conception see their role as transmitting the concepts detailed in the syllabus or textbooks. Relationships between the components of the information or students' prior knowledge are not considered.

With the second conception, *teaching as transmitting the teachers' knowledge*, lecturers focus on their own structure of knowledge, but again see their role as transmitting information based upon those conceptions to their students.

Similarly the focus is not on how the components of information are related or on students' prior knowledge.

With the *teaching as helping students acquire concepts of the syllabus*, lecturers focus on the concepts as detailed in the textbook or the syllabus, but rather than being transmitters, they see themselves as helping their students acquire those concepts and relations between them. Unlike the first and second conceptions, students' prior knowledge is seen as being important.

Lecturers holding the fourth conception, *teaching as helping students acquire teacher's knowledge*, focus on their own understanding of concepts as with the second conception. But like the third conception and unlike the second one conception, they see themselves as helping their students acquire those concepts and relations between them. Unlike the first and second conceptions, students' prior knowledge is seen as being important.

Lecturers who hold the *teaching as helping students develop* conception of teaching focus on their students' world views or conceptions of the subject matter rather than their own conceptions or the concepts in the text. They see their role as helping their students develop their conceptions in terms of further elaboration and extension

Lecturers who hold the last conception of teaching, *teaching as helping students change conceptions*, again focus on their students' world views or conceptions of the subject matter rather than their own conceptions or the text's concepts. They differ from those holding conception E in seeing teaching as helping students change their conceptions or world views.

Lecturers' conceptions of learning identified by Prosser et al (1994) are discussed in this section. In the first conception, *learning as accumulating more information to satisfy external demands*, learning is seen to involve an accumulation of facts, principles, strategies, formulas and skills through processes like rote learning. Knowledge is added to or used to replace existing knowledge. The new knowledge is seen as discipline or objective knowledge and lecturers and textbooks are sources of that knowledge. Most lecturers classified as holding this conception

focus on learning as being the ability of students to use information to help them solve exercises of the type introduced in the course, and hold the view that students would know they had learned something if they could successfully complete those exercises.

The difference between the second conception, *learning as acquiring concepts to satisfy external demands*, and the first conception lies in the way lecturers see the acquisition of knowledge. Learning is seen to involve a process of developing meaning by acquiring the concepts of the discipline and knowledge of how those concepts are related. There is a recognition that prior knowledge and experience are important in learning and that correct understanding of concepts can be acquired by attempting to link new information with prior knowledge or attempting to illustrate meaning through relating new information to students' experiences, though relevance is still seen from the teachers' perspective. Concept acquisition involves an extension or an elaboration of that prior knowledge in the direction of the knowledge of the discipline. Like the first conception, the outcome of learning is something that students determine extrinsically. Most of the lecturers with this conception see the outcome of learning as the ability of the students to use their knowledge to help them solve exercises they have seen before and to transfer problems which cannot be solved by routine algorithmic process.

The process of learning is seen in the third conception, *learning as acquiring concepts to satisfy internal demands*, as acquiring the concepts of the discipline as described in the second conception. The difference is that the outcome of learning, is seen, in this conception, as not only the need to satisfy external requirements, but more importantly as something internal to the students. The students will know when they have learned something because it will have personal meaning for them.

Lecturers with the fourth conception, *learning as conceptual development to satisfy internal demands*, see learning as involving a process of developing meaning through the construction of a fuller, more elaborate and systematic knowledge of phenomena within a particular world view. Learners come to see things in their own way through development of their own meaning rather than according to the

discipline knowledge. It is the recognition that the students' structure of knowledge may not be the same as that held by the lecturer or the knowledge of the discipline that differentiates this conception from the earlier conceptions. However, like the third conception, learning here is also seen as a personal process and students themselves use their own criteria of understanding to determine whether they have learned something

Lecturers with the *learning as conceptual change to satisfy internal demands* conception see learning as the development of personal meaning through a paradigm shift in the students' world view of phenomena in the discipline. Students change the way they think about the discipline by restructuring their current world view to produce a new world view. Conceptual change therefore differs from conceptual development in involving the adoption of a new world view rather than the development of meaning within a world view, but it is still a process in which students are aware that they have learnt something.

In their study, Prosser et al (1994) found a strong empirical relation between conceptions of teaching and conceptions of learning. They came to the conclusion that lecturers who hold conceptions of teaching as being about their transmission of information with little or no focus on the students or their understanding, also hold conceptions of learning as being about students accumulating more information rather than developing and changing their conceptions and understandings. Similarly, lecturers who hold the more complete conceptions of teaching also hold more complete understandings of learning. Thus, it seems that in any teaching and learning situation, lecturers have coherent conceptions of teaching and learning in that situation.

The studies on lecturers' conceptions of teaching and learning carried out by Samuelowicz and Bain (1992), Kember and Kwan (2002) and Prosser et al (1994) show commonalities. In the three studies, the lecturers' conceptions are classified from the simplest conceptions to the most complex. In the former, the teacher transmits knowledge to students and expects them to reproduce it. In the latter, the teacher seeks to answer students' needs to help them become independent learners.

1.2- Act of Teaching

Before defining the concept of ‘teaching approach’, it would be worthwhile introducing a general model of the act of teaching which displays among its components the approaches to teaching and link it to other components. This model was proposed by Martin et al (2000) and is summarized in figure 1.1 .

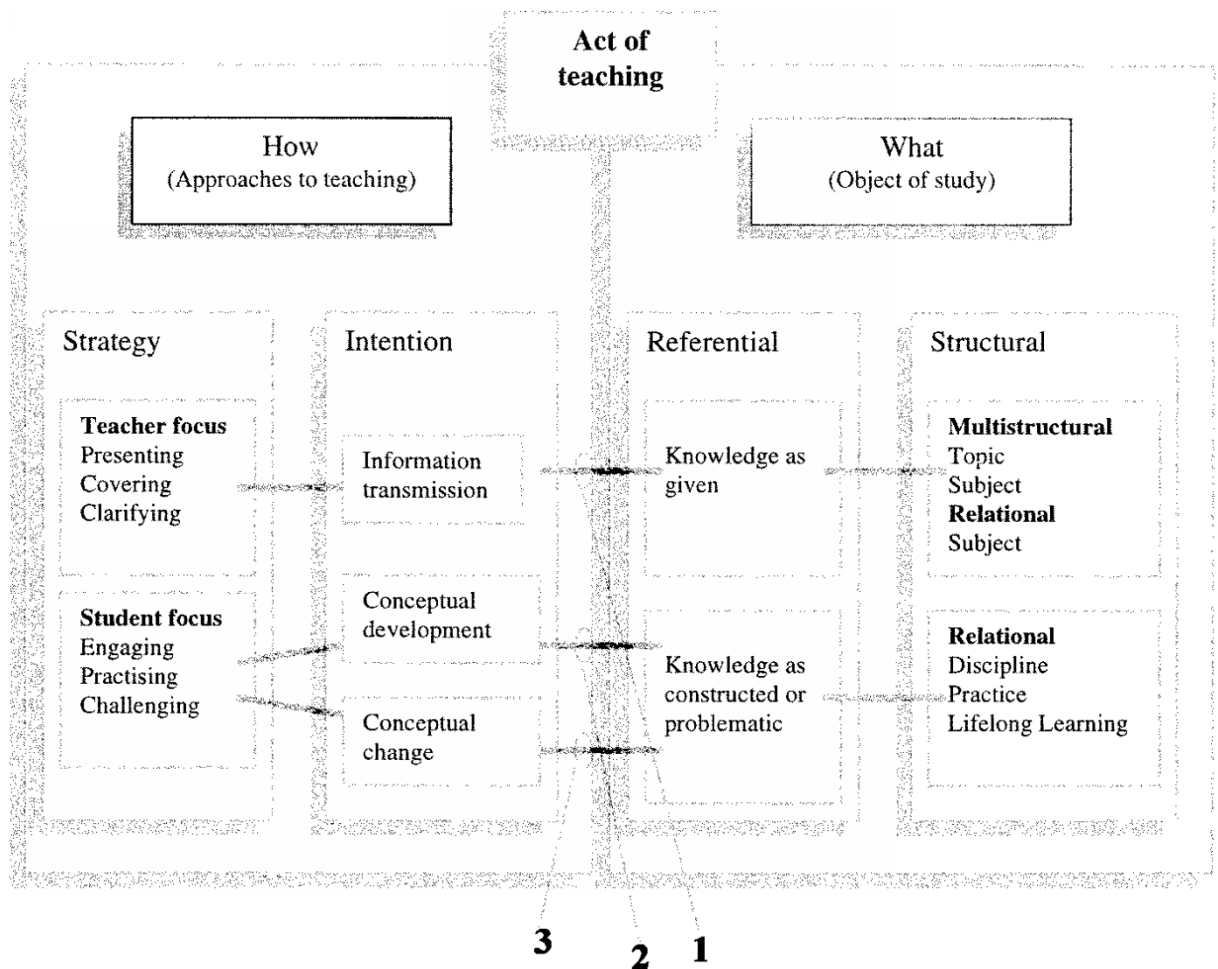


Figure 1.1: Logical Relationship between Approach to Teaching and Object of Study
(source Martin et al 2002)

The figure shows that the act of teaching is made of two components: ‘the how’ (approaches to teaching) and ‘the what’ (object of study). It displays the

analytical separation of ‘the how’ into intentions and strategies and the analytical separation of ‘the what’ into its referential and structural components. Martin et al (2000) explain that:

‘The logical relationship between ‘the how’ and ‘the what’ is shown in links 1, 2 and 3. It shows that the intentional aspect of the approach is logically related to the referential aspect of the object of study. That is, if the referential aspect of the object of study is that knowledge exists in an external world and is given, then it makes sense to have an intention in the approach to teaching to transfer that external knowledge to the student (link 1). If, on the other hand, the referential aspect of the object of study is that knowledge is constructed and/or is problematic, then it makes sense to have an intention in the approach to teaching to help students develop and /or change their understanding (links 2 and 3).’ (Martin et al 2000: 397)

Martin et al (2000) explain that teachers’ intentions are linked to their conceptions of the object of study. If teachers see knowledge as non-complex and as being right or wrong, they will see teaching as a matter of transferring that knowledge. But if they conceive of knowledge as complex and problematic, they will teach with the intention to help students develop and have a different understanding of the world.

1.2.1- Object of Study

Martin et al (2000) describe the object of study in terms of how the subject matter is structured (for example, multi-structural or relational, Biggs & Collis, 1982) and how the subject matter is conceived (for example, given/taken for granted, or constructed and problematic). Their analysis identified five categories. These categories describe what the teachers intended to constitute as the object of study and how their students were intended to be brought into a relationship with this knowledge. The categories are outlined below in list A to E

- (A) The object of study is the subject matter of the topic as it is represented in the external world. The focus is on that part of the curriculum assigned to the teacher; the teacher will present this topic to the students.

- (B) The object of study is the subject matter of the subject as a whole as it is represented in the external world. The teacher describes what is to be taught in the context of the subject. The teacher will present the topic and draw links between this and other parts of the subject.
- (C) The object of study is student understanding of the subject matter in relation to the discipline as a whole. The teacher introduces a body of knowledge and the ways in which this knowledge has been developed is explored and applied.
- (D) The object of study is student understanding of the subject matter in relation to professional practice. The teacher engages the student with the elements of professional practice.
- (E) The object of study is student development of lifelong analytical skills through the study of the subject matter. The teacher develops a practice of critical thinking, inquiry and reflection.

Categories A and B refer to knowledge as it exists in the external world. Categories C, D and E, on the other hand, refer to knowledge as it is constituted within people; that is to say, knowledge is constructed within the individual student and/or is essentially problematic in nature. That is, for example, the focus of the teachers' attention is on knowledge as it exists in textbooks or as it is constituted within the students. In terms of the structural variation between the categories, in Categories A and B the subject matter is seen as multistructural in that the focus is on individual topics in the subject or on a topic in relation to the subject. On the other hand, in Categories C, D and E the focus is on the subject in relation to the overall discipline being studied, the professional practice related to the subject or to more general intellectual skills appropriate for lifelong learning.

1.2.2-Approaches to Teaching

According to Dunkin (1986), dominance of First Order Perspective research, in which the emphasis is on describing various aspects of the reality of teaching and learning situations from the perspective of an independent observer, made research principally concerned with the strategies adopted by teachers (styles of lecturing) and methods employed (individualized instruction).

Research in student learning challenged this view and suggested that attempts to teach students better learning strategies in the hope to improve the learning outcomes may not be sufficient; the students' intentions associated with their strategies need to be addressed (Biggs 1989). For this reason, Trigwell et al (1994) argue:

‘..we believe the intentions and strategies of lecturers need to be studied and then addressed before substantial improvement in approaches to teaching can be expected’ (Trigwell et al 1994:76)

Thus, approaches to teaching are seen to be composed of these two components:

(1) Intention or motive: this deals with the reason (s) why the person adopts a particular strategy.

(2) Strategy: it is related to what the person does in the classroom; that is to say, the practice of teaching.

In the study of 24 university teachers mentioned earlier in the section on conceptions of teaching, Trigwell et al (1994) identified five different approaches to teaching . These categories describe the variation in approaches in terms of teachers' intentions and strategies. The intentions range from an intention to transfer information to students, on the one hand, to students changing their conceptions and understanding of the subject matter, on the other hand. The strategies range from teacher focused to student focused. Trigwell et al (1994) and Martin et al (2000)

who further developed the findings of Trigwell et al (1994) identified the following five approaches to teaching.

Approach A: *A teacher-focused strategy with the intention of transmitting information to Students*

The teacher presents the material to students with the intention of transferring information. With this approach to teaching the teacher considers that there is a body of knowledge to be presented to the students who acquire it.

Approach B: *A teacher-focused strategy with the intention that students acquire the concepts of the discipline*

The teacher covers the material to be learned with the intention of transferring information to the students. With this approach to teaching the teacher is mindful of the parameters of the content to be learned and seeks to ensure that all the material designated in the curriculum is covered, that is, presented to the students in the required time period.

Approach C: *A teacher/student interaction strategy with the intention that students acquire the concepts of the discipline*

The teacher interacts with students with the intention to transfer correct information. With this approach to teaching the teacher seeks to clarify and explain the material in the curriculum involving a two-way teacher-student interaction.

Approach D: *A student-focused strategy aimed at students developing their conception*

The teacher engages the students with knowledge of the discipline with the intention of helping them develop their conceptual understanding. With this approach to teaching the teacher's intention is to enable students to use

examples related to their own experiences to learn new material. There is also demonstration of the principles to be learned.

Approach E: *A student-focused strategy aimed at students changing their conception*

Lecturers are involved in the practice of the discipline with the intention of helping students change their conceptual understanding. With this approach to teaching the teacher's intention is to enable the student to learn through practicing the discipline knowledge and engaging with the material in situations similar to those of professionals.

Martin et al (2000) state that category A describes an approach to teaching where the teacher presents a given body of knowledge to the students. In Category B, the knowledge is quantified by the curriculum; there is a given amount of knowledge to be presented. Category C, is qualitatively different to the two previous categories in that the teacher intends to clarify and explain the knowledge to be presented. In Category D, the teacher's intention is to enable the student to understand the material through the use of examples related to the student's own experiences. Through the demonstration of the principles to be understood, the student will discover and develop the concepts of the discipline. Similarly, in Category E the intention is to enable the student to understand the material through practising the discipline knowledge and engaging with the material in ways specific to the discipline. Opportunities are provided for the student to apply the concepts of

the discipline. Category F is qualitatively different. Here the teacher's intention is to change the student's conception of the practice of the discipline through challenging their existing conceptions of the discipline.

1.3- The Relationship between Conceptions of Teaching, Teaching approaches and Learning Outcomes

Given the well established link between conceptions of learning, approaches to study and learning outcomes, and the highly significant impact of this line of research, it seemed interesting for some researchers like Trigwell et al (1994) and Kember & Kwan (2000) to draw the parallel with conceptions of teaching and approaches to teaching, and to investigate ultimately the impact these have upon the approach students adopt towards study tasks and the resulting quality of student learning.

These questions were framed in terms of a model included in a review of the research into academics' conceptions of teaching (Kember 1997) and reproduced in Figure 2. Kember (1997) states:

'The model shows an academic's conceptions of teaching influencing the approach to teaching. It seems reasonable to assume that this will also be influenced by curriculum design and departmental and institutional pressures and also by the nature of the students. The extent to which these other factors modify the impact of beliefs upon the teaching approach is likely to vary with the nature of the institution, course and students. There is then evidence that the study approaches adopted by students are a function of the student's predisposition, the form of the teaching and the nature of the teaching and learning environment, or the curriculum in the broadest sense. The approach to study adopted by the student in turn affects the quality of the learning outcomes.' (Kember 1997: 220)

Kember's model shows that lecturers' approaches to teaching are shaped by the conceptions of teaching they hold. This relationship is seen as complex since other factors such as the students' predispositions, the nature of the institution, and the

curriculum influence the impact of conceptions on approaches to teaching.

The part of the model which was the most highly researched is that focusing upon students. There is an extensive literature on approaches to learning and how they are influenced by the teaching and learning environment (Marton & Saljo 1976, Ramsden 1992)

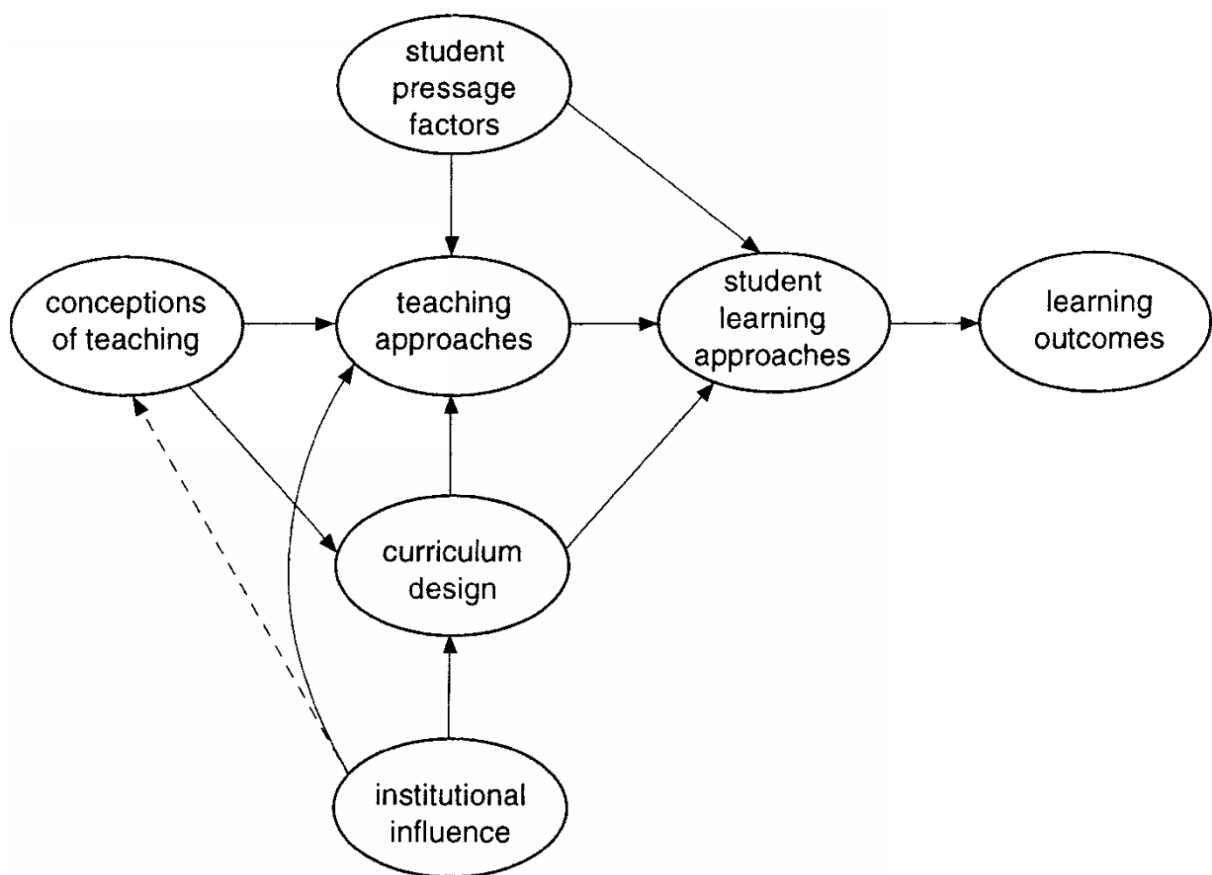


Figure 1.2. A model linking conceptions of teaching and teaching approaches with learning outcomes. (Source Kember 1997)

An important body of research focused on conceptions of teaching of academics in higher education while there was fewer studies concerned with

approaches to teaching or with the link between lecturers' conceptions and their approaches to teaching.

In some of these studies researchers relied on questionnaires or interviews to report academics' practices. These studies examined only what university teachers say about their practice and did not directly observe what they do in the classroom. (Kane et al 2002). In other studies, methods were used to directly observe the participants' teaching practice.

Trigwell et al. (1994) found evidence of teaching approaches in interviews with 24 science lecturers. The teaching approaches were characterized by four categories of intention and three of strategy. Only logical combinations of intention and strategy were found, so the result was five approaches. Trigwell & Prosser (1996) developed, from this study, a questionnaire which contained scales corresponding to the intentions and strategies identified in the qualitative study. Use of the questionnaire confirmed the intention/strategy relationship found previously. A further paper (Trigwell & Prosser, 1996) argued that qualitative categories of conceptions of teaching were related to those for approaches to teaching. Their study revealed that university teachers who adopted a student-focused approach to their teaching of a topic conceived of their teaching and learning of the topic in more complex ways. University teachers who approached their teaching from a teacher-focused perspective conceived of their teaching and their students' learning in that topic in less complete ways. Thus, teachers who approach their teaching from a student-focused conceptual development/conceptual change perspective also conceive of teaching and learning of the topic in the context in more complete ways. Similarly, Kember & Kwan (2000) found a direction of causality in the relationship between teachers' conceptions and their approaches of teaching.

Lecturers who perceive teaching primarily as a process of transmitting bodies of knowledge tended to adopt a content-centered approach to teaching: they were more likely to rely on extrinsic motivators, supply a lot of notes and references, focus on the whole class, employ frequent tests and quizzes, teach to their students'

strengths or cater for their weaknesses, and give examples and illustrations from their own experiences. Lecturers placed in the two facilitative categories, on the other hand, tended to adopt a learning-centered approach to teaching. They were more inclined to recognize the need to motivate students as an intrinsic part of their role as a teacher, encourage students to discover knowledge on their own, deal with the needs of individual students, employ a more flexible system of assessment, make conscious attempt to remediate the weaknesses of their students, and respect and make good use of the students' experience in their teaching.

Kember and Kwan (2001) carried out a research that aimed to 'examine the relationship between lectures' approaches to teaching and their conceptions of good teaching' (Kember & Kwan 2000:469). Seventeen lecturers from three departments participated in semi-structured interviews. A first investigation of the methods or techniques used by the participants showed that 'they did not seem to be determined by any fundamental beliefs about teaching' (Kember & Kwan 2000:475). However, Kember & Kwan reported later on that a 'deeper examination of the transcripts' revealed that lecturers followed two approaches: content centered and learning centered (Kember & Kwan 2000:475). The researchers described conceptions of teaching that fell into two large categories of teaching as transmission of knowledge and teaching as learning facilitation. Kember & Kwan (2000) used cross tabulation in order to examine the relationship between approaches and conceptions of teaching. They found a level, of 89.5% of correspondence. This finding led the researchers to conclude that 'approaches to teaching are strongly influenced by the lecture's conceptions of teaching' (Kember & Kwan 2000:489). Kember& Kwan (2000) could have strengthened their findings by including observations of their participants' teaching practice.

This section is a brief review of some of the studies that examined both teachers' reported practices and observed practices. Kane et al (2002) reviewed and summarized the foregoing studies.

Gibson (1998) conducted a self-study reflecting into her own teaching beliefs and practices in order to ‘assess my instructional approach for effectiveness in its support of culturally relevant pedagogy’ (Gibson 1998:360-361). By audiotaping her teaching practices, transcribing those audiotapes, and reflecting upon them, Gibson (1998) was able to ‘unravel the tangled web of personal beliefs, cross-cultural perspectives.....and traditional education ideologies which informed my teaching practices’ (Gibson 1998:361). The analysis of the results showed some situations of classroom practices in which she did not perform consistently with her espoused theories of action on critical pedagogy and participatory democracy and vowed to ‘initiate, rather than short-circuit’ discussions on issues such as racism (Gibson 1998:368-369).

Martin et al (2000) studied the relationship between university teachers’ intentions and their teaching practice with respect to the ‘teaching of a particular topic, within a specific context’ (Martin et al 2000:387). Twenty-six university teachers in four discipline areas participated to interviews that focused on what the teachers wanted students to learn and how they intended to teach a specific topic or ‘the object of study’. The researchers then conducted two teaching observations. Martin et al (2000) found that the results of the research ‘showed no observed inconsistency between the teachers’ intentions and their practices’ (Martin et al 2000:409). They concluded that there is a need for further investigation of ‘what is it that teachers want their students to learn and how do they believe their students will come to know this’ (Martin et al 2000:411).

Hativa et al (2001) conducted a research on ‘the beliefs and pedagogical content knowledge of exemplary university teachers regarding effective teaching strategies, the extent to which they use various of these strategies and the relations between their beliefs and knowledge to their classroom practice’ (Hativa et al 2001:703-704). Towards that aim, the researchers conducted teacher and student interviews and questionnaires, videotaped classroom sessions, and analyzed course outlines and exam questions. This study proposes explanations for the differences between poor and good teachers: ‘Maybe one way in which the pedagogical content

knowledge.....differs is in the number of effective classroom strategies with which they are familiar' (Hativa et al 2001:722). Hativa et al (2001) concluded 'that there is a good, but far from perfect, fit between these teachers' beliefs and knowledge concerning effective strategies and their classroom practice' (Hativa et al 2001)

With regard to the link between teachers' approaches and learning outcomes, two studies have found a link between conceptions of teaching and aspects of student learning. Neither deal explicitly with approaches to teaching, but it is likely that the approach was an intervening variable in both cases. Sheppard & Gilbert (1991) conducted case studies of teaching and learning in four departments. They found that the development of students' beliefs about the structure of knowledge in their discipline was influenced by the lecturers' theories of teaching and the students' perception of the learning environment. The students' beliefs about knowledge in turn influenced the learning approaches adopted. It was found that meaningful learning outcomes were more likely to be associated with courses in the departments which explicitly considered alternative conceptions of knowledge. Gow & Kember (1993) found a relationship between lecturers' conceptions of teaching and measures for changes in students' approaches to learning. Departmental scores were obtained for two main orientations to teaching: knowledge transmission and learning facilitation. These were related to measures of students' approaches to learning from the Study Process Questionnaire (Biggs, 1987), which gives values for deep, surface and achieving approaches, and can be applied in a repeated measure design to show changes in approach during a course. The results showed that orientations to teaching had significant correlations with changes in students' learning approaches (Kember & Gow, 1994)

1.4- Research on Conceptual Change

The findings of studies reported in the previous section and which suggest that lecturers' teaching practices are guided by their beliefs and conceptions of teaching and learning, led to the recognition that change in lecturers' conceptions and beliefs will cause changes in their practices (Gow and Kember 1993, Trigwell

1995). Few studies that aimed at investigating lecturers' conceptual change are reported in the literature.

Bowden (1989) designed a workshop which aimed at helping teachers match their teaching practices with their intended learning outcomes. Trigwell (1995) designed a workshop in which he attempted to change the participants' conceptions of teaching by increasing their awareness about more complex conceptions. Ramsden (1992) organized a formal one year professional education programme for university academics in Australia in which he sought to change participants' understanding of teaching. These studies carried out at the tertiary level did not evaluate the effectiveness of the conceptual change approach to staff development. Bowden (1989) and Trigwell (1995) gave an account of their conceptual change workshops but did not include a report of formal evaluation .

Ho et al (2001) report a study that investigated the effectiveness of the conceptual change approach. The evaluation investigated the impact of the program on the participants' conceptions of teaching, the consequential impact on their teaching practices and the effect on students' learning. Conceptual changes were detected in two third of the sample group. All the teachers who changed their conceptions received better ratings on their teaching practices from their students in the following academic year. For half of the teachers who changed their conceptions, their students were observed to improve their approaches to learning.

Thus despite the difficulties in changing university teachers existing conceptions (Kennedy 1991), this study came to the conclusion that not only changes in conceptions are possible, but they can also bring about changes in practices. Findings of this study supported the fact that changes in teachers' conceptions and approaches can occur in a short period of time.

A few studies were conducted with school teachers to investigate change in their conceptions. Differing results were reported. Feinman-Nemser et al (1989) and Richardson (1990) reported that teachers changed their conceptions of teaching and learning positively by the end of the conceptual change development program. On the other hand, Bird et al (1992), Gore and Zeichner (1991), and McLaughlin

(1991) reported that the conceptual change approach led to limited or no change of conceptions.

Similarly to research on lecturers' conceptions, review of the literature on teachers' beliefs suggest that changing beliefs about teaching and learning among preservice and inservice teachers is crucial if teacher educators aim at changing instructional practices. The term 'conception' is used in studies that adopt a phenomenographic approach while the term 'belief' is used by researchers who adopt a cognitivist and constructivist approach which relies on content analysis as a research instrument. However, these two terms along with a series of other terms such as attitudes, perceptions, implicit theories are considered to refer to the same concept. In this respect. Pajares (1992) argues:

‘They travel in disguise and often under alias-attitudes, values, judgements, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions,, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature’ (Pajares 1992:309).

Clandinin & Connelly (1987) referred to this lack of agreement in terminology among researchers as ‘simply different words naming the same thing’ (Clandinin & Connelly 1987:488). Given the fact that ‘beliefs’ and ‘conceptions’ refer to the same concept, literature on teachers’ beliefs change will be examined below. I will look at studies that investigated the impact of preservice training, professional development, and experience on the alteration of teachers’ beliefs.

1.4.1- Preservice Training

Many researchers conducted studies that showed that preservice teachers’ beliefs about learning and teaching could change by immersing them in preservice courses that consist of workshops and reflection activities. Brownlee & Chak (2007), for instance, carried out a study of early childhood education students from Honk Kong who engaged in an international field experience in Australia for two

weeks. At the beginning of the study, the participants made nine affirmative comments about the belief that children learn through discovery and exploration. During the study, the preservice teachers were required to visit universities and early childhood settings, to attend workshops and discussions, and to get involved into written reflections. At the end of the investigation, the participants made thirty four comments in support of learning as active discovery.

Ozgun-Koca and Sen (2006) reported in their study that definitions of 'teaching' changed over a teacher education program for fifty one preservice Turkish teachers. Before the program, participants indicated that teaching is about subject matter knowledge. Afterward, they began to realize the importance of instructional techniques. Their beliefs about effective teaching shifted from a focus on communication skills and friendly interaction with students to teaching focused on methodology, pedagogical content knowledge, and classroom management.

Other researchers found different results regarding belief changes among preservice teachers. Preservice teachers in these studies did not change their beliefs despite the efforts of teacher educators. Chai et al (2009) report that after participating to a nine month teacher training program, preservice teachers expressed beliefs about teaching that reflected less emphasis on students efforts and constructive teaching methods and more on traditional teaching practices. McArthur & Haney (2002) also suggested that high stakes testing and the existing curriculum prevented preservice teachers from changing their beliefs in order to share control of learning with their students. An investigation involving nineteen preservice teachers enrolled in a technology course designed to encourage the participants adopt constructivist beliefs and practices was conducted by Lim & Chan (2007). The findings indicated no significant change in teachers' pedagogical beliefs.

Some studies highlighted mixed results regarding teacher belief change. Leavy et al (2007) analyzed one hundred twenty four Irish and American preservice metaphorical representations of teaching and learning. The findings revealed that Irish preservice teachers' beliefs were resistant to change and they tended to keep their behaviorist beliefs. The American teachers' beliefs, on the other hand, changed to become of a constructivist nature.

Yerrick and Hoving (2003) undertook a research study with preservice teachers enrolled in a science methods course and who participated in field experiences. After the training, two categories of preservice teachers were identified. Reproducers preservice teachers who taught as they had been taught, and continued to hold traditional and transmission views of teaching science. Producers preservice teachers reflected on their practices to become constructors of new knowledge and to focus on their students' learning. Methods courses and fieldwork experiences were also combined to challenge the beliefs held by preservice science teachers in a study carried out by Gallard (2004). The findings indicated that teachers' beliefs were modified since some preservice teachers began to design more student-centered instruction while the beliefs of other teachers shifted towards a more teacher directed approach.

1.4.2- Professional Development

Professional development is used as a means to provide teachers with opportunities to observe, experience, and reflect. In Goodnough's (2008) investigation, six Canadian teachers participated in a community practice which is defined as a group of people who interact on an ongoing basis to deepen their knowledge about a topic, and to share problems and concerns (Wenger et al 2002). These teachers conducted online formal meetings to help each other understand science teaching through inquiry. After participating to the community practice, these teachers' beliefs about inquiry changed to broader conceptions of the strategy, and their abilities to set goals and improve teaching were developed.

Hunsaker and Johnston's (1992) research consisted of a four-year longitudinal study of one teacher's changing beliefs and practices through a one-to-one project with a professor which consisted of critical reflection. In the beginning, the teacher perceived becoming knowledgeable as a teacher as something received from experts. After the experience of the project, the source of this knowledge was seen as the result of personal experimentation.

1.4.3- Experience as the Agent of Change

Several studies suggested that experience on its own without the intervention of any other factors can be a strong means of belief change with both experienced and preservice teachers (Alger 2009, Simmons et al 1999). Alger (2009) investigated one hundred and ten secondary teachers' beliefs about the nature of teaching in reflective self-report at the beginning of their career. The findings showed that sixty three per cent of the teachers reported perceptions of teaching which differed from the ones they held as beginning teachers. The percentage of teachers who believed that the teacher's role was to guide increased from the beginning of their careers. Those teachers who were part of a community with their students to co-construct their learning also increased. These findings showed that inservice teachers' beliefs may change through time and with opportunities to work with learners.

Through the analysis of in-depth interviews, classroom environment surveys, and classroom observations, Simmons et al (2009) concluded that beginning teachers enter the teaching situation with a variety of beliefs about what teachers should do in the classroom, and after three years of a study, significant belief changes were observed. First year teachers demonstrated teacher centered beliefs, but when teachers started their third year of teaching, they adopted practices between teacher and student-centred practices.

The studies examined in this section show that conceptual change is complex and that it can be the result of different factors that impact on teachers' beliefs. These factors which consist of: preservice training, professional development, and teachers' experience can impact in isolation or by interfering with each other.

1.5- Phenomenography

The term phenomenography derives from the Greek words 'phaimenon' (appearance) and 'graphein' (description); thus the interest of phenomenography is in 'the descriptions of things as they appear to us' (Pang 2003). As a research tradition, phenomenography aims to capture the qualitatively varying conceptions

held by a group of people about one particular phenomenon. Marton (1986) defines phenomenography as:

‘a research method adapted for mapping the qualitatively different ways in which people experience, conceptualise, perceive, and understand various aspects of, and phenomena in, the world around them’ (Marton 1986:31)

This term was first used by Ference Marton (1981), when he described the research approach that he had developed with his research group in Sweden during the seventies. The early focus of this approach was on the experiences of students engaged in studying academic tasks (Marton & Saljo 1976, Svensson 1976). It described ‘how’ they went about studying and ‘what’ they learnt from their studies. In this respect, Marton (2000) states:

‘The point of departure was the seemingly rather straightforward observation that some students are better at learning than others. We wanted to take as little for granted as possible. Above all, we did not assume that we knew what ‘being better at learning’ implies, hence we decided to explore the meaning of the variation between students in learning. Furthermore, we settled for the idea that the best way of doing it was by trying to find out what kind of meaning the learning event.....has for students. We thus set out to study the learner’s experience of learning’ (Marton 2000:103)

Research into student learning has demonstrated an existing relationship between students’ conceptions of learning, their approach to study tasks and the learning outcomes. A set of five categories for conceptions of learning was described later on by Saljo (1979). In hierarchical order, the categories are: learning as the quantitative increase in knowledge; learning as memorizing; learning as acquisition of facts; learning as the abstraction of meaning; and learning as an interpretative process.

Approaches to study were categorized with the labels ‘deep’ and ‘surface’ (Marton & Saljo 1976). A deep approach is characterized by students focusing on the underlying meaning of the task whereas for a surface approach the attention is directed to the text itself leading to a productive orientation.

Students’ approaches to study were shown to be influenced by the students’ conceptions of learning (Rossun & Schenk 1984). The first three conceptions are

associated with reproductive approaches to learning tasks while the two remaining ones are related to a meaningful approach to learning.

Approaches to study are in turn related to the quality of learning outcomes (Bigg 1987). A deep approach results in better academic performance keeping in consideration that assessment demands reproduction of transmitted information, so encouraging a surface approach. Hence, the findings showed that the learners' ways of experiencing the learning task and situation were seen as the most fundamental aspect explaining differences in approaches to learning and learning outcomes. Consequently, the term 'phenomenography' was introduced to describe differences in understanding a particular phenomenon. Marton (2000) states:

'....the very label 'phenomenography' was chosen to convey the idea of describing various specific things as they appear to us (that is, describing conceptions of various specific things) instead of formulating general principles about how things appear to us (which has, to a large extent, been the orientation of what has been called 'the phenomenological movement')' (Marton 2000: 102-103)

Marton (1988) outlined three lines of phenomenographic research and indicated the range of types of research which had been carried out. The first line of research is concerned with 'content-related studies of more general aspects of learning' (Marton 1988: 191); that is to say, the relation between the learning process and learning outcomes. In these studies 'the qualitative differences in the outcome of learning are consistently related to qualitative differences in approaches adopted by the learners' (Marton 1988: 189). These qualitative differences in the approaches to learning adopted by learners were shown to relate to how the learners perceive the learning task or context and to their understanding of what learning is (Säljö 1982).

The second line of phenomenographic research focuses on the study of learning within a particular content domain. Researchers may, for example, investigate students' understandings of concepts and principles in physics. Marton (1988) argues that these first and second lines of research are based on 'a phenomenographic view of learning.... as a transition between qualitatively

different conceptions of some aspect of reality or of some phenomenon therein'. (Marton 1988:192).

The third line of phenomenographic research 'deals with "pure" phenomenographic "knowledge interest" as it is focused on the description of how people conceive of various aspects of their reality' (Marton 1988:190). An example is the study carried out by Theman (1983). He explored the conceptions of political power during a demonstration against the construction of a garage in the centre of Göteborg in Sweden. In the second line of research, the phenomenon or aspect of reality being described is the object of formal studies by those whose understandings are being investigated while in the third line of research the phenomenon is not formally studied by people; it is rather experienced in their daily life.

Although phenomenography was first concerned with learning outcomes, an important amount of work was conducted using a phenomenographic research methodology, in which the focus was on describing the qualitatively different ways people approach and perceive particular tasks in relation to particular contexts (Prosser 2000). A large number of studies were carried out to investigate the conceptions of people in different content domains. Johansson et al (1985) studied students' understandings of mechanics, Neuman (1987) studied how young children deal with arithmetic problems, Saljo (1982), Marton & Saljo (1976), and Marton et al (1993) investigated learners' conceptions of what learning is. Phenomenography was also used outside the educational context to explore people's understandings of political power (Theman 1983), conceptions of death (Wenestam 1982). These studies departed from the question 'what are the different ways of experiencing the phenomenon?' The researchers described the variation between different ways of viewing a phenomenon. Marton and Pang (2008) argue:

'The object of research of phenomenography is the qualitatively different ways in which people are aware of the world, and the ways in which they experience various phenomena and situations around them. Instead of adopting a first-order perspective, and trying to describe phenomena 'as they are', phenomenography takes a second-order perspective, which focuses on how the phenomena are perceived by people' (Marton and Pang 2008:535)

Phenomenography takes on a relational approach to research since researchers try to study the relations between human beings and the world around them (Marton 1988). In so doing, researchers aim to determine the finite number of ways the phenomenon may be experienced by the participants. Limberg (2000) also explains that phenomenography has been labelled a relational approach because the way in which a subject experiences the object forms a relation between the two.

The present section is divided into two subsections: phenomenographic theory and phenomenographic practice:

1.5.1- Phenomenographic Theory

As mentioned earlier, phenomenography is rooted within the non-dualistic and relational perspective since a phenomenon is described according to the subject that experiences it. This section discusses the non-dualistic and relational perspective and deals with the shift from ‘old’ phenomenography which is descriptive to ‘new’ phenomenography which is analytical and pedagogical in nature.

1.5.1.1- The Non-dualistic and Relational Perspective of Phenomenography

While the dualistic view conceives the existence of an outer world separated from the individual and his inner world (Bowden & Green 2010), the non-dualistic ontological perspective considers that there is no objective world *per se*, separated from the subjective world (Marton 1988). There is one world one world which is objective and subjective at the same time since an experience is a relationship between object and subject encompassing both (Marton 2000). In other words, the phenomenon (the world) cannot be viewed as an object without someone being the viewer or examiner of that phenomenon, and the way the world or the phenomenon appears is always influenced by the person, and vice versa (see figure 1.3). As Marton and Pang (2008) put it :

‘phenomenography holds a non-dualist view of human consciousness in which human beings and the world are inseparable. The world will not be the same in the absence of the experiencing person, and reciprocally, the person will not be the same person if the world that they are experiencing does not exist. One’s experience of the world is thus consisting of functional entities describing both the experiencing person and the phenomenon to be experienced’ (Marton and Pang 2008:535)

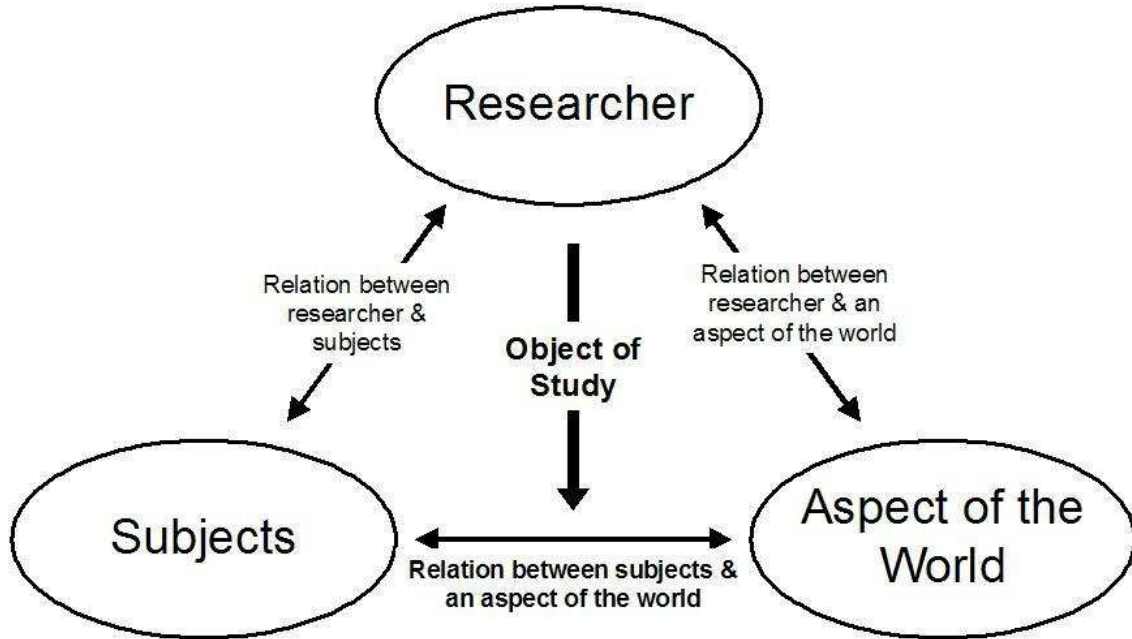


Figure 1.3 Phenomenographic relationality (Bowden 2005)

Figure 1.3 shows that phenomenography considers an experience or a conception as the relationship between object and subject. It is interested in how ‘the subject experiences the object’ or ‘how the object appears to the subject’ (Marton 2000:105). People gain knowledge of various phenomena through their own experiences of those phenomena, and by relating their experiences to other people’s experiences of the same. Thus, it could be said that there is only “one world” which is experienced differently by different people. Moreover, in line with the non-dualistic perspective, the different ways of experiencing the same thing are seen as internally related through that same experienced object (Åkerlind 2003).

Thus, phenomenography takes a second order perspective, as it aims at understanding the way a group of individuals perceive the target phenomenon and not the phenomenon per se, which would represent the first order perspective.

‘In the first perspective we orient ourselves towards the world and make statements about it. In the second order perspective we orient ourselves towards people’s ideas of the world (or their experiences of it) and we make statements about people’s ideas of the world’ (Marton 1981 :178).

According to Marton (1981, 1997), in the first order perspective, the researcher focuses on the object of research and links it to his own experiences. In the second order perspective, the researcher still focuses on the object of research but from the perspective of other people’s experiences of the object (Marton & Booth 1997). Marton (1981) argues that there are two reasons for formulating questions in the second order perspective :

- To find out the different ways in which people experience, interpret, understand, apprehend, perceive or conceptualize various aspects of reality is interesting in itself.
- The descriptions reached within the second order perspective framework are autonomous in the sense that they are independent from the researcher’s conceptions and interpretations, as in the first order perspective

Within the second order perspective, the subjects of research are orientated towards the world they are experiencing, and researchers are orientated towards the various ways in which the participants experience some aspects of that world. As Marton & Booth (1997) write it :

‘When adopting a second order perspective, researchers need to bracket judgments of the world and look at statements to find out what ways of experiencing particular aspects of the world they reflect, regardless of their validity or functionality’ (Marton & Booth, 1997 : 120)

Put differently, the object of the research is the relation between the subjects and the phenomenon (Marton 1986), as indicated by Bowden (2005). Phenomenography describes ‘human experiences in the sense that they are human-world relationships’ (Marton and Pang 2008:535). This is in contrast to the cognitivist and constructivist approaches which describe conceptions in terms of the individual’s act of understanding which is in turn described in terms of psychological entities within the individual.

In phenomenography, the central notion is that of conception. The latter refers to ways of experiencing, or understanding. (Marton 1981; Marton & Booth 1997). In this respect, Pratt (1992) defines conceptions as:

‘ specific meanings attached to phenomena which then mediate our response to situations involving those phenomena. We form conceptions of virtually every aspect of our perceived world, and in so doing, use those abstract representations to delimit something from, and relate it to, other aspects of our world. In effect, we view the world through the lenses of our conceptions, interpreting and acting in accordance with our understanding of the world.’
(Pratt 1992: 204)

Thus the term conception is used to refer to people’s way of experiencing a specific aspect of reality. Svensson (1997) explains that the conception of a phenomenon is the internal relationship between the subject and the object of study; therefore, any conception must have these two related parts which together create meaning.

The study seeks to examine the qualitatively varying ways of experiencing the target phenomenon and to describe the relationships between them (Marton & Booth 1997). It is assumed that there exist only a limited number of ways of experiencing a phenomenon, and that these ways are logically related to each other as these qualitatively varying conceptions describe the same phenomenon.

1.5.1.2- ‘Old’ and ‘New’ Phenomenography

In recent years a distinction has been made between ‘old’ and ‘new’ phenomenography due to the developments that have taken place in the discipline. ‘Old’ phenomenography refers mainly to research focusing on the question, ‘What are the different ways of experiencing the phenomenon?’ (Pang 2003). The ultimate aim being to develop full descriptions of the variety of ways of experiencing the target phenomenon (Bowden 2000). However, the ‘new’ phenomenography also called variation theory or theory of variation shifts the questions to ‘What is a way, among others, of experiencing a phenomenon?’ and ‘What is the actual difference between two ways of experiencing the same thing?’ (Pang 2003).

New phenomenography does not only examine what constitutes a way of examining something, it is concerned with the differences between ways of experiencing the same thing, and the evolution of these different things. The theory of variation was advanced by Marton and Booth (1997) to deal with these concerns. Marton and Pang (2008) argue that:

‘...a way of experiencing something is related to one’s structure of awareness, which is defined in terms of the critical aspects of that something as discerned and focused upon by the experiencer simultaneously. Learning is associated with a change in discernment, which entails a change in the aspect(s) of the phenomenon in the focal awareness of the learner, which implies a change in one’s way of experiencing the phenomenon. Learning is related to discernment, variation, and simultaneity’ (Marton and Pang 2008:537)

The theory of variation implies that one is aware of the critical aspects of the phenomenon and is able to discern between them. However, one cannot discern an aspect of a phenomenon if he does not experience variation in a dimension of that aspect. For instance, one would be unable to discern the aspect of season if he experiences winter as a sole season throughout the year. Another example presented by Marton and Pang (2008) is the experience of the color of hair of a person. In order to experience the color of hair, the dimension of color of hair has to be discerned. The values: blonde, ginger, brown, black, grey need to be synthesized and present in awareness of the individual to constitute a dimension of variation which is discerned. An individual is always aware of a phenomenon in a certain

way as it is always understood in a way or another. The way of understanding a phenomenon is in awareness, and an individual understands a new phenomenon in terms of previous relevant information present in awareness.

The methodological developments of new phenomenography led to advancements in the mapping of people's conceptions in different fields. Bruce (1997) carried out studies in information systems and Trigwell et al (2000) and Akerlind (2003) conducted studies in academic work.

Phenomenography also used the theory of variation to explore how teachers deal with different objects of learning and how the differences in their ways of dealing affect the students' learning outcomes. Runesson (1990) used the theory of variation to analyze classroom teaching and to study the different ways teachers handled the mathematical topic of fractions and percentages in Sweden. Rovio-Johansson (1999) employed the theory of variation to examine the nature of good teaching at the tertiary level. The study aimed at investigating the different ways in which teachers dealt with a particular concept in management accounting. The implication of these studies was that for learning to take place, teachers need to find the critical aspects of the phenomena and introduce variation in those critical aspects systematically. The theory of variation of phenomenography was insightful in that it helped researchers and teachers to look at classroom teaching from a new perspective.

According to Tan (2009), the development of new phenomenography ensured a shift from a merely methodological and descriptive orientation towards a theoretical, analytical, and pedagogical approach.

- **Theoretical direction**

The theoretical aspect of the “new” phenomenography aims at answering the question regarding the way of experiencing a phenomenon (Tan 2009). A way of experiencing a phenomenon involves identifying that phenomenon, and discerning it from its context. Marton and Booth (1986, 1997) provide as an example a deer in the woods. In order to see or experience a deer as a deer, one needs to be able to

distinguish it from other animals. Moreover, to see the deer, one has to discern it from the bushes and trees around it, and to see where it begins and where it ends (its contours). Furthermore, in order to be able to discern the deer from its context, one should identify the constituent parts of it (the deer's body, head, antlers, etc.), and see how the parts relate to each other and to the whole. A person's way of experiencing something is built on the aspects that the person is able to discern simultaneously; that is to say, on the aspects that are focal in her or his awareness at a particular point in time. As Marton (1996) argues, discernment and the simultaneous awareness of certain aspects constitute the structural aspect of the conceptions or ways of experiencing whereas the referential aspect is the meaning of what is seen and experienced. Thus, it can be said that the structural and referential aspect of the conceptions are intertwined, occurring at the same time as a person experiences a phenomenon (Marton & Booth 1997)

- **Analytical direction**

Awareness is described as the structure that can be used as an analytical framework for answering the second question of the "new" phenomenography, namely, What is the actual difference between two ways of experiencing the same thing? (Gurwitsch 1964, Marton 2000).

Interpreting Gurwitsch (1964), Cope (2002) sees awareness as made up of three nested layers: namely margin, thematic field, and theme. In a particular situation and context, a person will be aware, for example, of teaching in a certain way, and the group of aspects that he relates to teaching is called the thematic field. However, when one asks the person how he understands teaching, only some of the aspects from the thematic field will emerge or come to mind at that particular moment, thus emerging as more critical than the other aspects in the thematic field (Tan 2009). These aspects of teaching that are within focal awareness constitute the theme. Another time and another place might cause other aspects to emerge from the thematic field into focal awareness, resulting in a different theme. Moreover, a situation during which a person thinks of teaching may also include aspects that do

not relate to the object of reflection, but aspects of which the person is nevertheless distantly aware. These aspects which are part of the context but which are not related to the object of reflection constitute the margin. In the case of teaching, peripheral aspects like classrooms, administration, library may be constituents of the margin.

As mentioned previously, phenomenographic research produces an outcome space where the categories of description are hierarchically ordered. This means that the categories lower in a hierarchy represent a less complex way of experiencing something, whereas the categories higher in a hierarchy represent more complex, advanced, powerful, or sophisticated ways of experiencing the same thing (Marton & Booth 1997). According to Cope and Prosser (2005), the categories that are higher in a hierarchy represent increasing focal awareness: they include more aspects related to understanding the target phenomenon, and/or better describe links between the aspects, and/or provide a deeper conceptualization of one individual aspect. Thus, the conceptions do not form a continuum (Kember 1997, Åkerlind 2005a), but rather a nested and hierarchical organization encompassing awareness of the target phenomenon (Åkerlind 2003). In this sense Marton and Booth (1997) argue that:

‘The different ways of experiencing the phenomenon can even be seen as different layers of individual experiences. People as a rule are not consciously aware of layers of experience of earlier date, but we can assume that they are present as tacit components of more advanced ways of experiencing a phenomenon. [...] Curiously enough, this implies that we can understand the anatomy of an individual’s awareness by looking at others’, less complex, awareness. However, it should be noted that it is the researcher who, through the data analysis, defines what ways of understanding are more advanced and what are less advanced’ (Marton & Booth 1997: 107)

• **Pedagogical direction**

The pedagogical aspect of ‘new’ phenomenography refers to those aspects that are critical in describing the differences between various ways of experiencing the same phenomenon. These aspects, called educationally critical aspects, constitute what is needed to gain a more complex, complete, or advanced way of

understanding (Marton & Booth 1997, Runesson 2006), and they are therefore well adapted to reach pedagogical purposes.

For Marton and Booth (1997), it is important that teachers see the variety that exists in the ways of understanding the teaching of the subject, and understand the critical differences between their current understanding and the most complex conceptions (Dall’Alba 2000, McKenzie 2002, Lo et al 2004). In fact, it is in the way of understanding a critical aspect that one can identify a divergence between two ways of understanding in ‘new’ phenomenography. One way of interpreting and applying critical aspects is to regard them as critical differences between students’ qualitatively varying ways of understanding something; thus they can reveal an increasing breadth of awareness (Åkerlind 2004, 2005). In this context, the notion of “critical” means the variation that differentiates one way of seeing from another. By contrast, “non”-critical variation describes a variation that exists within one particular way of seeing, but not between a set of qualitatively varying ways of seeing (Åkerlind 2005).

Viewed in this way, critical aspects in the field of teaching relate to and contribute to the teacher’s pedagogical content knowledge (Marton & Pang 2008), which involves both (i) subject-specific knowledge and (ii) an understanding of ways of teaching the particular content matter (Shulman 1986) to a particular group of students. The interest, then, is in what the teacher has to take into account when he/she is aiming to develop students’ understanding of the object of learning in the direction of increasing complexity of his way of understanding. This is at the heart of developmental phenomenography, which is in fact rooted in variation theory (Green 2005). Whereas the ultimate aim of the “old” phenomenography was to give a full description of ways of experiencing something, developmental phenomenography continues from here, aiming to apply the outcomes of research in order to help the subjects of the research to learn, and to expand their thinking (Bowden 2000).

1.5.1.3- Phenomenography, Phenomenology and Grounded Theory

Several theories have been proposed in order to investigate knowledge or meanings individuals possess about phenomena. The most commonly cited qualitative methodologies used to access individual meanings are phenomenology and Grounded Theory.

Phenomenology aims to describe the commonality of meaning of a phenomenon across a studied population. Van Manen (1990) states:

‘Phenomenology appeals to our immediate common experience in order to conduct a structural analysis of what is most common, most self evident to us.....phenomenology is less concerned with the peculiarities or difference of the meaning structures of human experience’ (Van Manen 1990:19)

Besides, the perspective adopted by many researchers in phenomenology is the philosopher’s point of view. This implies that the researcher interprets his philosophical understanding of a phenomenon as it is lived by others. Phenomenological research is not primarily focused in the subjective experience of individual meanings and does not emphasize variations in the way individuals experience a phenomenon and make meaning of it.

As far as grounded theory is concerned, Corbin and Strauss (1998) describe it as ‘a qualitative research method that uses a systematic set of procedures to develop an inductively grounded theory about a phenomenon’ (Corbin and Strauss 1998:24)

Thus, in grounded theory, meaning is an important part of the inductive process of understanding a phenomenon, but it is a component of a more important process that seeks to deal with predictive or theoretical relationships among variables of the phenomenon investigated (Hales and Watkins 2016).

In order to conduct a grounded theory study, Corbin and Strauss (1998) point out to procedures to discover properties, dimensions, sub-categories and a central category. The product of a grounded theory is directed toward a description of a phenomenon as intersubjectively shared by most or all individuals.

Both methods assume that knowledge is intersubjectively shared by individuals, but do not account for the idea that knowledge can be different and vary

among a group of individuals. This may present limitations in educational contexts where differences between individual learners' understanding is seen as a starting point towards change in hearing (Hales and Watkins 2004).

Furthermore, neither methods offer a descriptive framework in which different meanings can be compared, contrasted and related to each other. This is important for individuals to be aware of different meanings and position their own meaning among others. Hence the need was felt for a methodology that reveals subjectivity in meaning and point out to the various ways individuals experience a phenomenon. Phenomenography came to exist as a methodology that describes the differences in the subjective meanings individuals have about a particular phenomenon. It also outlines the development and change of these meanings. Phenomenographers try to describe relations between the individual and various aspects of the world around them (Marton and Booth 1997, Richardson 1999). A reason for this, according to Marton (1988), is that interviewees 'will hardly be very anxious to maintain the distinction when they are telling us about their experiences' (Marton 1988: 194)

The table below summarizes the differences between these three methodologies:

CHAPTER ONE: THEORETICAL BACKGROUND

Subject of Comparison	Phenomenography	Grounded Theory	Phenomenology
Object of study	Understanding of phenomenon by categories of subjects meanings of a phenomenon	Understanding of phenomenon by constructing theory that is derived from an iterative description and ordering of phenomenon	Understanding of phenomenon experiencing and reflecting upon the life world of the subjects and ordering of phenomenon
Research Question Example	What are the qualitative different meanings that participants give to the experience of caring for the environment?"	What do people understand by the notion of "caring for the environment"	"What are the inner and outer realities that describes what it means to care for the environment?"
Data collection method	Interviews, Texts	Interviews, Texts Journals	Interviews, participant observation, language analysis, texts, literature etc.
Analytical Tools	Interpretation of sections of text and whole accounts. <i>Cut and paste.</i>	Theory derived from data through interplay between the researcher and the data whereby the relational comparison of responses yields theory of phenomenon. <i>Coding of actual sections text.</i>	Empirical analysis of pre-reflective experiential material and/or reflective interpretation of the aspects of meaning or meaningfulness that are associated with this phenomenon. <i>Determining essences of Experience</i>
When does the analysis occur	Post data collection (may have follow up collection to verify expand meanings)	During data collection and post data collection	During data collection and post data collection
Relationship between data collection analysis and theory formulation	All three stages are separate but intuitive interpretation can help each stage and some iteration possible	All three stages are "fused" occur simultaneously and iteratively	Variable methods
Rigor	Seeks reliability through systematic reduction of data and external checks – secondary researcher examines categories made by the primary researcher	Seeks reliability through the positivist approach of reducing subject responses using a systematic and reproducible method of interpretation	Seeks reliability by arguing that the interpretation of essences are reliable through immersing the reader within the life world of the subject.
Generalisability	limited to similar populations	extensive across populations	limited to the time, situation and the researcher

Table 1.2 Comparison of Methodologies (Source Hales & Watkins 2004)

1.5.2- Phenomenographic Practice :

This section describes the steps phenomenographic researchers follow to be faithful to the principles of the phenomenographic research and to ensure a good quality of the research in terms of validity and reliability. These steps are also meant to guide novice phenomenographers who engage in the process of phenomenographic research for the first time.

1.5.2.1- Selection of the Interview Sample

Given that the aim of the research is to investigate variation in the meaning of a phenomenon, the sample should represent as much variation as possible (Akerlind 2003). Participants should be from varied disciplines, cultural backgrounds and gender, with varying levels of experience as an academic, and on varying conditions of appointment. In this sense Akerlind (2005a) argues:

‘The point of selecting for as much demographic variation as possible is to increase the chances of there being as much variation in experience of the phenomena being investigated within the sample as possible. This is a standard goal of phenomenographic research.... it is expected that the *range* of meanings within the sample will be representative of the *range* of meanings within the population.’ (Akerlind 2005a:103)

1.5.2.2-Interview Design

The primary aim of the interview is to encourage participants to reveal their ways of understanding a phenomenon. Phenomenographic interviews are semi-structured, with the researcher clearly setting the interview topic(s) through the use of a number of structured questions, but then making substantial use of unstructured follow up questions to further investigate interviewees’ responses to the questions (Bowden 2000).

Speaking about the structured questions, Akerlind (2005a) suggests that they consist of:

- (1) contextual questions
- and
- (2) primary questions:

(1) Contextual questions:

These are designed to start the process of encouraging the participants to reflect on their experience of the phenomena being investigated, and to create a conversation-like atmosphere. This helps to generate a comfortable and relaxed atmosphere that would encourage sincere discussion.

(2) primary questions:

These are of two forms: open questions about the meaning of the phenomena for participants; and questions asking participants for concrete examples illustrating the phenomena from their own experience.

The *open questions* take the form of: ‘What does a given phenomenon mean to you?’. The aim of the open questions is to give participants the opportunity to initially focus on whatever aspects of the phenomenon appears most significant to them.

The questions requesting *situated examples* take the form of, ‘Can you give me a concrete example of something you do/have done [to illustrate the phenomenon]?’. Akerlind (2005a) points out that:

‘An individual’s experience of a phenomenon is always embedded within a particular context, and a different context may bring different aspects of the phenomenon into awareness. Consequently, the aim of the questions requesting concrete examples is to clarify any particular context that the interviewee has in mind.’ (Akerlind 2005a: 106)

With respect to the *unstructured follow up questions*, these are used to encourage interviewees to further elaborate on the topic or to check the meaning that interviewees express regarding a specific phenomenon. These questions can take the form of, ‘Could you tell me a bit more about that?’, ‘What do you mean by that?’, ‘Could you give me an example?’, ‘Why was that important to you?’. Akerlind (2005) states that:

‘In many cases, the follow up questions are more important in eliciting underlying meanings than the pre-determined questions. However, the aim at all times is to provide opportunities for the interviewees to reveal their current experience of the phenomenon as fully as possible without the interviewer, introducing any new aspects not previously mentioned by them (except for the planned introduction of topics according to the research design). This contrasts with both more structured and less structured approaches to interviewing’ (Akerlind 2005a:106-107)

Akerlind (2005a) and Bowden (2000) highlight the importance of distinguishing ‘what’ from ‘why’ questions as an interviewer, particularly when following up on participants’ responses to questions. When interviewees provide examples of their experience of the phenomenon being investigated, a useful follow-up question for eliciting the underlying meaning of the phenomenon is to ask *why* they go about it in the way they describe. The aim of the latter type of question is to explore the interviewee’s underlying intentions or purposes with regard to the phenomenon.

1.5.2.3- Piloting

In order to help novices in phenomenography become familiar with phenomenographic interviewing, Akerlind (2005b) all strongly recommend pilot interviewing. This provides an opportunity to develop the required interviewing skills and also to refine the planned questions so that they lead to appropriate discussion about the phenomenon and elicit relevant data.

The aim of piloting is to try the initial set of questions and then refine them for the final interviews. As recommended by Ashworth and Lucas (2000), once the pilot interviews are conducted and transcribed, the focus of the readings should be on whether the interview questions are eliciting variation in views across the pilot interviewees.

Besides, the reading through pilot interview should provide an opportunity for checking and refining the approach to interviewing before undertaking the final interviews.

1.5.2.4- Conduct of Interviews

As phenomenographic research uses interviews as the sole source of data, there is necessity that they be conducted rigorously (Bowden 2000). Akerlind (2005b) state that:

‘This is essential so that the researchers can feel confident about the integrity of the data with which they are working. It also provides vital external rigour, for those outside of the research process.’ (Akerlind 2005b:80)

The phenomenographic interview is characterized by in-depth interest in that the interviewer needs to elicit contents and meanings that may not have been explicitly dealt with by the interviewee. It is therefore important that the interviewer goes beyond opinions in order to uncover the underlying conceptions. The phenomenographic interview is also characterized by an open method of questioning. When asking questions, the interviewer need to be cautious not to provide alternative answers that he has formulated beforehand. Interviewees are expected to define one or several aspects of the theme, and freely reflect upon issues that are relevant to them. The interview should bear close resemblance to an informal conversation, with a personal touch determined by the interviewee’s approach to the content. Ashworth & Lucas (2000) have defined the interview as:

‘A conversational partnership in which the interviewer assists a process of reflection.’ (Ashworth & Lucas 2000:302)

The interview questions should be formulated in advance and should naturally be identical in all interviews. The follow up questions, however, will depend on the answers given by the interviewees. Writing about the interview as a method for data collection, Marton (1994) stresses the following:

‘This type of interview should not have too many questions made up in advance, nor should there be too many details determined in advance. Most questions follow from what the subject says. The point is to establish the phenomenon as experienced and to explore its different aspects jointly and as fully as possible.’ (Marton 1994:4427)

Larsson (1986) advocates this type of interview technique with reference to the basic assumption that people always interpret what is said. When a respondent

answers an interview question, he does not necessarily respond to what the interviewer had in mind, but to his own interpretation of the question. Consequently, the interviewer does not fully understand how the question was perceived until he has heard the answer. Then he can rephrase the question and ask follow-up question, in order to increase the likelihood that both parties talk about the same thing, and that his understanding of the topic will be as deep as possible.

Ashworth & Lucas (2000) describe the task of the phenomenographer as stepping into the “life world” of the respondents. Ashworth & Lucas strongly advocate a specific methodological principle aimed at facilitating an entry into the life world of the interviewees. They think the researcher should deliberately put aside all theories, preconceptions and premature interpretations in order to open up to the respondents’ experiences and ways of viewing the phenomenon. Bracketing is the term used by Ashworth & Lucas (2000) about this endeavor to disregard personal assumptions and views. At the same time it is stressed that the researcher should deal with the interview situation with the intention of giving freedom to new conceptions to emerge out of the experienced reality of the interviewees.

Similarly to Larsson (1986), who claims that the researcher cannot make himself unprejudiced in the absolute sense of the word, Ashworth & Lucas(1989) also admit that certain ways of looking at the world are more difficult to bracket than others. For this reason, Marton & Booth (1997) do not regard pre-understanding as an obstacle that should be eliminated, but encourages the researcher to actively observe the phenomenon beforehand, by studying how it has been treated in previous research. They consider that this kind of preparations make the interviewer more aware of situations in which the interviewees may have encountered the phenomenon before and in what ways they may discuss it. However, they emphasize the importance of the interviewer remaining sensitive to new points of view that may reveal themselves in the interview.

According to Marton & Booth (1997), the phenomenographic interview takes place on two levels. On the one hand, there is the interpersonal social discourse, resembling the one occurring in everyday conversations, and on the other hand, the

more reflective therapeutical discourse, where the interviewer is trying to retrieve conceptions that the interviewer may not have been aware of before. The second level, they claim, raises problems related to the power balance between the interviewer and interviewee. Only when mutual trust has been created, can the interview reach the depth necessary for the researcher to be able to uncover a nuanced and comprehensive picture of the interviewee's conceptions.

Bowden (2005) argues that being as faithful to the data as possible implies that it is not acceptable during the analysis to infer what else might have been said by participants if it was not actually said during the interview. Thus, if the analysis is to be comprehensive, it is essential that the interview process be undertaken properly in the first place.

1.5.2.5- Conduct of the Analysis

Bowden (2005) argues strongly that the phenomenographic analysis should not begin until all of the interview transcripts are ready for reading in order to keep the nature of the interview constant throughout all interviews. He suggests that if analysis occurs at the same time with further interviewing, there is a danger that the interviews will be altered either explicitly or unconsciously. So he is concerned with the credibility of the outcomes for non-phenomenographers.

On the other hand, Akerlind (2005b) argues for the practical value of analyzing a preliminary subset of interview transcripts before analyzing the whole. This makes the amount of data more manageable since phenomenographic researchers are often faced with some twenty or thirty transcripts of twenty or thirty pages in length.

An alternative proposed by Akerlind (2005b) consists of combining the two approaches, that is, to conduct all of the interviews before any analysis has begun, but then to do a preliminary analysis on a subset of the transcripts, followed by an analysis of all of the transcripts.

Two different ways of analyzing the transcript data phenomenographically are available in the literature, namely the 'whole transcript approach' and the 'pooled excerpts approach'.

Practice varies from the ‘whole transcript approach’ which considers the whole transcript or large chunks of each transcript related to a particular issue, to the ‘pooled excerpts approach’ which implies the selection of smaller excerpts or quotes seen as representing particular meanings which are interpreted within the larger interview context (Marton 1986; Svennson 1976). In the latter approach, the smaller chunks are separated from the transcript and combined for analysis in one decontextualized ‘pool of meanings’ (Marton 1986).

The argument for the ‘whole transcript approach’ is that the larger interview context is needed to help the researchers faithfully interpret the meaning of particular comments in the transcript. The argument for the ‘pool of meanings’ approach is that greater de-contextualization facilitates the phenomenographic focus on collective meanings, and away from individual meanings (Bowden 2000).

Below is an account of Marton’s (1986) phenomenographic analysis to illustrate the pooled excerpts approach:

...The first phase of the analysis is a kind of selection procedure based on criteria of relevance. Utterances found to be of interest for the question being investigated....are selected and marked...Of course the quotes themselves are interpreted and classified in terms of the contexts from which they were taken. The selected quotes make up the data pool which forms the basis for the next and crucial step in the analysis. ...each quote has two contexts in relation to which it has been interpreted: first the interview from which it was taken and second the ‘pool of meanings’ to which it belongs. The interpretation is an interactive procedure which reverberates between these two contexts. A step-by-step differentiation is made within the pool of meanings. As a result of the interpretative work, utterances are brought together into categories on the basis of their similarities. Categories are differentiated from one another in terms of their differences....Each category is illustrated by quotes from the data. (Marton 1986:42-3)

The ‘whole transcript approach’ is illustrated below with an account of the phenomenographic analysis carried out by Bowden & Green (2005):

All interviews were transcribed and the transcripts subjected to rigorous phenomenographic analysis. This involved one member of the research team taking the responsibility for reading all transcripts related to a given question and devising a draft set of categories of description drawn from the transcripts. That researcher then re-read the transcripts and made tentative allocations of each transcript to one of the draft categories. The other researchers carried out the latter task independently. The allocations of transcripts to categories were compared. Where there were disagreements about category descriptions or allocation of transcripts, they were resolved with reference to the transcripts as

the only evidence of students' understandings. The focus was on the student's meaning, taking the transcript as a whole, rather than on the occurrence of particular statements corresponding to a specific category description. An iterative process was used to produce final descriptions that reflected the similarity in understanding among the transcripts allocated to each category and the differences between the categories. (Bowden & Green 2005:263-4)

The major difference between these two methods of analysis is that Bowden & Green (2005) do not extract 'selected quotes' and deal with them separately from the interviews from which they come. Due to the importance of the notion of context in phenomenographic research, they consider it difficult to undertake a cut-and-paste construction of the pool of meanings. In other words, the underlying relational nature of phenomenography renders the task difficult when the analysis is carried out through de-contextualization. Although Bowden & Green (2005) assert that this does not suggest that Marton's method cannot produce appropriate categories, the whole transcript approach is still more appropriate for novice researchers who need to analyze the data with reference to context to ensure better reliability of the results.

Phenomenography as a research approach began in the 1970's as a result of empirical research. In addition to the lack of theoretical literature till the late 1990's, there was a lack of literature describing appropriate methodological requirements of phenomenography. For this reason Bowden and Walsh (1994, 2000), and Bowden and Green (2005) published books that contain descriptive methodological stories from a number of researchers who undertook phenomenographic research. Here are some principles described in that book with regard to the conduct of the phenomenographic interviews.

Principle 1: Understanding the phenomenographic focus on collective experience

The meaning of a phenomenon for any one participant may vary under different circumstances. Consequently, the interviews attempt to elicit the meaning of the phenomenon for each participant at the particular time and in the situation in which they were being interviewed. Thus, meaning may vary within individuals as well as between individuals, but the range of variation within individuals is likely to be encompassed by the range across individuals. The set of transcripts as a whole represents a snapshot of the ways of experiencing the phenomenon by a particular group of people at a particular time and in response to a particular situation.

The phenomenographic focus is on participants as a collective group, rather than as a series of individuals. From this perspective, no one transcript can be understood in isolation and can only be interpreted in comparison with the rest of the group of transcripts.

Principle 2: Looking for both differences and commonalities in the transcripts

Bowden (2005) highlights the danger of novices focusing on variation in meaning more than commonality in meaning as they analyze the interview transcripts. This can lead to focusing on surface details on which transcripts inevitably differ, in a way more appropriate to content analysis. By contrast, the aim of phenomenographic research is to constitute a smaller number of more holistic meanings, with a focus on key aspects of experience which link and separate the different categories of description.

Principle 3: Faithfulness to the transcripts

Bowden (2005) made the argument that the only evidence that can be used in analysis is what is in the transcripts, and that the categories of description constituted by the researcher(s) should always be justifiable in terms of the transcripts. Green (2005) echoes this view by providing examples of the kinds of questions the researcher should ask himself throughout the analysis, questions such as: ‘where did this term come from? What is missing? What else might this mean? What does this not mean? What is different about this category?’

Principle 4: Focusing on meaning vs words in the transcript

Phenomenographers make a very explicit attempt to distinguish purely linguistic differences in what interviewees have said from differences that represent variation in underlying meaning (Prosser 1994, Svensson, 1997, Trigwell 2000). This includes the aim of looking as much as possible beyond the particular words chosen by the interviewee to their underlying intentional attitude towards the phenomenon they are describing.

This aim is what underlies the common phenomenographic practice of asking interviewees to provide concrete examples to illustrate their comments. Phenomenographers try to elicit underlying meanings and intentional attitudes towards the phenomenon being investigated. Typically, this is done through exploring concrete examples of the phenomenon provided by the interviewee. However, the interested is not in the details per se, but in using them as a medium for exploring the way in which the interviewee is thinking about or experiencing the phenomenon, that is, those aspects of the phenomenon that show awareness of. This entails going beyond ‘what’ questions (‘What did you do?’) to ‘why’ questions (‘Why did you do it *that* way?’). The emphasis when reading transcripts is to discern the fundamental meaning of the phenomenon as expressed in the transcript. The categories of description should be faithful to the meanings in the transcripts.

Principle 5: Interpretive rigor in the iterative process of analysis – establishing validity

Once the interviews have been conducted and then transcribed verbatim, the researcher(s) need to read and re-read the interview transcripts. This leads to a series of iterative cycles between the transcript data, researcher interpretations of the data, and checking of interpretations back against the data. It is in the conduct of this iterative process that phenomenographers most clearly establish their interpretive rigor. In addition, if there are any occasions within a transcript in which it seems that the interviewer has led the interviewee, then the remainder of that section of the transcript should be excluded from the data analysis.

1.5.2.6-Phenomenographic Results:

The following section presents the various elements of phenomenographic findings. In phenomenography, the outcomes of the findings consist of a set of categories displaying the referential and structural aspects of each category. The referential aspect represents the overall meaning of the category while the structural component, often referred to as the structure of awareness, shows the focus of awareness in each category (Marton 1988). Finally, phenomenographic findings are illustrated using an outcome space, which is often a pictorial diagram or mapping of the logical relations to be found between the categories of description (Akerlind 2003).

- **Categories of Description**

As mentioned previously in this chapter, the central notion of phenomenography is a conception or ways of experiencing, or understanding. (Marton 1981; Marton & Booth 1997). It is assumed that there exist only a limited number of ways of experiencing a phenomenon, and that these ways are logically related to each other as these qualitatively varying conceptions describe the same phenomenon. Findings in the phenomenographic approach are described as a set of categories which should represent as faithfully as possible conceptions or the way

participants experience a phenomenon (Edwards 2007). Svensson (1997) points out:

‘The category is a description of what is the common meaning of the meanings of a phenomenon grouped together. The categories are based on comparison and grouping of data representing expressions of conceptions. The categories are not general characterizations of the conceptions but forms of expressing the conceptions.’ (Svensson 1997:168)

According to Marton (1981), conceptions are not the individuals’ understanding of a phenomenon, but rather the collective understanding. Categories of description are used to facilitate this collective understanding of a phenomena as they are stable and generalize between experiences even if individuals move between categories on different occasions. Akerlind (2005c) also stresses that phenomenographic research focuses on the collective rather than the individual experience :

‘Maintaining a focus on the transcripts and the emerging categories of description as a set, rather than on individual transcripts and categories, is essential in order to maintain focus on the collective experience’. (Akerlind 2005c:323)

When developing categories in phenomenography, it is important to focus on the referential and the structural aspects of the categories of description. The referential components refer to the overall meaning attributed to the category or the phenomenon by the people experiencing it. Marton (2000) describes awareness as the totality of a person’s simultaneous experiences and their relatedness to the world. The structural aspect represents the constituent parts of the category and the way they relate to each other to constitute the whole (Marton & Booth 1997). The example of the deer and its constituents (p 48) was presented to illustrate the structural aspect of a conception. As Marton (1996) argues, discernment and the simultaneous awareness of certain aspects constitute the structural aspect of the conceptions or ways of experiencing

- **Themes of Expanding Awareness**

Themes of expanding awareness or dimensions of variations are the variations that are experienced between the categories of description in phenomenography. Marton and Booth (1997) explain that :

‘a certain way of experiencing something can thus be understood in terms of the dimensions of variation that are discerned and are simultaneously focal in awareness and in terms of the relationships between the different dimensions of variation.’ (Marton & Booth 1997 :108)

In phenomenography, researchers are concerned with exploring the different ways a phenomenon is experienced from the collective rather than individual experiences. Therefore, dimensions of variation are discerned from the collective’s varying experiences across different categories. These dimensions act to logically link and separate the different categories (Åkerlind 2005a). They represent the critical aspects that distinguish between categories of conceptions, and they constitute what is needed to gain a more complex and complete conception.

As an example, Marton and Pang (2008) argue that in the discipline of economics, learning about price includes the critical features ‘demand’ and ‘supply’. Hence, economics as a discipline defines those features as critical for students to know; that is to say, they need to discern them and to focus on them. These kinds of critical features are part of the teacher’s (subject matter) content knowledge (Marton & Pang 2008). In other words, these critical aspects constitute what the teacher regards as important for students to know. They constitute the critical differences between students’ qualitatively varying ways of understanding something; thus they can reveal an increasing breadth of awareness (Åkerlind 2004, 2005). In this context, the notion of ‘critical’ refers to the variation that differentiates one way of seeing from another qualitatively different way of seeing. By contrast, non-critical variation describes a variation that exists within one particular way of seeing, but not between a set of qualitatively varying ways of seeing (Åkerlind et al. 2005).

These kinds of critical aspects evolve from the students’ personal knowledge of the object of learning (Entwistle & Smith 2002), and cannot be defined in

advance by the teacher. Viewed in this way, critical aspects relate to and contribute to the teacher's pedagogical content knowledge (Marton & Pang 2008), which involves both subject-specific knowledge and an understanding of ways of teaching the particular content matter (Shulman 1986) to a particular group of students.

Linking the notion of critical aspects to lecturers' conceptions, Marton and Booth (1997) consider it is important that teachers see the variety that exists in the ways of understanding the teaching of the subject, and understand the critical differences between these varieties. It is in the way of understanding a critical aspect that one can identify a divergence between two ways of understanding in 'new' phenomenography. Discernment of the critical aspects and their variation raises teachers' awareness about what constitutes the most complete and advanced conception. The aim is to develop teachers' understanding of teaching and learning in the direction of increasing complexity.

• **Outcome Space**

Limberg (2000) notes that 'Categories of description form the outcome space, which is a kind of map of various ways of being aware of a particular phenomenon' (Limberg 2000 :281). The final step of phenomenographic research is to form an outcome space, where the categories of description are hierarchically ordered. This implies that the categories lower in a hierarchy represent a less complex way of experiencing something, whereas the categories higher in a hierarchy represent more complex, advanced, powerful, or sophisticated ways of experiencing the same thing (Marton & Booth 1997). The conceptions are not expected to form a continuum (Kember 1997, Akerlind 2005), but rather a hierarchical organization encompassing awareness of the target phenomenon (Åkerlind 2003).

The rationale behind the outcome space is the assumption that different categories of description or ways of experiencing a phenomenon are logically related to one another (Marton & Booth 1997).

‘These relationships are commonly expected to form a structural hierarchy of inclusiveness, with some ways of experiencing being more complex than others, but including aspects of awareness constituted in less complex ways of experiencing. The inclusive nature of such relationships makes some ways of experiencing not only more complex, but more *complete*, than others.’ (Akerlind 2005b:69)

Marton and Booth (1997) outline the following three criteria for developing the outcome space:

- That each category in the outcome space reveals something distinctive about a way of understanding the phenomena.
- That the categories are logically related, typically as a hierarchy of inclusive relationships.
- That the outcomes are parsimonious, that the critical variation in experience observed in the data be represented by a set of as few categories as possible.

The mapping or the structural relationship between categories can start while developing the categories of descriptions to be further elaborated when identifying the themes of expanding awareness. (Akerlind 2005a).

While Bowden (2005) and Akerlind (2005a) both see the structural relationship as critical in phenomenographic findings, they differ in their approach to constituting these relationships. Akerlind (2005a) makes clear her view that meaning and structure should be co-constituted contemporaneously, using a mixture of logical and empirical evidence. She argues that this is because structure form part of the theoretical basis of the phenomenographic approach, part of what makes the approach unique, and part of what makes the approach useful. Bowden (2000) re-affirms that structural relationship is important, but argues that it should be constituted only after the categories of description are finalized, based on a logical analysis of the empirical outcomes. Bowden (2000) argues that waiting until the end of the analysis to look for structure reduces the researcher’s bias. Thus, while both highlight the importance of the structural relationship, it seems that from Bowden’s perspective, structure contributes to extend the meaning of the categories of

description, whereas from Akerlind's perspective, structure constitutes an integral part of the meaning of the categories of description.

This chapter first dealt with studies on teachers' conceptions of teaching and learning. In these studies, conceptions were ranked from the simple conceptions in which teaching is seen as transmission of knowledge to complex conceptions in which teaching aims at helping students become independent learners able to produce knowledge by themselves. Second, this chapter examined studies on the approaches to teaching. The latter were also ranked from the lowest to the highest category. The findings of these studies also revealed that lecturers' approaches to teaching are the result of the interference of different factors that impact on lecturers' practices. These factors consist of students' predispositions, the curriculum, and the institution. Third, this chapter provided an overview of the theory of phenomenography highlighting the non-dualistic and relational perspective of this approach. The move from 'old' phenomenography to 'new' phenomenography was also examined since this took phenomenography towards a pedagogical direction. Lastly, this chapter presented an account of the principles of phenomenographic research along with the steps the researcher should follow to undertake a phenomenographic study.

CHAPTER TWO: RESEARCH DESIGN AND PROCEDURE

This chapter is a description of the research design and procedure adopted by the researcher including the research questions, the research approach, the study sample and setting, research tools and data collection and analysis procedure, and piloting. This study aims at investigating the conceptions of teaching and learning of fourteen lecturers of the department of English at the university of Algiers 2, the approaches to teaching they adopt, and the relationship between their conceptions and their teaching approaches. Five instruments were used in order to collect data. First, two different interviews were designed: one of them aimed at inquiring lecturers' conceptions of teaching and learning while the other one was meant to investigate lecturers' approaches to teaching. Second, a lecturers' conceptions of teaching and learning questionnaire was administered to investigate their conceptions, and classroom observation was conducted to explore their classroom practices. In addition, a lecturers' training experience questionnaire was used to know about the training experience of the lecturers of the sample. The present chapter ends with a brief summary of the research design and procedure mentioned above.

2.1- Research Questions

The importance of considering the beliefs and conceptions that university academics hold about teaching and learning has been highlighted by many researchers like Burrough-Lange (1996), Entwistle & Walker (2000), Hativa (2000), Kember & Kwan (2000) and Trigwell & Prosser (1996). They consider research into teachers' conceptions about teaching and learning to be grounded in

the understanding that these concepts drive teachers' practices (Kane et al 2002). In this sense, Pajares (1992) notes that:

‘Few would argue [against the assumption] that the beliefs teachers hold influence their perceptions and judgments, which in turn, affect their behaviour in classrooms’ (Pajares 1992:307)

In addition, Boice (1992) considers the study of teachers' conceptions a necessity to the development of teaching at the university level since university teachers have little or no formal preparation for their role as teachers. They are trained as researchers and expected to produce knowledge, but regarding teaching, they can be said to have completed an ‘apprenticeship of observation’ during their years as undergraduate and graduate students (Kane et al 2002). Their beliefs of good teaching are the result of this apprenticeship.

Based on the assumption that in order to support academics in becoming good teachers, one needs to understand how these academics learn and understand teaching and learning, the first goal of this research is to investigate the kinds of conceptions lecturers hold about teaching and learning.

As Richards et al (2001) states it:

‘in order to understand how teachers approach their work, it is necessary to understand the beliefs and principles it operates from’ (Richards et al 2001:1)

Hence, the first research question:

RQ 1: What conceptions of teaching and learning do lecturers hold?

A great amount of research has been carried out to investigate the conceptions that university teachers hold about teaching and learning in order to better understand their teaching practices and improve the practices of some when necessary (Clandinin & Connelly 1987, Clark & Peterson 1986, Kagan 1990,

Kember 1997, Pajares 1992). These studies emphasize the necessity to study what teachers do in their classroom in order to confirm their conceptions and see if there is correlation or discrepancy between what teachers say and what they do in the classroom. In this sense, Murray & MacDonald (1997) argue that by relying only on what teachers say, the data obtained may be concerned with what they would ideally like to do.

This view is echoed by Kane et al (2002) who state that:

‘It is our contention that research that examines only what university teachers say about their practice and does not directly observe what they do is at risk of telling half the story’ (Kane et al 2002:177)

Acknowledging the aforementioned importance of examining teachers’ practices or approaches to teaching in light of their conceptions, the second aim of this research is to examine some lecturers’ teaching practices or approaches to teaching.

Our interest is driven by the fact that:

‘an educational practice in which there is no coherent relationship between what educators say and what they do is a disaster’ (Freire 1998:55)

Hence, the second research question:

RQ 2: What approach (es) to teaching do lecturers adopt in their teaching context?

Argyris & Schon (1997), Prosser & Trigwell (1999) suggest that a great deal can be learned about teaching at the university level by examining the coherence or incoherence of lecturers’ conceptions of teaching and learning with the teaching approaches they implement.

For this reason, the third aim of this research is to investigate the existence of any correlation between the lecturers’ conceptions of teaching and learning, and the teaching approaches they adopt. Thus the third research question to investigate in this research is:

RQ 3: Are the lecturers' approaches to teaching linked to the conceptions of teaching and learning they adopt?

The findings of this research will serve to draw a picture of:

- the conceptions held by lecturers
- the approaches to teaching implemented in a given course
- the possible correlation between these conceptions and approaches to teaching

2.2- Research Design and Procedure of the Study

The first aim of this study is to describe the lecturers' conceptions of teaching and learning on the basis of the teaching experiences they report and to establish a classification of these conceptions. The second aim is to investigate lecturers' approaches to teaching in order to examine the relation between how teachers conceive of teaching and learning, and how they approach their teaching in a particular context.

This research uses a phenomenographic approach to data collection and analysis. This approach can be used to study a range of issues, including approaches to learning, approaches to teaching, or understanding of general issues in society related or unrelated to educational systems. Phenomenography is described by Marton (1988) as a 'research specialisation to study the different understandings or conceptions of phenomena in the world around us' (Marton 1988:31). Phenomenographic analysis involves the discovery of a range of qualitatively different categories of descriptions or conceptualisations. These conceptualisations are depicted as being relational. That is,

'a person's experience is strongly influenced by their intentions and that the context in which the phenomena are embedded, in turn, influence the experience. The intent of the analysis is to depict the 'thinkers' understanding of that which is thought about' (Johansson et al 1985:185).

Phenomenography operates from the broad theoretical tradition of non-dualism or the second-order perspective in educational research (Marton & Booth 1996). From this perspective, meaning is created in the relationship between the individual and the context. This is in opposition to the dualist view, or the first-order perspective, in which knowledge exists independently of the knower and can be learned and applied separately from its context. Marton (1981) argues that the non-dualist view is worthwhile as the outcomes reached from a second-order perspective are independent from descriptions reached from the first-order perspective.

Within this broad tradition of non-dualism there are a number of different perspectives. The one used in this research is phenomenography. Martin et al (2000) argue that from a phenomenographic perspective, knowledge cannot exist in a context independently of the knower, rather knowledge is constituted in the relationship between the knower and the context. So from this perspective teachers construct knowledge within the teaching and learning context; that is to say, from their past experience as learners or from their teaching experiences. They attempt to bring their students into relationship with that knowledge through their teaching in that context.

Marton (1994) explains phenomenography as being:

‘the empirical study of the limited number of qualitatively different ways in which we experience, conceptualise, understand, perceive, apprehend etc, various phenomena in and aspects of the world around us. These different experiences, understandings etc are characterized in terms of categories of description, logically related to each other and forming hierarchies in relation to given criteria. Such an ordered set of categories of description is called the outcome space of the phenomenon’ (Marton 1994:4424)

The purpose of phenomenography is to explore variations of conceptions that people have of a particular phenomenon. Johansson et al (1985) explain that a conception is a way of seeing or understanding something. A person’s conception is assumed to be relational as it is internally constituted between the person and the

world. Empirical phenomenography seeks to explore participants' experiences of a phenomenon and to identify their conceptual meanings of that phenomenon. These meanings are then classified into categories according to their similarities and differences. Finally, phenomenographic findings describe the different categories of conceptions from the perspective of the subjects of the study (Marton & Pong 2005). As a result the collective variations of conceptions of a given phenomenon rather than the conceptions of the individual participants are reported (Marton 1994).

Thus, the fundamental assumption of phenomenography is the existence of a finite number of qualitatively different ways of perceiving a particular phenomenon. This method of analysis follows the anti-positivist tradition and the qualitative interpretive research. It therefore embodies the weaknesses and strengths of this research methodology (Cohen et al 2002). Proponents of quantitative methods have often criticized the lack of rigor in qualitative research in that the latter does not have enough explicit controls and standard means of measurement that would allow for the testing of prior hypothesis. Rigor in research is traditionally characterized by the validity and reliability of the research. The following section tackles some of the issues that may affect the quality of phenomenographic research; that is to say, validity, reliability, and objectivity; and the way the researcher intend to address them to enhance quality at each stage of the process:

2.2.1- Validity

Validity implies the internal consistency of the object of study, data, and findings (Spencer et al 2003). Akerlind (2005c) explains that 'validity is the degree to which the research findings actually reflect the phenomenon being studied' (Akerlind 2005c:330).

Interviewing is the main tool used to have access to people's conceptions in phenomenographic research. The validity of interview data has, however been questioned. Mishler (1991) comments that the lack of a non-contextual and transparent relation between representation and reality in interviews and the

inherent difference between language and meaning in interview data have presented both theoretical and methodological problems.

Saljo (1996) questioned the notion of congruence among utterances in oral discourse (interview data) and conceptions (object study) where utterances are analysed and later reported as conceptions (findings). Svensson et al (2006) and Johansson et al (2006) addressed this issue by focusing on the reciprocal relationship between conception, meaning, and oral expression. They termed this relation 'interplay'.

According to them, in the system of interplay, conceptual meaning in an expression is constituted by the conception and the expression. In addition, the choice of words in the expression to express the conceptual meaning is intentional. In phenomenographic research, the aim is to look for the conceptual meanings of expressions in the data. Johansson et al (2006) explain that the process of exploring and identifying internal relationships from the perspective of the individual's own understanding is important for identifying this meaning. In interviews, the conceptual meaning of an expression can be clarified and confirmed by encouraging the interviewee to reflect on the intended meaning of the expression that was produced by the interviewee (Anderberg 2000).

Sandberg (2005) describes this as pragmatic validity check. He argues that one way to 'achieve pragmatic validity when generating descriptions of lived experience is to ask follow-up questions that constantly embed the statements' (Sandberg 2005:56). He points out that in a phenomenographic interview, probing allows the interviewer to further develop interpretations of the phenomenon being investigated. For example, asking the interviewee to explain further or clarify allows the interviewer to gain more knowledge that contributed to developing the categories of description and outcome space.

To ensure pragmatic validity, I probed to better understand the lecturers' interpretations of the phenomenon. The participants of this research were first asked questions regarding the phenomenon investigated, namely their conceptions of teaching and learning in addition to their approaches of teaching. Then in order to

encourage participants to reflect on the meanings of the expressions they used, follow up questions like: ‘what do you mean by this?’, ‘could you give an example?’, ‘Could you develop or clarify this point?’ were asked. Although I listened carefully to the participants’ answers and probed as much as possible, I may have left some ideas without enough probing. This may have affected the degree of validity of the interviews

Another way suggested by Sandberg (2005) to reach validity is to take the findings back to the participants and ask them to confirm the researcher’s categorization; that is to say, if they agree with the meaning of the category they fall in. However, Akerlind (2005c) considers that this way is not appropriate for improving validity since the ways of understanding a phenomenon may differ in various situations and over time. Hence, the participants may not see the same aspects in the same way at the time of the data collection and at the time of checking findings reached. For this reason, I chose not to integrate this possibility in this research.

2.2.2- Objectivity

Another issue of phenomenography that was raised in the literature is objectivity. According to Sin (2010), the latter is affected by:

- engagement and interaction between the researcher and participants.
- the fact that the researcher is not independent of the phenomenon under study.
- the judgment made by the researcher is required, especially in the interpretation of data.

Lincoln & Guba (1985) argue, however, that the issue of objectivity is not whether the researcher has influenced the research process or not, but how this process is addressed. Webb (1997) states that when conducting interviews for phenomenographic research, the researcher should refer to the concept of bracketing

of presuppositions or reflexivity. This implies the need for the researcher to set aside his or her own assumptions in order to examine the interviewee's own point of view. Some kinds of presuppositions that need to be bracketed include the use of earlier research findings, the assumption of pre-given theoretical structures or interpretations and researcher's personal beliefs (Ashworth & Lucas 2000)

In practice, the researcher should recognize his or her own preconceptions and take deliberate measures to minimize their influence on the research process. Svensson et al (2006) explain that the expressive approach encourages interviewees to reflect on the intended meaning in the expressions they have used. Thus, the data obtained are objective since the meanings obtained are from the interviewees' perspectives constituted by their own understanding of the phenomenon. Thus, for the sake of reducing the influence of my own conceptions about teaching and learning, I reflected upon my theoretical knowledge about teaching and learning and my conceptions before the interviews. During the interviews I avoided to mention any of these by asking neutral questions. For instance, instead of saying 'Are you a provider of knowledge or a facilitator?', I used to ask the questions 'how do you see your role as a lecturer?', 'What are the things you do in class?'. Although I was cautious not to introduce any leading ideas or theoretical concepts, I may have at some points of the interviews unconsciously made some suggestions given the fact that I am involved in the phenomenon under study. This may have decreased the degree of objectivity.

2.2.3- Reliability

Reliability is defined as the extent to which the results of a study can be replicated (Akerlind 2005). This can be achieved through the use of methodological procedures to obtain consistency in data analysis. Sin (2010) states:

'It may be argued that this concept of reliability cannot be readily applied to qualitative research as the social world is unstable and that a

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particular research setting may change from the experience of being studied’
(Sin 2010:310)

This issue can be addressed by using triangulation. The latter is defined as ‘the use of two or more methods of data collection in the study of some aspects of human behaviour’ (Cohen et al 2013:141). Triangular techniques in the social sciences attempt to explain more fully the complexity of human behavior by studying it from more than one angle.

The reliability issue can also be addressed by using the dialogic reliability check proposed by Akerlind (2005). The researcher is responsible for initially analyzing data and finding out the categories. Moreover, the researcher should make a detailed account of the interpretive steps followed to analyze the data, and should use quotations from the interviews to support and clarify the meanings of the reported conceptions. In this respect, I read the transcripts several times, crossed the irrelevant parts, and summarized the relevant ones. The summaries that hold the same meaning were grouped together to form one same category.

The categories of description can be confirmed through description with other researchers involved in the project (Bowden 2005, Sandberg 1996). This is meant to bring critical insights, and bring alternative interpretations of the data, so that the latter are critically debated and analyzed. However, as Akerlind (2005) points out phenomenographic researchers often analyze the data by themselves since they have no possibility for team analysis and argues that even if an individual researcher may end up with rigorous findings, team analysis could take the analysis a little further. As far as the present research is concerned, I analyzed the data by myself. A group process would have increased the quality of the findings and take them at a higher level of abstraction. However, that was not possible since a doctorate research needs to be carried out by the candidate on her own.

Thus, in response to the issues of phenomenography raised by the proponents of the quantitative research, phenomenographers investigated these methodological issues and have elaborated upon the process of collecting data and analysis when conducting research. In this section, we have dealt with these issues, considered the

ways phenomenographers have addressed them, and we have chosen to apply some of the measures proposed by phenomenographers to the present research to ensure a better quality. Here is a summary of these measures:

- The interviewees were asked questions regarding the phenomenon investigated and then follow up questions were asked to encourage them to reflect on the conceptual meanings to clarify and confirm their initial answers. This was meant to ensure that answers are relevant to the phenomenon studied.
- In order to minimize my influence on the research process, I attempted to reflect upon my own presuppositions including: earlier research findings, the assumption of pre-given theoretical structures or interpretations and my personal beliefs in order to bracket them. I therefore avoided: introducing new ideas into the conversation, showing agreement or disagreement at the interviewees' answers, and asking leading questions.
- For the sake of reliability, the interview transcripts were coded. I read the transcripts many times and extracted the categories of description and themes of expanding awareness. Moreover, I made a detailed account of the interpretive steps followed to analyze the data, and used quotations from the interviews to support and clarify the meanings of the reported conceptions.
- One further way to ensure reliability was to triangulate the instruments of research. The phenomenographic interview meant to investigate lecturers' conceptions was used in addition to a questionnaire administered to lecturers. Regarding the phenomenographic interviews which aimed at investigating lecturers' approaches to teaching, classroom observations to investigate lecturers' strategies were added. As intentions are not observable phenomena, the classroom observations could not serve to investigate

lecturers' intentions. I intended to administer a questionnaire instead; however, time constraints in addition to the large amount of data generated by the tools used for this research made it impossible. However, one must point out that the analysis of the interview data related to lecturers' intentions produced categories of intentions that correlated with the lecturers' conceptions (see chapter four, p 286). The latter were investigated with the use of phenomenographic interviews and questionnaires.

2.3- Study Sample and Setting

This research was conducted with randomly selected 14 Algerian EFL lecturers. Twelve of these lecturers teach in the English department at the University of Algiers 2 while two of them teach at ENS 'Ecole Normale Supérieure' at Bouzareah . These lecturers teach different modules: listening/speaking, reading/writing, grammar, cultural issues, schools of linguistics, study skills, applied statistics and research methods, research paper writing, methods of teaching, critical writing, literary genres, and Anglophone literature. The major aim of phenomenography is to capture the qualitatively varying conceptions held by a group of people about one same phenomenon and to describe the relationships between them (Marton & Booth 1997). New phenomenography, which is also referred to as Variation Theory, is concerned with the questions 'In which way is a phenomenon experienced?' and 'What is the difference between two ways of experiencing the same thing?' (Pang 2003)

In this respect, the present research aims to investigate on the one hand the varying meanings of teaching and learning and, on the other hand, the way the phenomenon is practiced by some Algerian EFL teachers in the English Department. Given this notion of variation which is central to phenomenographic research, I consider it crucial that the academics interviewed be from varied fields of specialization, age, gender, and with varying levels of experience. Akerlind (2005a) states:

'The point of selecting for as much demographic variation as possible is to increase the chances of there being as much variation in experience of the

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phenomena being investigated within the sample as possible. This is a standard goal of phenomenographic research, given that the aim of the research is to investigate variation in the meaning of a phenomenon' (Akerlind 2005a:103)

Table 2.1 shows the profile of participants in addition to the variation among them. For the sake of anonymity and confidentiality, a code was attributed to each participant. Hence, the transcripts, questionnaires and observation schedules were marked with a letter number combination. Lecturers specialized in literature/civilization were allotted the letter A code in addition to a number whereas lecturers specialized in linguistics/didactics were allotted the letter B code in addition to a number.

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	Lecturer A1	Lecturer A2	Lecturer A3	Lecturer A4	Lecturer A5	Lecturer A6	Lecturer A7
Age	50+	40-50	20-30	50+	30-40	40-50	30-40
Gender	Female	Female	Female	Female	Male	Female	Male
Degrees held	Magister	Doctorate	Magister	Magister	Magister	Magister	Magister
Field of specialisation	Literature and civilisation	Literature and civilisation	Literature and civilisation	Literature and civilisation	Literature and civilisation	Literature and civilisation	Literature and civilisation
Years of teaching	36 years	10 years	06 years	32 years	05 years	15 years	09 years
Modules taught	-African literature -African civilisation -Reading & writing	-Listening & speaking -English literature -British civilisation -Cultural issues	-Listening & speaking -Reading & writing -Literary genres -Academic writing -Survey of literature -critical reading -Oral communication	Grammar Oral American Literature American civilisation Anglophone literatures	Listening/speaking Reading/writing Media studies Anglophone cultures Pesearch paper writing Research methodology	Reading/writing Academic Writing Literature	Reading/writing Research paper writing Academic writing Literature American civilization
Modules they teach presently	-Cultural issues	-Cultural issues	-Reading & writing -Literary genres	Listening/speaking Anglophone literatures	Research paper writing	Literary genres Reading/writing	Reading/wriing Academic writing American civilization
Language teaching training	None	Theoretical & practical Training (University of Delaware)	Theoretical Training (a course in language teaching)	Theoretical & Practical training (University of Delaware)	Theoretical training (a course in language teaching)	Theoretical & Practical training (delivered by expert American teacher trainers)	Theoretical training (a course in language teaching)

Table 2.1 Participants' Profiles

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	Lecturer B1	Lecturer B2	Lecturer B3	Lecturer B4	Lecturer B5	Lecturer B6	Lecturer B7
Age	30-40	50+	30-40	30-40	40-50	40-50	40-50
Gender	Female	Female	Female	Female	Female	Female	Male
Degrees held	Magister	Doctorate	Magister	Magister	Magister	Magister	Magister
Field of specialisation	Linguistics & didactics	General linguistics	Linguistics & didactics	Linguistics & didactics	Linguistics & didactics	Theoretical linguistics	Linguistics & didactics
Years of teaching	08 years	28 years	14 years	05 years	19 years	11 years	13 years
Modules taught	-Advanced writing -Linguistics Grammar -Applied statistics -Research methods	-Linguistics -Grammar	-Reading & writing -Listening & speaking -Linguistics -Cultural studies	Grammar, Linguistic Communication Writing & grammar Phonetics	Oral Listening Phonetics Grammar Writing/reading Linguistics	Phonetics Reading Listening & speaking	Linguistics Phonetics ESP Advanced writing Critical writing Curriculum
Modules they teach	-Applied statistics -Research methods	Linguistics Ethnomethodology -Neurolinguistics	-Study skills & writing -Reading & writing	Communication Writing & grammar	Grammar	Phonetics & Speaking	Critical writing Curriculum
Language teaching training	Theoretical training (magister in linguistics and didactics)	None	Theoretical & practical training (magister in linguistics and didactics + University of Delaware)	Theoretical & practical training (magister in linguistics and didactics + one month practicum in high school)	Theoretical training (magister in linguistics and didactics)	Theoretical training (magister dissertation in didactics)	Theoretical training (magister in linguistics and didactics)

Table 2.1 Participants' Profiles (ctd)

2.4- Research Tools and Data Collection Procedure

The research questions were investigated using three different tools. Table 2.2 summarizes the research instruments used to answer the three different research questions of this study. The rationale behind using these instruments is presented in the following sections:

Research question	Aim	Research instrument
1	To investigate teachers' conceptions of teaching and learning	-Interviews -Questionnaires
2	To investigate teachers' approaches of teaching	-Interviews - Classroom Observation

Table 2.2: Research Aims and Instruments

As for the third research question, it aimed at examining the correlation between lecturers' conceptions and their approaches of teaching. This correlation was not investigated through statistical analysis, but through qualitative assessment since the study is a purely phenomenographic one.

2.4.1- Lecturers' Conceptions of Teaching and Learning Interview

As far as data collection is concerned, Marton (1994) comments:

‘Although different kinds of data can be used, the dominating method for collecting data is the individual interview which is carried out in a dialogical manner. The interviewee is encouraged to reflect on previously unthematized aspects of the phenomenon in question’ (Marton 1994:4424)

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In addition, Marton (1986) gives a clear indication of the types of conversation that take place in a phenomenographic interview:

‘.....interviewing has been the primary method of phenomenographic data collection. What questions are asked and how we ask questions, of course, are highly important aspects of the method. For present purposes it will suffice to say that we used questions that are as open-ended as possible in order to let the subjects choose the dimensions of the question they want to answer. The dimensions they choose are an important source of data because they reveal an aspect of the individual’s relevance structure. Furthermore, though we have a set of questions at the start of the interview, different interviews may follow somewhat different courses’ (Marton 1986:42)

Bowden (2000) adds:

‘ In this way, interviews are encouraged to reveal, through discussion, their ways of understanding a phenomenon, that is, to disclose their relationship to the phenomenon under consideration. The phenomenographic interview has a focus-the way in which interviewees understand the chosen concept- and this focus is maintained throughout the interview. Interviewees are encouraged to express their qualitative understanding of the phenomenon under investigation. The researchers may ask interviewees to clarify what they have said, and ask them to explain their meaning further using questions such as ‘Could you explain that further?’, ‘What do you mean by that?’, ‘Is there anything else you would like to say about this problem?’. Such questions aim to get interviewees to reflect on what they have expressed, to explain their understanding more fully and to reveal their way of understanding the phenomenon’ (Bowden 2000:9-10)

Relying on the methodological process of the phenomenographic approach explained by Marton (1986, 1994) and Bowden (2000), the data in the present research were collected as follows:

Fourteen Algerian EFL university teachers of different modules were interviewed about their experiences of teaching in one of their courses. As the interview was used as a tool to answer the first research question related to conceptions of teaching and the second research question related to approaches of teaching, two different interviews were designed and administered. The interviews lasted 45 to 60 minutes each. It took twenty-six hours to interview all the participants. Six lecturers were interviewed between April and June 2015 and eight lecturers were interviewed between January and March 2016. The interviews took place in the staff room of the English department.

The interview (see appendix A) focuses on lecturers' conceptions of teaching and learning in relation to the specific course chosen by the lecturer. This narrow teaching focus was adopted because of the growing evidence that teaching is a relational activity (Ramsden 1992) where teaching conceptions are related to the teaching context. Thus at the beginning of the interview, participants were asked this question: Could you describe the course you wish to talk about?

Regarding the design of the interview, Akerlind (2005b) suggests that it includes different types of questions, namely contextual questions, open questions, and questions requesting examples. (see chapter one, p 55). Similarly, and for the sake of validity, Anderberg (2000) explains that the intentional-expressive approach is a useful interview strategy for exploring and confirming the conceptual meanings in the expressions that interviewees make. In the intentional-expressive approach, interviewees are first asked questions regarding the phenomenon investigated; follow-up questions are then asked to encourage interviewees to reflect on the conceptual meanings of the words in the expressions they have used.

Questions 1-2 of the interview are contextual questions meant to obtain information about the teachers' academic background in terms of years of experience in the English department, field of specialization, modules taught, language teaching training.

Questions 5-7-9-11-13-15-17 are questions requesting situated examples. They come in the form 'could you please illustrate?' or 'could you please give examples?'. They aim at exploring teachers' understandings of the different dimensions investigated within their particular teaching context. Through these questions participants are asked to illustrate the phenomena from their own experience with concrete examples. As Akerlind (2005a) puts it:

'An individual's experience of a phenomenon is always embedded within a particular context, and a different context may bring different aspects of the phenomenon into awareness. Consequently, the aim of the questions requesting concrete examples[is] to clarify any particular context that the interviewee[has] in mind and to explore his/her understandings of [a phenomenon] *within* that particular context?' (Akerlind 2005a:106)

Similarly Akerlind (2005b) state:

‘In phenomenographic interviews, we are trying to elicit underlying meanings and intentional attitudes towards the phenomenon being investigated. Typically, we do this through exploring concrete examples of the phenomenon provided by the interviewee. However, we are not interested in the details of the example per se, but in using them as a *medium* for exploring the way in which the interviewee is thinking about or experiencing the phenomenon, that is, those aspects of the phenomenon that they show awareness of. This entails going beyond ‘what’ questions (‘What did you do?’) to ‘why’ questions (‘Why did you do it *that way*?’)’ (Akerlind 2005b:87)

Hence, I paid practical regard while interviewing the participants to take the following measures in order to minimize the interviewer influence:

- Attention was given to the statements produced by the interviewees. The latter were asked to clarify their intended meanings by answering follow-up questions like ‘could you develop this point?’, ‘what does this mean for you?’, ‘what do you mean by this?’, ‘why do you do so?’, ‘how do you achieve this?’
- I avoided suggesting any idea or topic not mentioned by the interviewee.
- After asking a question, I gave the interviewees time to think and talk, and avoided showing agreement or disagreement at the interviewees’ answers.
- I also avoided asking leading questions.

Questions 3 and 4 of the interview are open questions which aim at knowing about teachers’ conceptions of teaching and learning globally before we extract the critical aspects that differentiate between them. The process of the analysis starts first by identifying the global conceptions. The latter are then compared and contrasted to extract the themes of expanding awareness that distinguish between the conceptions and confirm or challenge the global initial findings.

The remaining questions of the interview are also open questions built with reference to the five dimensions proposed by Samuelowicz & Bain (1992). In their study which aimed at examining the conceptions of teaching and learning held by

thirteen academic teachers, the researchers identified five dimensions that represent constituents of different conceptions and serve to describe the similarities and differences between the different conceptions. These dimensions and the relevant questions in our interview are discussed below:

(1) Dimension 1: The expected outcome of learning

The desired learning outcomes may be expressed in terms of acquiring more factual knowledge, concepts and theories of a given subject in order to increase students' amount of knowledge. In this respect, learning is seen as the accumulation of factual knowledge through memorization in order to manipulate concepts and tools to apply them. The expected learning outcomes on the other hand may consist of developing students' ability to be responsible for their own learning process in order to learn differently; that is to say, learners are encouraged to develop independent creative thinking in order to have a different understanding of the world around them.

This is the rationale behind question 4 of the interview.

(2) Dimension 2: Subject Vs world knowledge

Subject knowledge refers to students' understanding of the subject matter of the course so as to be able to use and apply concepts to problems in the course, that is to say, within the context of the subject matter. Teaching, on the other hand, may be oriented to the students' future professional life or to the world around them. The purpose in this situation would be to equip students with knowledge to be used not only in the course but also to extend its use to their daily lives or to the world around them, and ultimately to their future professional lives.

Hence, question 6 of the interview.

(3) Dimension 3: Considering students' background knowledge

Students' background knowledge is either taken into account and is the starting point in the teaching/learning process or it is assumed that at the beginning of the course students have no background knowledge of the phenomena dealt with in the subject. The highest conceptions proposed by Dall'Alba (1990) 'bringing about conceptual change', and Martin and Balla's (1990) 'relating teaching to learning' are based on a similar criterion: taking into account student's current (mis) understanding. Samuelowicz and Bain (2001) distinguish between two ways of taking students' background knowledge into consideration. One is represented by lecturers whose purpose is to prevent common misunderstandings by highlighting them to students and justifying why the proposed view is more appropriate. The other conception is represented by lecturers who aim at changing students' existing (mis)conceptions.

The justification behind questions 08 of the interview stems from this dimension.

(4) Dimension 4: One way communication vs interaction

In this dimension, teaching may be seen as a one way transmission of the subject matter from the lecturer to students, or it may be seen as a two way teaching/learning process in which both teacher and students are involved. Samuelowicz and Bain (2001) showed that it is the purpose and nature of the interaction, not the interaction itself, that differentiates between conceptions. Some forms of interaction are teaching focused; they maintain students' concentration upon what the lecturer is saying or to check if students are following the academic's explanations. It is essentially used to transmit knowledge to ensure that learners have understood. On the hand, two-way interaction between the lecturer and the students is considered to be vital for the learning process. It allows students become involved in their learning process. This is meant to develop their understanding, knowledge and skill.

Hence, questions 10-12-14 of the interview.

(5) Dimension 5: teacher vs student control of subject matter

The content may be determined and controlled by the lecturer. The latter is responsible of providing a conceptual framework and of making the subject matter interesting. Lecturers on the other hand may be seen to share power with students. The content, learning needs and forms of assessment are negotiated by the lecturer and the students. Teaching may be provided in response to particular problems, difficulties or weaknesses.

Hence, question 16 of the interview.

As mentioned previously in this chapter, the present research adopts a phenomenographic research rooted within the second order perspective. It is different from first order perspective in which the focus is on describing various aspects of the reality of teaching and learning situations from the perspective of an external observer. This implies that, the questions designed should not urge the interviewees to provide answers that would fall within categories expected by the researchers or that would lead to the emergence of certain constituting themes of awareness predicted while designing the research tools. The categories of description as well as the themes of expanding awareness are not to be predicted by the researcher. The latter is supposed to ask general open questions and to discover and construct categories from participants' answers. In this respect, Marton (1986) argues:

‘An important difference between (phenomenographic analysis) and traditional content analysis is that, in the latter case, the categories into which the utterances are sorted are determined in advance...the (phenomenographic) process is tedious, time-consuming, labour-intensive, and interactive. It entails the continual sorting of data...definitions for categories are tested against the data, adjusted, retested, and adjusted again. There is however a decreasing rate of change and eventually the whole system of meanings is stabilised’ (Marton 1986:42)

Thus the aforementioned dimensions identified by Samuelowicz and Bain (1992) to establish conceptions were used only as landmarks to design the interview meant to investigate teachers' conceptions of teaching and learning. I used the dimensions as a guide to design fruitful questions resulting into exploitable data. The aim of the questions was not to impose or guide the interviewees' answers, but to elicit their underlying intentions towards the phenomenon and to allow them to bring forth their experience of teaching.

The questions were not asked as a predetermined and fixed sequence. I tried to be as flexible as possible during the interviews for the interviewees to have enough space to describe the elements they were aware of in relation to their conceptions and approaches of teaching. Follow-up questions were also employed. They helped interviewees to further reflect on and reveal their awareness, and they have proved to be of critical importance in relational research (Akerlind 2005, Prosser 2000).

2.4.2 – Lecturers' Approaches to Teaching Interview

In order to identify teachers' approaches to teaching, I relied on Martin et al's (2000) model of teaching approaches which presents an approach as being composed of a strategy and an intention (see chapter one, p 26).

The traditional model of approaches to teaching which used to focus on the teaching strategies as the only component of the model proved to be unsuccessful without an ongoing focus on the intentions associated with the strategy (Trigwell & Prosser 1996). Research on students' approaches to learning has shown the importance of revising this aspect. Hence, approaches to teaching are seen to be composed of these two components:

(1) Intention or motive: this deals with the reason (s) why the teacher adopts a particular strategy or what he is trying to achieve. Biggs (1989) discussed approaches to teaching in a structurally similar model to

approaches to learning: the conclusion being that approaches to teaching also have intention (why the teacher adopts a particular strategy or what the teacher is trying to achieve) and strategy components (or what the teacher does) , and that the intention is an important part of the approach.

(2) Strategy: it is related to what the person does in the classroom; that is to say, the practice of teaching.

The interview on approaches to teaching was designed with reference to these two components. Questions 1, 3, 5, 7, 9, 11 of the interview on approaches of teaching is meant to investigate the intention of the approach.

Questions 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 are questions that request situated examples. (see chapter one, p 56)

Kember & Kwan (2000) proposed a model of components and dimensions of approaches to teaching . In this model, the approaches to teaching are placed on a continuum ranging from content-centered to learning-centered approaches. The outcomes of their study consist of the characterization of approaches positioned towards the extreme poles of the continuum; that is to say, the content-centered pole or the learner-centered pole, or approaches positioned towards the middle of the continuum.. The researchers characterized lecturers' approaches of teaching with one motivation component; that is to say, intention component and five strategy dimensions. The latter consist of: instruction, focus, assessment, accommodation for student characteristics, source of experience/knowledge. Although lecturers' approaches may be positioned at different points of the continuum, and adopt varying degrees of the content-centered approach or the learning-centered approach, the dimensions are discussed by Kember & Kwan (200) with reference to the two poles of the continuum

(1) Instruction

This dimension deals with whether lecturers control and direct the teaching process or rather create conditions in which students learn from themselves. Lecturers who adopt approaches toward the content-centered pole determine what is important for students to learn, organize activities, and provide them with a lot of materials as handouts, examples, and library references. Lecturers who adopt approaches toward the learning-centered pole involve their students and encourage them to make decisions. They are made active participants in the learning process.

This dimension served to design questions 13 and 15 of the interview.

(2) Focus:

With learning-centered approaches, there is clear evidence that the lecturers attempt to deal with each student as an individual. Individual experiences and learning needs are recognized. Teaching is conducted on individual basis in response to particular problems and difficulties met by different students. With content-centered approaches, attention is directed more towards the class as a whole, though this does not imply that there is no recognition of individual differences. Lecturers tend to put more emphasis on the need to ensure that all students meet the same externally imposed standard, rather than to tailor their teaching to suit the differing needs of the individual students.

Hence, question 17 of the interview.

(3) Assessment

With content-centered approaches, lecturers rely on grades to measure what students have grasped at the end of a unit or a course. Assessment focuses on learning content and relies on external motivators as accumulation of points or deduction of points. Grades are directly tied to learning outcomes. With learning-centered approaches, lecturers adopt a more flexible assessment strategy in which students are offered a variety of assessment techniques and procedures to demonstrate their abilities throughout the learning process. This is meant to avoid a traditional form of assessment that favors some learning styles over others.

Hence, question 19 of the interview.

(4) Accommodation for student characteristics

While most lecturers recognize the characteristics of the group of students they are teaching, they might differ significantly in terms of their choice of strategies in dealing with them. Lecturers at the content-centered pole seem to make no attempt to deal with students' learning styles and strategies. Lecturers at the learning-centered pole tend to teach in a way that targets the strengths and weaknesses of students. They identify the different types of learners with respect to their different needs, learning strategies, and learning styles. They choose to employ strategies that remediate the weaknesses of their students. They stress the importance of providing students with opportunities to broaden their experience base, and to develop knowledge and skills that are complementary to their strengths.

This dimension presents the rationale behind questions 21, 22 of the interview.

(5) Source of experience/knowledge

The final dimension which is used to characterize the strategy component of the approach is the source of experience/knowledge. Lecturers at the content-centered pole tend to recount cases and examples from their own experience to help students to acquire the knowledge more easily. They consider their role is that of a provider of knowledge. The learning-centered lecturers, on the other hand, make greater use of their students' experience in the teaching and learning process. The learning-centered lecturers see their students as possessing a rich pool of experience and adapt their teaching approach allowing the students to participate fully in the course.

Hence, question 24 of the interview.

When lecturers were being interviewed, they were asked to focus on the teaching of a particular course, and not on how they approach their teaching in general. For this reason, before starting the interview, they were asked to answer the questions of the interview within the context of one specific module they taught at

that period. From a phenomenographic perspective, the conceptions and approaches adopted by a lecturer in a particular context is a function of both variables (Trigwell et al 1994). For instance, the way a teacher conceives of and approaches his teaching of a general first year course may be different from the way they conceive and approach their teaching in later year courses.

Similarly to the dimensions that constitute lecturers' conceptions, these dimensions that build the strategy of the teaching approach were used as a guide to design interview questions that would elicit the interviewees' underlying intentions towards the approaches to teaching. I was careful during the interview to avoid leading the interviewees in terms of introducing ideas about the approaches to teaching that were not previously mentioned by them. The purpose behind using these dimensions was not to predict the emergence of categories of approaches and themes of expanding awareness expected by the researchers while designing these questions, but to ensure the design of questions leading to exploitable data.

2.4.3- Lecturers' Conceptions of Teaching and Learning Questionnaire

This questionnaire was constructed as a complement to the lecturers' conceptions of teaching and learning interview (Appendix C). The aim was to confirm or challenge the categories of descriptions and themes of awareness that emerged from the interview data on teachers' conceptions.

The first section draws up the lecturers' profile. Questions 1 to 11 served this purpose. Participants were asked to indicate their age, gender, degree held, teaching experience (number of years in teaching, modules taught). The questions are in the form of close and open ended ones. The second section aims at investigating lecturers' conceptions. As the latter are context dependent, teachers were asked to answer the questions with regard to one particular module.

Question 12 to 21 constitute the second section of the questionnaire. They are open ended ones in order to allow lecturers' understanding of teaching and learning emerge. Close ended items would not only influence teachers' responses,

but also restrict their choice to a limited range of answers, thus failing to provide a genuine picture of the situation.

Similarly to the lecturers' conceptions of teaching and learning interview, the questionnaire was constructed according to the five dimensions proposed by Samuelowicz & Bain (1992) (see chapter 2, p 90). Table 2.3 summarizes these dimensions. It displays, on the one hand, the question numbers of the questionnaire, and on the other hand the question numbers of the interview on conceptions as linked to each dimension.

Dimension	Question number in the lecturers' conceptions of teaching and learning interview	Question number in the lecturers' conceptions of teaching and learning questionnaire
The expected outcome of learning	04	14
Subject Vs world knowledge	06	15
Students' background knowledge	08	16-17
One way communication Vs interaction	10-12-14	18-19-20
Teacher Vs student control of subject matter	16	21

Table 2.3: Items of the questionnaire and the Interview as related to Samuelowivz & Bain's (1992) Dimensions

Questions 12 and 13 of the questionnaire in addition to questions 03 and 04 of the interview are meant to investigate teachers' conceptions of teaching and learning globally before we extract the themes of expanding awareness.

It may seem superficial to attribute one to three questions to every dimension. However, it is worth recalling that the purpose behind these questions is not to examine the aforementioned dimensions. These were not used to urge the interviewees to provide answers that would fall within pre designed categories expected by the researchers to occur. The themes of expanding awareness are not to be predicted by the researcher. The latter is expected to ask general open questions and to discover and construct categories from participants' answers. In addition, phenomenographic interviews are usually designed including three or four open questions; they are meant to give participants the opportunity to focus on aspects of

the phenomenon that appear most significant to them (Akerlind 2005). The remaining questions are questions requesting situated examples to clarify any particular context that the interviewee has in mind, in addition to unstructured follow up questions. These are used to encourage further elaboration of the topic or to check the meaning that interviewees express regarding a specific phenomenon (Akerlind 2005a)

2.4.4- Lecturers' Training Experience Questionnaire

This was constructed once the data gathered by means of the three tools, namely the phenomenographic interviews, the lecturers' conceptions questionnaire, and classroom observation, were analyzed.

Three lecturers fell in these two highest categories of lecturers' conceptions of teaching and learning, and approaches of teaching. These categories are the most complex and complete ones. Hence, I was interested in exploring the kind of teacher training programs these lecturers benefitted from. The purpose was to examine if there are any commonalities in their past experience as student teachers, and to see if these commonalities may have contributed to construct the conceptions they hold about teaching and learning. Being aware that conceptions are complex in nature and that they are formed out of the interference of many factors such as past learning experiences, cultural background, teacher trainee experiences; I could not examine all these factors in the present study. Attention was paid to lecturers' training experience as this factor is subject to change and improvement at the university level while the other factors are out of control of the researcher.

As a result, a second qualitative questionnaire (see appendix E) was designed to uncover the teacher training experience of the three lecturers who fell in the highest categories of conceptions and approaches. It includes both open ended and close ended items. The rationale for the different questions of the questionnaire is explained below:

Question 1: To what extent are you familiar with the following issues?

Theories of language acquisition, theories of language learning, teacher-centered approach, learner-centered approach, the formal/informal assessment distinction, the intrinsic/extrinsic motivation distinction, learners' learning strategies, learners' learning styles

The first question seeks to find out the extent to which the lecturers are familiar with the basic theoretical concepts and terminology related to teaching and learning. For this reason, they were required to tick the degree of familiarity with each of the aforementioned issues.

Question 2: How did you come to know about the issues you are very or quite familiar with?

Theories of language acquisition, theories of language learning, teacher-centered approach, learner-centered approach, the formal/informal assessment distinction, the intrinsic/extrinsic motivation distinction, learners' learning strategies, learners' learning styles

The second question aims to inquire how lecturers came to know about the issues they are very familiar or quite familiar with. In other words, it is meant to know how lecturers learnt about them by attending any teacher training program or by personal readings of materials related to teaching and learning, or by any other means they would specify.

Question 3: Does this theoretical knowledge help you in your teaching situation?

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Yes ☐

No ☐

The third question helps inquire about the usefulness of the lecturers' theoretical knowledge for their teaching situation, and to find out whether that knowledge serves the lecturers in one way or another.

Question 4: If yes, how did it help?

The fourth question seeks to find out about the way this knowledge helps the lecturers in their teaching. The purpose is to know if this knowledge is kept factual at an abstract level or if it is put into practice in the classroom.

Question 5: If not, why didn't it help?

The purpose of the fifth question is to figure out the reasons why this theoretical knowledge does not serve the lecturers in their practice, and to uncover some possible hindrances in this process.

Question 6: Have you received any practical training that helped you implement the aforementioned issues in the classroom?;

Yes ☐

No ☐

The sixth question helps to know if the training program was purely theoretical or if it included the practical component.

Question 7: If yes, could you describe the practical training you benefitted from?

The seventh question aims to find out information about the practical part of the training program such as setting, duration , intensity, the role played by the participants.

Question 8: How is this training advantageous for your career as a lecturer?

The eighth question allows to gain insight into lecturers' perceptions of the advantages of the practical training.

Question 9: How do you think teacher training should be improved in the department of English?

The ninth question aims to figure out the lecturers' suggestions regarding the way teacher training can be improved in the department. This is meant to give room for their voices to be heard with regard to their needs.

2.4.5 -Classroom Observation

Some critical reviews provided by researchers like Kane et al (2002) came to the conclusion that the study of teachers' conceptions and approaches should not be limited to the study of what teachers say they do in the classroom and they think about teaching. It should also study what teachers do in their classroom in order to confirm their conceptions and see if there is a correlation or disjunction between what teachers say and what they do in the classroom. Murray and MacDonald (1997) support this view arguing that by relying only on what teachers say, the data obtained may be concerned with what they would ideally like to do. There would thus be a difference between studying the idealized role of the lecturer and reporting actual practice experience (Murray and MacDonald 1997). In addition, Kane et al (2002) argue:

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‘It is our contention that research that examines only what university teachers say about their practice and does not directly observe what they do is at risk of telling half the story’ (Kane et al 2002: 177)

Therefore, in addition to the interviews, structured classroom observation was used as a second tool. One teaching session of one hour and a half or one session of three hours was scheduled with each lecturer.

Lecturer	Date	Time
LA1	07-04-2015	10:00-13:00
LA 2	13-04-2015	10:00-13:00
LA 3	20-04-2015	8:30-11:30
LA 4	24-02-2016	8:30-10:00
LA 5	23-02-2016	14:30-16:00
LA 6	18-02-2016	8:30-10:00
LA 7	29-02-2016	11:30-14:30
LB 1	16-01-2016	10:00-11:30
LB 2	22-04-2015	11:30-13:00
LB 3	26-04-2015	10:00-13:00
LB 4	10-01-2016	11:30-14:30
LB 5	23-02-2016	8:30-11:30
LB 6	21-01-2016	11:30-14:30
LB 7	16-01-2016	8:30-10:00

Table 2.4: Observation schedule

The phenomenographic analysis of interviews on lecturers' approaches to teaching yielded themes of expanding awareness regarding both the intention and strategy component (see chapter three, p 204 and 228). The themes of expanding awareness of the strategy component were used as key aspects to construct the classroom observation scheme. The themes of expanding awareness are: teaching steps, responsibility for learning, consideration of students' differences, attention

and assessment (see appendix D). As far as the intention component is concerned, this cannot be observed. As a result the classroom observation scheme could not be used to observe the lecturers' intentions. During the classroom observation session, I filled out the observation scheme of each lecturer. In addition, I took detailed notes about the teaching and learning events that took place in the classroom to complete the data of the observation scheme yielded.

2.5- Piloting Outcomes

The piloting was carried out with three participants. An initial set of questions was tried with three pilot interviews and the questionnaires administered to three participants. This allowed me to rephrase some questions that displayed ambiguity and which did not elicit any view or underlying meaning about the investigated phenomena. Below are the results of this piloting with regard to the lecturers' conceptions of teaching and learning questionnaire, lecturers' conceptions of teaching and learning interview, and lecturers' approaches to teaching interview. The lecturers' training experience questionnaire did not present any difficulty to the participants. As a result, its original version was kept.

2.5.1- Lecturers' Conceptions of Teaching and Learning Interview

With respect to the interview questions about lecturers' conceptions, I dropped question 4 as I realized that there was redundancy between question 3 and 4. In addition, the following questions presented ambiguities for the three participants and did not yield information on the intended phenomenon:

Question 5: What do you expect your learners to do?

Question 7: How do you bridge the gap between theory and practice?

Question 9: Do your learners contribute to the teaching situation with any knowledge they possess?

Question 11: What do you do during your lectures?

Question 13- What do you expect your learners to achieve?

Question 15: What kind of communication does exist in the classroom?

Question 17: Do your learners benefit from any practice in the classroom?

Hence , they were substituted by the questions below:

Question 5: How do you expect your students to learn?

Question 7:What kind of knowledge do you expect your learners to get?

Question 9: Do your learners contribute to the teaching situation with any background knowledge they possess?

Question 11: What process do you follow during your lectures?

Question 13- What do you expect your learners to do during your lectures?

Question 15: How does communication take place between the members of the classroom?

Question 17: Do you take into consideration your learners' opinion regarding the selection of content

2.5.2- Lecturers' Approaches to Teaching Interview

With regard to this second interview, only question 4:

‘Can you describe what you do in the classroom?’

seemed difficult to understand. As a result, it was replaced with the following question:

‘How do you proceed in your teaching classroom?’

The piloting offered the opportunity for refining the approach to interviewing before undertaking the final interviews. It helped to highlight the importance to keep in mind the purpose of each individual question in order to continue questioning and prompting the interviewees until the underlying intentions towards the phenomenon being discussed were elicited and the data obtained became exploitable. Besides, it showed how to avoid leading the interviewee in terms of introducing ideas not previously introduced by him/her.

After I introduced these necessary changes, I conducted the interview with a fourth participant and administered the questionnaire as well. The questions were clear enough and elicited exploitable data.

One principle of the phenomenographic interview is to encourage the interviewees to reflect on the topic investigated as deeply as possible without the interviewer's influence. So during the interviews I tried to be cautious not to introduce new ideas that the interviewees did not mention themselves. However as a novice researcher, I found it difficult to apply this guideline during the pilot interviews. When the participants found difficulties to answer, or took time to think, I tended to offer examples and alternative answers. I thus introduced new ideas that were mine and that the interviewees focused on. The piloting helped me become aware of this aspect, to offer the participants the needed time to think on the topic, to probe them with neutral questions to elicit spontaneous answers and hear their voices.

2.5.3- Lecturers' Conceptions of Teaching and Learning Questionnaire

As far as the questionnaire is concerned, question 12

'Do your students have any knowledge about the subject you teach?'

proved to be unclear for the three participants. One way of clarifying it was to make the word 'knowledge' more specific by adding the word 'background'. Thus question 12 is turned to the following:

'Do your students have any background knowledge about the subject you teach?'

2.6- Procedure of Data Analysis

The present study is based on the collection of three types of qualitative data: interview data, questionnaire data, and classroom observation data.

I started with the analysis of the phenomenographic interviews. The data consisted of twenty-eight interview transcripts: fourteen of these resulted from lecturers' conceptions of teaching and learning interviews and the other fourteen transcripts resulted from lecturers' approaches to teaching interviews.

Marton (1994) suggests that data of phenomenographic research are analysed as follows:

‘The interviews are transcribed verbatim and the analysis is carried out in an iterative manner on those transcripts. Distinctly different ways of experiencing the phenomenon discussed in the interview are the units of analysis and not the single individuals. The categories of description corresponding to those differing understandings and the logical relations that can be established between them constitute the main results of a phenomenographic study’ (Marton 1994:4424)

In the first phase of the analysis, the focus was on identifying the ways of experiencing the target phenomena (conceptions of teaching, intentions and strategies that constitute approaches to teaching); that is to say, the general meaning of the conceptions. The recorded data were transcribed verbatim. In developed countries, interviews are transcribed by professional transcribers. As the latter do not exist in Algeria, I transcribed the interviews myself. It took 156 hours to transcribe the twenty eight interviews. The latter were then read forward and backward several times. As suggested by Akerlind (2005a), the parts irrelevant to the phenomena studied were crossed out, and the relevant parts summarized. The ‘whole transcript approach’ was followed (see chapter one, p 61-62); that is to say, the entire transcript, or large chunks of each transcript rather than smaller excerpts were used in order to increase accuracy in interpreting the data and to ensure that the utterances are read in their context (Bowden 2000).

Notes were written on each of the transcripts, the key sentences considered to reflect the focus of the phenomenon were underlined. I considered it important to go back to the original texts after some time, and check what the interviewees had said around those key sentences (Bowden 2005). Bowden’s (2005) advice was followed; that is to say, labels to the meanings were not given too early, since such labelling can ‘limit the further development of the category of description’ (Bowden 2005 :27) that is starting to evolve. Although phenomenographic studies are based on the analysis of individuals’ descriptions of the phenomenon in question, the ultimate goal is to create a description of the collective view. In other words, the analysis is expected to produce an outcome space, which represents a collective human experience (Marton 1981, 1994).

In the next phase of the analysis, the structure of the outcome space was analyzed, that is to say, the themes of expanding awareness were identified. This enabled me to group together the similar ways of understanding and to distinguish between the different ones (Åkerlind 2004, 2005). The focus was on the critical aspects that distinguish one category from another, since one aim of this research is to reveal what is required so that a lecturer can move from one way of seeing a phenomenon to another more complex one (Marton & Booth 1997, Åkerlind 2004, 2005b).

The larger chunks of the transcript and the comments that could be considered to belong to one particular category of description were read. Then, all the aspects that were related to the meaning of one category of description were listed. This resulted in the identification of a global meaning as expressed by some interviewees.

Next, these aspects were examined to see if they actually highlighted the differences between the qualitatively distinct categories, and if they could be grouped into themes of expanding awareness (Åkerlind 2005a). If some aspects were found to reflect one designated theme, and to be related to some categories, but not all, they were dropped. Åkerlind (2005a) pointed out that in order to be regarded as a theme of expanding awareness highlighting critical differences, the theme had to occur in all the categories.

The themes of expanding awareness revealed the hierarchical and inclusive ordering of the categories which ‘sometimes originated from logical argument and sometimes from the content of transcripts’ Åkerlind (2003:122). Åkerlind (2005a) adds :

‘The final ordering emerged based on both logical and empirical evidence. That is, based on logical argument for which level along each theme seemed to involve greater breadth of awareness than others and on empirical evidence from the transcripts that some levels included awareness of earlier levels, but not vice versa’ (Åkerlind 2005a :123)

Akerlind (2003, 2005a) notes that the data highest categories are to include some aspects from lower categories in a hierarchy while lower categories cannot include aspects of higher ones, due to the hierarchical nature of the categories.

The main outcome reached through the analysis was a structured set of categories of description called an 'outcome space' (Marton 1994). The outcome space 'shows the relationships among the various categories of descriptions according to their logical complexity and inclusiveness and describes the variation in the possible ways in which a phenomenon is experienced' (Marton & Pang 2008 : 536). In describing structural relationships between categories, a tabular approach was used (see chapter three, p 204 and 228) in addition to diagrams (see chapter four, p 260,265,269) which show a simple visual outline of the hierarchical and inclusive relationships between categories. They display the increasing complexity from the lowest categories to the highest ones. They also provide a holistic perspective on collective experience of the phenomena. (Bowden 2005)

Marton and Booth (1997) emphasize that the categories of description should meet three quality criteria:

- each category should describe something clear and distinct about the ways of experiencing the target phenomena,
- the categories should stand in a clear and logical relationship with other categories, revealing an inclusive hierarchy between the categories,
- there should be only a limited number of categories, which should nevertheless be able to capture the critical variation in the data.

In the final phase of the analysis I made sure that these criteria were met in the outcome space by re-checking the differences behind the categories, in terms of themes of expanding awareness. In presenting the analysis of the data, the categories of description were largely separated from the themes of expanding awareness. When describing the categories of description, the key aspects of each category were provided and the differences between the categories were emphasized. Next, each category was illustrated with relevant extracts from interview transcripts.

Since the categories of conceptions are descriptions of other people's conceptions of the phenomenon from their perspective (Marton 1981), the categories of conceptions are second-order descriptions. For this reason, I took care to apply the principle of reflexivity and bracketing throughout the research process, including the reporting of findings. This principle was also applied to the categories of intentions and strategies.

As for the lecturers' conceptions of teaching and learning questionnaire, the open ended questions generated qualitative data which were content analyzed. The participants' answers were read, and all the answers provided by each lecturer were displayed in one same table. The columns represent the question number and the lecturers' answers. Key word analysis and meaning making made it possible to classify every lecturer in one of the categories the phenomenographic analysis produced.

Speaking about the lecturers' training experience questionnaire, the data generated by means of this questionnaire were subjected to content analysis. Cohen et al (2013) suggest that:

‘content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. words, sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrences of words, codes and categories. From here statistical analysis and quantitative methods are applied, leading to an interpretation of the results. Put simply, content analysis involves coding, categorizing (creating meaningful categories into which the units of analysis- words, phrases, sentences etc.-can be placed), comparing (categories and making links between them), and concluding-drawing theoretical conclusions from the text’ (Cohen et al 2013: 476)

The lecturers' answers to the open ended questions were broken down into chunks. These chunks were transformed into categories. Quotations from the questionnaire were used to illustrate points of analysis. Concerning the close ended items, the number of ticks was counted for each category in order to come out with numerical data.

Regarding classroom observation, the second type of coding scheme, namely the observed/not observed event recording was used and items in the scheme about

lecturers' practices were ticked. The observation scheme data were then displayed in a grid with different rows and columns. The rows represent the scheme items and the columns the observed lecturers. I then considered the account made of every item of the observation scheme in addition to the notes taken about the main events and activities during the observed sessions to classify lecturers into one of the three categories: lecturer-focused, lecturer-student interaction, and student-focused. The data were analyzed, discussed and presented in written form. The findings served to confirm or challenge the results of the interview on teachers' approaches.

This chapter was dedicated to the research methodology underlying the present investigation. It focuses on how the phenomenographic interviews were transcribed, the questionnaires filled out by lecturers and collected , and the classroom observation scheme completed; I then proceeded to the analysis of the data. These will be presented and analyzed in the next chapter.

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

This chapter deals with the data analysis and interpretation from a qualitative standpoint. It covers the analysis of relevant data so as to address the research questions. It is organized around five major sections according to the five research instruments. The first section aims to analyze and report lecturers' conceptions of teaching and learning that resulted from the phenomenographic analysis of the lecturers' conceptions of teaching and learning interview data. The second section is concerned with the analysis of the lecturers' conceptions of teaching and learning questionnaire data. The latter were subjected to content analysis in order to confirm or challenge the categories of conceptions previously identified from the analysis of the lecturers' conceptions of teaching and learning interview data. The third section seeks to identify the lecturers' approaches to teaching generated from the analysis of lecturers' approaches to teaching interview data. The fourth section deals with the presentation and analysis of observation data. The results of this analysis served to cross check the findings of the analysis of lecturers' approaches of teaching interview data. This chapter ends with the content analysis of lecturers' training experience questionnaire entries in order to explore the training experience of some lecturers of the sample.

3.1- Presentation and Analysis of Lecturers' Conceptions of Teaching and

Learning Interview Data

The questions of the lecturers' conceptions of teaching and learning interview aimed to investigate the lecturers' conceptions of teaching and learning. These questions generated an important amount of data. The latter consist of (14) interviews transcribed in more than fifty pages, which are still exploitable for further research. For this reason, only three of these interview transcripts were provided as sample data (See Appendix G).

As far as the analysis of data is concerned, I started by reading the transcripts of interviews on lecturers' conceptions repeatedly to first identify the categories of description. Towards this aim, the parts irrelevant to lecturers' conceptions were crossed , the key sentences related to lecturers' conceptions were underlined, and notes were written on each of the transcripts. The relevant parts were then summarized. This resulted in the identification of the global meaning of each category.

Next, the themes of expanding awareness that distinguish the different categories were extracted; the focus was on the critical aspects that distinguish one category from another. The transcripts were read and the aspects that characterize every category were underlined. These aspects were then listed. If some aspects were related to some categories, but not all of them, they were dropped. Only the aspects that were found in every category and that highlighted the differences between the distinct categories were retained. These aspects could constitute the themes of expanding awareness.

When presenting the data, the categories of description were separated from the themes of expanding awareness. The categories of description were described, the difference between them was highlighted, and each category and each theme of expanding awareness was illustrated with relevant interview extracts. The findings of the analysis are presented below:

3.1.1.- Category 1: Transmitting Established Knowledge

The analysis of the data showed that one lecturer fell in this category, namely lecturer A1.

3.1.1.1- Category of Description

In this category, the lecturer focuses on transmitting the knowledge he constructs about concepts of the syllabus to students. The lecturer lectures while students listen and take notes. They can interrupt the teacher to seek for clarifications and further information by asking questions. This procedure is also used with text analysis in that the lecturer develops the meaning of texts and relates it to the content of the lecture while students take notes. Students are then expected to recall and reproduce the knowledge conveyed by the lecturer.

The following quote illustrates the meaning of this category:

‘ For me teaching is a give and take process. Ok. If there is no give and take process, I think teaching loses its interest. Ok

Interviewer: What does give and take mean for you in this situation?

Interviewee: for example, students ask questions about what I am saying. Making notes and there are opportunities that are given to them ok..... asking questions, asking for further explanations’

‘....the teaching now is based almost exclusively on lecturing. Ok. students come and sit and wait. Ok. Wait to be lectured’ (Lecturer A1)

3.1.1.2- Themes of Expanding Awareness

(1) Use of Content

Students learn by attending the class and taking notes while the lecturer lectures. They are also expected to learn by doing their homework. Students are required to read and analyze texts provided by their lecturer.

‘I expect them (students) to learn through being active during the class by listening and making notes not just sitting. They are in the classroom to learn through asking questions and note taking’ (Lecturer A1)

The lecturer's aim in this conception is to help learners develop their analytical and critical thinking. They are expected to reflect on past historical events and to link them to present situations, for example, how the colonies contributed to the development of the industrial revolution and how today the taking of the raw material from Africa contributes to the development of Europe. This is illustrated in lecturer A1 answer:

'It is not a succession of dates or events. It is more centered on the analysis of certain situations.....for example: in the industrial revolution, how it developed with colonies and how we are witnessing the same thing today with the taking of the raw materials from Africa, for example processed in Europe then sold to African people. I always try to make the link between the past and the present situation' (Lecturer A1)

(2) Control of Content

Content knowledge is possessed by the lecturer and transmitted to the students. This is not expressed explicitly, but it is implicit in the following interview extracts:

'This module is almost based on lecturing. And I expected it to be based also on work done by students on texts related to the lectures. Since they do not do the work, for example, text analysis, mostly I do it myself. And It ends up as if I were lecturing' (Lecturer A1)

'They get information from my lectures eh from me the teacher because very often the information they give you is distorted' (Lecturer A1)

This clearly indicates that lecturer A1 sees herself as the provider of knowledge. The latter is received, understood and assimilated by learners. As they are considered as unable to present any correct information to the class, the lecturer neither encourages them to do additional research to discover knowledge by themselves to be discussed in the classroom, nor does she create opportunities for them to discover information.

In addition lecturer A1 teaches the content of the program as provided by the administration. She does not enquire about students' opinions regarding this program, to adapt it to their preferences.

'I've never asked them the question, to be honest, if they are interested or not. I follow the program of the department and we work with some colleagues' (Lecturer A1)

(3) Students' Prior Knowledge

The lecturer tries to refer to it, but students do not possess such knowledge. Even the minority of them who seem to have some background on the topic studied, end to display inconsistent and incorrect knowledge. Lecturer A1 puts it as follows:

'Some of them, very few have historical knowledge based on reading. You feel this. Those who read and those who do not. No one has scientific precise historical prior knowledge. They have just sometimes fragmentary and erroneous received ideas' (Lecturer A1)

(4) Lecturer's Roles

The lecturer considers that in the classroom she needs to lecture, explain, and provide established understanding. In addition, she provides reading texts related to the lectures. In this respect, lecturer A1 states:

'I proceed by lecturing and by making students participate....by asking precise questions to answer in the classroom, by discussing the content of the lecture' (Lecturer A1)

'This module is almost based on lecturing. And I expected it to be based also on work done by students on texts related to the lectures. Since they do not do the work, for example, text analysis, mostly I do it myself. And It ends up as if I were lecturing' (Lecturer A1)

(5) Students' Roles

When asked about students' roles, lecturer A1 says that students have to listen, take notes, read and analyze the texts. They are required to reproduce complex knowledge and reasoning, initially produced by the lecturer. This is illustrated in the following interview extracts:

'(I expect students) to make notes....., to listen carefully, actively and of course to ask questions' (Lecturer A1)

'I expect them (students) to learn both English and civilization. When preparing for example the text, I expect them both to present this orally and to write their analysis ok. So this is what , I expect the students to do, to ask questions about what has been taught, about the lectures.' (Lecturer A1)

(6) Consideration of Students' attitude

The lecturer is disappointed by students' passivity; she notices that many are not interested as many neither ask questions, nor react to the information provided by the lecturer . At one point of the interview, she states that:

'Interviewee: I wish I would have more active students, more challenge, to feel challenged by the students because the classes have become boring even for me because it seems as if I were speaking to myself' (Lecturer A1)

'They just sit, I expect that they ask questions about the lecture even if it is not on the spot. The week after to read the notes and one or two ask one or two questions. They are apathetic, you do not even see expressions on their faces of approval or disapproval.' (Lecturer A1)

The lecturer has not referred to any attempt on her part to understand the reasons behind this attitude, or to find ways to motivate and stimulate students extrinsically or intrinsically.

3.1.2- Category 2: Providing and Facilitating Understanding

The phenomenographic analysis of interview data revealed that lecturer B2 falls in this second category of conceptions.

3.1.2.1- Category of Description

The lecturer in this category aims at providing an established understanding of the subject matter to her students, she also explains the reflection reached by scholars. This implies dissecting the knowledge in the lecturer's mind and make it accessible to learners. To achieve this, she provides metaphors and images, she uses the board and a piece of chalk to explain the theoretical concepts by writing and drawing because this is an efficient way to catch students' attention and to keep them concentrated.

In this sense, the lecturer states:

'And I remember everything was clear in my mind but the problem when you are a young teacher what is in your mind you have to dissect it and make it as clear as possible. Il faut le demonter pour le remonter. This I found very difficult. Now I can do it..... I wanted my students to like linguistics as much as...you see now I speak in the past.' (Lecturer B2)

'It is true that theory is difficult, theoretical schools are, to teach theory is hard, you need pedagogy. This pedagogy I developed it myself. No one taught me. It is very very difficult. Now what do I use? Metaphors, I use metaphors.....It is so theoretical but the only way to catch their attention is to use images. If they don't understand they won't like it.' (Lecturer B2)

To make sure that they understand her lesson, this lecturer tries to involve her learners. They are encouraged to guess the upcoming words while she is writing on the board, they can also ask questions, or even make comments during the process. Therefore, contrasting with the previous category, this teacher does not wait for her students to ask for further explanations to facilitate their understanding of concepts. She is the main character who checks his students' perceptions and whose responsibility is to use all means available to keep them focused in class and

help them understand. The teacher also dictates definitions, but the explanations she provides are crucial as they trigger stimulating discussions with the emergence of a deeper thinking process. Learners are expected later on to reproduce their understanding of the reflection developed in class.

The following quotations illustrates the meaning of this category:

'And you see everything is included in langue. So everything is included in langue et c'est cela qui fait que 'language' is a whole langue. It is a whole and I say the word 'whole' what does it evoke to you? They say: un rond. Et c'est cela, c'est fermé et cela c'est au fur et à mesure. Saussure said language is a whole, un tout. Cela veut dire que c'est fermé et tout est à l'intérieur. So I draw a circle and I put the elements of language in' (Lecturer B2)

'I start by making them guess to keep their attention. I write the first letter of a word. For instance, 'competence'. They make propositions like a game till they get it. Is it intellectual? It does not matter as long as they are with me. I want to keep their attention.....I write a lot on the board. I cannot teach without writing, without a piece of chalk.....I have the need to write. Why? Because they need to see that on the board. We can't teach about language if we do not give them something written.....Otherwise you lose them, they are no longer with you. So I want them to feel that what is on my board is interesting to them' (Lecturer B2)

3.1.2.2- Themes of Expanding Awareness

(1) Use of Content

Learners need to understand the concepts and to follow the lecturer in her explanations. The latter prompts them by writing key words and drawing diagrams in order to catch their attention. Students react by providing comments and examples till they get the point. Assimilation of information occurs through revision in order to be able to reproduce teachers' understanding. This is illustrated in lecturer's B2 answer:

'I start by making them guess to keep their attention. I write the first letter of a word for instance 'competence' They make propositions like a game till they get it. Is it intellectual? It does not matter as long as they are with me. I want to keep their attention.....Then I dictate the definition. They take notes, but when it is a

definition I dictate I write a lot on the board. I cannot teach without writing, without a piece of chalk..... I have the need to write, why? Because they need to see that on the board. We can't teach about language if we do not give them something written' (Lecturer B2)

In the excerpts below, one can see that the lecturer aims at helping students develop reflection in addition to critical and analytical thinking. The aim is to teach the reflection of different linguists. Learners should be able to define concepts in clear terms according to the understanding they get in the classroom.

'I say what I explain between two definitions is more important that the definition you are writing. Because when you will be tested, my questions will deal with what I explain, the reason in the reflection, not the definition, ok' (Lecturer B2)

'So I'll never ask you to give me a definition of this or that. Never. I want even if it is a three line answer for a small question, you have a space of three lines. In these three lines, you are tested on how much you have understood of what I explained in class. For example I never say define the sign but I say what is the relationship signified/signifier. They have to develop a reflection. What is the relationship? They have to develop a mini reflection. I want to understand how much they have understood' (Lecturer B2)

(2) Control of Content

The interview extract below reveals that the lecturer uses dictation, handouts, and explanations written on the board to transmit information to students.

'Then I dictate the definition. They take notes but when it is a definition, I dictate. I write a lot on the board. I cannot teach without writing, without a piece of chalk. I give them the handout at the end of the session but still I have the need to write' (Lecturer B2)

Hence, the knowledge is possessed by the lecturer and transmitted to students. The latter are urged to receive the information more than they are encouraged to look for it and discover it by themselves under the lecturer's guidance.

(3) Students' prior knowledge

The lecturer tries to see if learners possess any prior knowledge in the field, but they do not have any. The lecturer says she started teaching linguistics to first year students, then moved to second year, then third year students in order to be aware of what they studied previously and start from previous knowledge. But it seems that little knowledge was left in their mind year after year.

'Interviewer: Do your learners contribute with any prior knowledge to the teaching situation?

Interviewee: No. Nothing in linguistics. All they can say is language is a system. Develop. They do not know. They can't deal with that.' (Lecturer B2)

(4) Lecturer's roles

The lecturer explains content as she is responsible for facilitating students' understanding and giving established understanding. During this process, she also asks questions to students to make them react to the information she presents and to make them participate. As she put it:

'I ask questions and I ask questions. I write something on the board, I ask questions. I wait for their reaction.....I make them participate with me' (Lecturer B2)

(5) Students' Roles

Students are expected to follow the lecturer and to ask relevant questions that show how much they have grasped and how much needs to be explained. They need to revise and to reproduce the reflection of concepts and to write their own definition.

'I am always very very happy and I feel a satisfaction when they ask questions that show me that they have understood what I said. But one point has remained unclear. So this tells me how much they have understood and how much they haven't understood but sometimes they ask such questions that I understand that they have been following me. This point has remained unclear. This is my satisfaction' (Lecturer B2)

For example I never say define the sign but I say what is the relationship signified/signifier. They have to develop a reflection. What is the relationship? They have to develop a mini reflection. I want to understand how much they have understood' (Lecturer B2)

(6) Consideration of Students' attitude

The lecturer cares about her students' facial expressions and body language to know if they are interested or not. She considers that bored students in the classroom is synonymous to failure in teaching. Lecturer B2 states:

'When I was a young teacher, my nightmare was and is still my nightmare that my students get bored in my class. Some are always bored, they are physically present but mentally they are not with you. So the others whom I feel interested, they want to understand. I don't want them to be bored in my class. I am always watching them, observing them. If they are not bored in my class, it means I have succeeded in my teaching. After many years, I still have that in my mind' (Lecturer B2)

3.1.3- Category 3: Applying Theory to Practice through Interaction

Lecturers A3, A5, A7, B5 and B6 were found to be part of this category.

3.1.3.1- Category of Description

In this category, lecturers consider that teaching occurs deductively. Learners are provided with the theory of a given subject like grammatical rules, pronunciation rules, reading strategies or writing rules that they illustrate with examples. Learners are then provided with activities to practice, these are graded from controlled to uncontrolled ones. This implies that the purpose is to guide learners to use knowledge they obtain, through lecturers' theoretical teaching and explanations, in a practical way. Towards that aim, lecturers offer students opportunities to practice through group work. Unlike the previous conceptions, the teaching process does not stop at the level of explaining and providing understanding. After providing concepts and explanations, lecturers guide students to practice and develop their language skills through intensive interaction between the lecturer and the students and between students themselves.

The following interview extracts illustrate the meaning of this category:

'In phonetics, it is more about theory, they ask a lot of questions, they draw my attention to things which are easy for me, but which are not obvious for them, they are difficult. ² In phonetics, they are not a hundred per cent free as in speaking, eh they are free to ask questions, but I do most of the work. In speaking they are free to talk and I encourage them to say all that they want and I expect that they use the rules I teach them in phonetics about vowels, stress, intonation when they speak..... in speaking what matters more is eh....is that they express themselves to the maximum. It's their session, their speaking session, The teacher speaks less and gives them the freedom to talk' (Lecturer B6)

'Learning research project writing, I think is through practice, when I ask to do homework . So practice, it's all about practice. If I give them a lesson about how to write an abstract and I give instructions but they don't practice this skill, they will never know about how to write the abstract, if you teach hours about how to write an abstract and they don't practice, they will never learn. So, it is all about practice.' (Lecturer A5)

'Ok ! when I explain, when we do exercises, I always believe that they have to understand and they have to apply. So I just present the rules, they apply them so for me it's ok! I say to myself since they have done correctly the exercises then the rules have been learnt ... ' (Lecturer B5)

'For instance, in reading we focus on strategies, I always try to raise my students' awareness about the fact that at university you are able to do skills ,skills is not content, a skill course is not a content course..... in skills modules there isn't revision or rote learning, rehearsing something, but there is practicing, to do, the ability to do something not just understanding a certain amount of information. And I expected my students to practice by reading more strategically and writing in a more organized way, moving from paragraph writing in secondary school which they spontaneously most of the time to writing through a process, understanding the importance of stages in writing and the importance of strategies in reading, and the fact that they should read using their previous knowledge and grammatical knowledge, syntactic knowledge eh, what they know about morphology and the structure and so on' (Lecturer A7)

3.1.3.2- Themes of Expanding awareness :

(1) Use of Content

The learning process is a deductive one. Students are exposed to rules or definitions supported by examples that they analyze into their structure or constituents. The learning of rules is seen as a major step to lead students to practice and to develop their language skills. Students are then asked to put this theoretical knowledge into practice. This is illustrated in the lecturers' answers below:

'..when we deal with punctuation, capitalization eh we need to spend time on the rules really, to make sure that students know the rules of punctuation for example. So it is done through handouts eh for example, for capitalization. Eh we give them a handout that includes all the rules and then we have different activities in which the students have to apply these rules in class and then we have different activities and they give them back as a homework to the teacher to correct and we correct them in class together' (Lecturer A3)

' I start thinking on how I can change my own practice in the classroom to make it more vivid, more motivating so I'm really working on that, though I do think that giving the rules is important. We need the rules but we shouldn't sacrifice practice' (Lecturer B5)

' Basically, there is some kind of theory, explanations even terminology. Sometimes, I stress the fact that terminology doesn't matter for you, for students because they are not going to use it to describe... I tell them I am going to explain to you how things...., what is process? what are the ideas? what is drafting? what is outlining? What is brainstorming? what is editing? and so on. Later on, I am not expecting students to care much about this terminology, theory. What I want them to do is to perform these stages. Later on, I stop describing this brainstorming outlining unless I see that students haven't followed the stages but if they have followed the stages I care more about practice, how they use what they have learnt theoretically into practice' (Lecturer A7)

Lecturer B6 highlights the necessity to equip students with the necessary phonetics knowledge and vocabulary before asking them to speak on a particular

topic. The pre-speaking stage consists of pre-teaching some vocabulary and some pronunciation rules that would help learners in the production stage.

'Learning some vocabulary, some new words, eh trying also, eh sometimes even grammar is included in speaking. In phonetics, I explain and provide transcription of irregular words like 'receipt'. So for me, it's important to focus on pronunciation which is really done in our classes, so teachers as I told you, take it for granted that students know the word, and know its pronunciation, which is not the case. Because these skills are included in speaking, so learning vocabulary is very important, before, for example, asking to describe a person, I give them all the vocabulary, then I tell them, now, you can describe your favorite teacher, something like this' (Lecturer B6)

'It needs to be a kind of relationship between eh phonetics and speaking. It means I teach speaking according to eh the elements of pronunciation I teach in the phonetics class. For instance, when I teach assimilation, I see if my students produce it or not and I encourage them to do it in the speaking class. That's why we have to be creative' (Lecturer B6)

Lecturers of this category also emphasize the importance of the practice and /or production stage. They state that the teaching process should not be limited to the explicit teaching of rules, but extended to intensive practice in order to improve students' communicative abilities.

' I do believe that we have to change our practice from drilling to involving learners in practicing, communicating, using the English language they are learning. They should use it in the classroom in a genuine communication...' (Lecturer B5)

' It should be performed on the basis of process, on the basis of doing, more doing than showing or telling. I try to do it but sometimes it needs a lot of circumstances, favorable circumstances in order for this principle to work.....so the kind of knowledge they are expected to have eh the objectives are basically expressed in terms of skills not in terms of what, it is the how that matters ...' (Lecturer A7)

'I do believe we should link grammar to writing. We should choose exercises that enable students to use grammar for writing...' (Lecturer B5)

(2) Control of Content

Knowledge is possessed and structured by the lecturers to be conveyed to students. Lecturers teach according to the official program. They reveal that they have to stick to the syllabus, yet they have the freedom to introduce slight changes in that they can deal with more motivating types of activities, or presenting content using a different approach. In this respect, the lecturers of this category state:

'The syllabus is graded from simple to difficult elements of pronunciation so I can't change. I try to be creative in my teaching, I want to create activities because it is said that it is not enough just to stop eh I mean just to focus on receptive skills, it is also good to test their productive skills' (Lecturer B6)

'Each year, I do my best to change the program or change some lessons, but at least I keep the same grammatical points by teaching them in a different way in a more contextualized way' (Lecturer B5)

'It happens that I shorten the program, but it's not because of lack of time but when I feel that some points are either easy to learn or not very important' (Lecturer B5)

Moreover, lecturers refer to the limited responsibility allocated to students to discover or construct the content of the lessons since the theoretical knowledge is conveyed by means of handouts and lecturers' explanations. Hence, lecturers design lessons, decide on the content to transmit it directly to students. The latter are not involved in the process of finding relevant knowledge by themselves, to analyze it and synthesize it to discuss it in class.

'I have really to provide the information because students will not do really what they are expected to do..... I mean, I provide the information. I provide hand-outs, with the summary of the goals we need to achieve at the end of the unit and then we work on that. I guide them to do what they are expected to do' (lecturer A3)

At one point of the interview, lecturer A7 refers to students' limited ability to choose adequate topics that fit the academic level of teaching and learning.

' I want to take my students at an upper level intellectually because if I ask them what kinds of texts they like, they would pick up, I won't say silly texts but ordinary topic so I prefer to make a combination ...' (Lecturer A7)

(3) Students' prior knowledge

Lecturers check for the existence of such knowledge but the majority does not possess any, therefore lecturers need to consider students as beginners in the subject taught and feel the necessity to provide all the disciplinary knowledge without expecting any contribution on the part of students. Hence, when asked about students' prior knowledge, the lecturers of this category answered the following:

'For the syllabus, I do not expect them to have any knowledge about reading strategies or for me I need to start teaching from the beginning.....most of them need really to start from the sentence level' (Lecturer A3)

' I feel I am talking to students who have no idea about the things eh I....I don't take things for granted, so I always eh think that the ones who are with me know nothing about the module so this is why I spend much time repeating these things and explaining so it is important to me' (Lecturer B6)

' We teach third year license how to write a research paper, we focus more on research writing. It's purely methodological, but I notice they don't have background of methodology.' (A5)

Some of these lecturers expect learners to possess some background they are supposed to have constituted during their previous university years, but they unfortunately realize that students have not retained anything from the teaching they received during those previous years.

'They do not have the background in academics writing, they study this before, they have reading and writing, study skills. So when I say research paper, they should have a notion, they already dealt with it before, so I see they don't respond, I wonder what they were doing in first and second year' (Lecturer A5)

Regarding the minority of students who display some willingness to contribute with some prior knowledge, they seem to display more misconceptions than conceptions. As a result, the lecturer aims at correcting them.

‘In terms of writing, most of them have if I can say previous conceptions, they are wrong, they are misconceptions they come with from high school. The first thing I help them to do at the beginning of the course is to get rid of these misconceptions’ (Lecturer A7)

(4) Lecturer’s roles

Lecturers in this category assume all responsibility regarding the theoretical stage. They organize and structure the teaching process, construct the content, and explain it to facilitate students’ understanding of the theoretical information. During the practice stage, responsibility is shared between the lecturer and his students. He provides activities to check for students’ understanding and their ability to move from theory to practice. These activities are characterized by two-way lecturer students intensive interaction in addition to student-student interaction. Lecturers then provide feedback through group work or on individual basis. As the lecturers put it:

‘At this point, I’m going to organize everything. I’m the instructor, I’m the monitor.....I prepare a sort of summary, but in the class, I explain a lot of things that are not in the handout and I tell them right away from the beginning, I will give you things that are not there, so you have to follow me. For example: the first part of the handout talks about a specific point, then in class I give them examples and they take notes about examples, illustrations which are not in the handout ...’ (Lecturer A5)

‘...because I want to give everything to my students, I think doing good to my students by giving them everything and I try to make them involved in the lesson...’ (Lecturer B5)

‘...explaining, demonstrating is one stage, the teachers’ part, eh, sometimes demonstrating and explaining, you can write something on the board, do for

example writing an introduction, then giving students the chance to describe what you have done and if they have found out all the details about what you were doing exactly, you can give them more explanation. But basically there is a teacher's part; and there is a teacher's part and student's part doing something together. And finally the production at home or in class, in groups or individually and feedback' (Lecturer A7)

When asked about their roles in the classroom, lecturers put it as follows:

'The teacher should look for eh more interesting activities, looking for eh, even his way, the way he deals with his students should be, eh he should understand the situation, he tries to see the weaknesses of his students he needs to find interesting activities, trying to change, trying to do some research, ok, not just carrying with some kind of routine, trying to create, a kind of creativity. There is something traditional about teaching but there is also something about creativity.' (Lecturer B6)

'I think that the notion of the teacher has developed a lot. In the past, the teacher was the one supposed to do everything, ok, writing, explaining, and students listening being passive, ok, eh, now I don't think so, we can involve our students, so among the things in my module (speaking) I teach, for example, giving presentations. It is a kind of involvement, they can learn a lot, but I can't expect my students to do the whole course, the teacher has more responsibilities, more charge' (Lecturer B6)

These interview extracts imply that in addition to the aforementioned roles, lecturers in this category consider that it is their duty to motivate students and to avoid boredom by implementing creative activities and creating variety in the way they present content and make students practice. Lecturers state also that their role is to stimulate and capture students' attention by involving them in the practice stage in which they become performers and put into practice the theoretical knowledge constructed and conveyed by their lecturer. This involvement can be achieved through presentations for instance.

(5) Students' Roles

As the teaching session consists of two different stages, namely the theoretical stage and the practical stage; learners are supposed to adopt two different roles accordingly. In the first stage, they are expected to be exposed to theory and to

listen to the lecturer and interrupt him to ask for clarifications when necessary. In the second stage, they are urged to become performers; that is to say, they do tasks and go through a process of self-assessment and peer-assessment. As lecturers put it:

'... During the explanation stage, I expect them to listen carefully to keep quiet. I usually give them some breaks because I have 3 hours class. So for the second stage practice, I expect them to be directly involved, especially the final stage; I expect them to exchange feedback, peer editing etc ...' (Lecturer A7)

'...I expect them to be very attentive, to interrupt me whenever they do not understand something. I'd like that they be involved in exchanging information between, among themselves' (Lecturer B5)

Lecturers also highlighted the necessity and importance of interaction. They believe that the latter improves students' understanding of the subject as well as their abilities to produce correct language. Consequently, interaction is used through group work and peer assessment; it is also implemented under lecturer's control to increase its efficiency since group work carried out between students can quickly turn to a social discussion between friends. In this respect, lecturers point out:

'Their [students] role is to interact with the lecturer. But not only that. They are supposed to do the activities, to do the homework. We use even one aspect which is peer editing. For example, we expect them to exchange paragraphs and correct each other. They are learning but at the same time they need to contribute to the teaching' (Lecturer A3)

'I use interaction under control. So, I talk to them, they talk to me when I ask them about examples or one student reacts to another student's answer. For example, when I know a student is good, someone gives an answer, I say to the good student, 'what do you think of this answer?'. She comments, so she takes the role of the teacher. So I trigger conversation; they react, but it's a colleague, it's not their teacher' (Lecturer A5)

'Students communicate exclusively almost with their friends, they don't look at their classmates as classmates, they don't care about the academic environment, they care more about the personal social environment, they sit and talk with their friends. I give them pair work, students who are friend sit together. Some of them

are silent, I call them tourists. I don't like criticizing so I use satire. Some of them even communicate personally, so sometimes I talk too seriously about that and sometimes I make jokes' (Lecturer A7)

(6) Consideration of Students' Attitudes

Lecturers in this category care and pay attention to students' attitudes in the classroom. They notice that some show enthusiasm to participate and do tasks while others display reluctance to do so. This is either due to lack of motivation or to students' low level. Consequently, lecturers identify these two categories and target the second one to stimulate it and make it active. Towards that aim, group works are organized, lecturers move around to help students who are facing difficulties, clarify their understanding and check their answers.

'For example some students find no difficulties. So they start doing their exercises, they feel comfortable then I start correcting the exercises. They want to answer, to go to the board. But some students need more attention so I deal with them individually during this period. They call me or when I notice that one student is not doing the work so I ask about the problem, I explain again for him or her. Sometimes, they are more than one student. I take them in group of four or five. I explain eh I deal with the difficulty they have while the others are doing the classwork in group' (Lecturer A3)

'You feel it when students are bored and not motivated because there is no creativity, so we have to find solutions about this and make and make students part of it and interact with them' (Lecturer B6)

As far as the less cooperative students are concerned, lecturers do not remain passive in front of them and decide to react. Lecturer A7 says:

'..... the majority start chatting and they only start looking at their paper when you arrive, and there is a tip which is obvious, 'I am thinking'. I say 'this is not a thinking class, you have to write, I want to see your thoughts written'. I tell them that prewriting, and brainstorming need to be done on paper. I tell them whatever you think about, you write it because if you keep thinking about it, you lose it' (Lecturer A7)

Other lecturers pointed out to the heterogeneity in students' level which leads to the emergence of two different categories in the classroom. This renders the

teaching task more difficult as the lecturer is faced with the dilemma of bridging the gap between the two categories. Lecturer A5, for instance, comments on this situation:

'The gap is with students, the motivated ones have some background knowledge few, two, three or five...How to design a course? I mean how to help all these people to learn. If you keep talking about the same thing in a very simple way, it will boring for those students, they will say 'what is the teacher talking about? It's not that complicated and they will get good marks easily. If you change the tempo speaking in a very serious manner, official, start using vocabulary, the others would be out' (Lecturer A5)

3.1.4- Category 4: Helping Students Think Independently

The findings of the phenomenographic analysis showed that lecturers A2, A4, A6 and B7 are part of this category.

3.1.4.1- Category of Description

In this conception, lecturers recognize their responsibility to identify their students' needs, among which changing their preconceived ideas to form their own opinion about any issue and to defend it on the basis of well constructed arguments. Therefore, lecturers focus on students' conceptions. Whenever misconceptions are identified, students are helped to change the way they think about them and restructure their current view of the world. So unlike the previous conceptions, teaching is inductive; students are encouraged to construct their own meaning of content, to reach information by themselves through interpretation of facts and through intensive interaction between all members of the classroom. The learning outcomes are not limited to develop students' communicative abilities but imply a higher level which consists of developing their critical thinking. The lecturers' ultimate goals go beyond training students to apply reading strategies to understand a reading text or to produce a coherent essay following the recursive steps of the writing process. Students are involved in a critical activity in that they are required to read in order to find logical interpretations of facts, to evaluate a

writer's point of view, to form an opinion, and take a position knowingly. Then, students are engaged in producing a coherent piece of writing in which they defend their point of view on the basis of well constructed rhetorical arguments or counterarguments.

The following interview extracts illustrate the essence of this category:

'Generally, it is a series of exercises. They can be visuals. It can be pictures, it can be extracts of movies, it can be documentaries and I give them a series of questions to answer according to what they see, and from that we extract the most important elements that they think, we think are the most important for the lesson and from that we start the lesson.....I do not refer directly to the lesson. This means that I don't lecture. I don't give them definitions. I let them find the definitions by themselves' (Lecturer A2)

'I think it is mainly logical interpretation of things because I want them, I give them most of the time two different positions, two different opinions because it is history and history is interpreted from different points of view. So I always give them two different points of view and I let them choose which side they are and give arguments...' (Lecturer A2)

'Eh, eh, so let's say what I want them to learn is critical thinking, and coherence, to be coherent, what else? Persuasion, to argue, to be creative. To link theoretical aspects to practice all the time, and to their life because literature should enrich their life, to learn a lot from others' experiences. I tell them you have examples of how people can manage difficulties eh and to enrich their lives, always make the link with their lives' (Lecturer A6)

'This module, critical writing, is higher as it involves eh linguistic skills and higher cognitive abilities.....for example, we are working in critical writing, we work with texts, we do critical reading so we need to eh.....read texts, try to understand them, spot the arguments that are used in the text, claims of the author etc.....the text we are presently working on is written by an American writer. You need to at least have a very broad idea about American context: the country, culture, history, eh knowing at least some names, writers, philosophers etc [.....] when you teach critical writing as we are doing, you are supposed to talk about the arguments, about the idea, about evaluation etc..) (Lecturer B7)

3.1.4.2- Themes of Expanding Awareness

(1) Use of Content

Learning is inductive: students are given tasks at the beginning of the session to perform in order to reach theoretical information by themselves. The lecturers' aim is to give particular attention to students' opinions. Lecturers implement tasks as reading texts, watching videos and pictures related to historical events, analysis of literary passages in order to create opportunities for learners to interpret facts, expose their opinions and defend them using arguments. Whenever misconceptions are identified, lecturers engage in discussion with students to correct these misconceptions and change students' way of thinking. This is illustrated by the following interview extracts:

'So I want them to interpret things through their own eyes, their own minds....When we speak about Great Britain, they see Great Britain as a wonderful country, they all hope to immigrate there, they see it as the ideal country.....So they tend always to think that Great Britain is better than France for example, that the French are racist, are imperialists, are oppressors.....when we start, I start showing them like movies or extracts that show the sufferings of people eh through the British so their vision of Britain changes. It is like imperialists are all the same everywhere'(Lecturer A2)

'I expect them [students] to think and even to have some critical thinking, to try why not to express different opinions. I expect that, to think, just to think and argue' (Lecturer A6)

'To understand the materials requires some reading skills, to understand key words, things like that, to interpret; i.e, to go beyond the facts, to help them make the difference between facts and interpretation, eh ...what else? They need to respond to any passage we deal with to be able to see what impact it has on them, their opinion' (Lecturer A6)

The learning process does not stop at the debates and discussions in the classroom; lecturers holding this conception go further in that they involve learners in productive tasks. They are required to defend their opinions in coherent and well

structured essays in order to be able to take part in debates and defend their own view in every day situations.

'...production of a critical essay. This is what is expected from them. This eh... critical writing implies the mastery of essay as a structure. This is taken for granted. We move then to the higher stage which is cognitive skill and discussion of ideas, arguments, our own arguments as a response, as a reaction to someone's arguments, ok. This is very difficult for them, very very difficult' (Lecturer B7)

'So it is debating and the second thing as I said before is that they link what they learn with their everyday life. It means it is like what we watch on TV debates, the topics they are learning are not just theory. They are going to be part of their everyday life and they must learn how to express their opinions, how to give their own view of things and to defend them' (Lecturer A2)

(2) Control of Content

'The syllabus is decided by the department, so we have to teach, it is ready made eh... the teacher has some freedom for the materials, and the materials are not specified. In the syllabus we have, we have only, mainly headlines, ok and we have a margin of freedom to select the appropriate material ok and it's the teacher who selects the materials' (Lecturer B7)

'The syllabus is imposed by the administration on us but at the beginning of the year I try to give them an idea about the syllabus, the points we are going to develop, to give them a general idea, then I select the pedagogical materials I want to use in my teaching' (Lecturer A4)

These interview extracts suggest that lecturers design the content of their teaching according to the program provided by the administration. Lecturers are guided in terms of topics to be taught, but some room is left for them to decide on the pedagogical materials and the teaching approach to be used. Hence, in consistence with this conception, lecturers do not convey knowledge explicitly to their students; they rather design tasks and activities that urge learners to discover information, analyze it, form opinions, take position and construct arguments under the lecturers' guidance. Thus, knowledge in this conception is discovered by students within the lecturers' framework. Lecturers put it as follows:

'I don't think that I should just provide information to students because it is a content module Ok, Anglophone literatures. I expect more students to react in class,

to be more curious, to ask questions, to be more involved in class. I wouldn't like them to remain passive and to wait for the information to come to them' (Lecturer A4)

'What I do most of the time is to bring them something and I let them try to find eh ..to interpret things so I guide them, sometimes I orient them because sometimes they go out of topic.....' (Lecturer A2)

'If they don't read the novel, at least I make sure they read the passage, they read, they try to follow me, to follow the guidelines I provide. That's it and they give me their response. They are asked to write their analysis of the passage. Then, I give the feedback' (Lecturer A6)

(3) Students' Prior Knowledge

In this conception, students' background knowledge is taken into account. Lecturers start their teaching by exploring students' conceptions about the topic. If these are coherent and defended with well constructed arguments, students are invited to engage in the interpretation of teaching materials and to participate to classroom debates. If the conceptions prove to be wrong and to consist of preconceived ideas, lecturers see that an important part of their task is to correct and change these existing misconceptions. In this respect, lecturers made the following statements:

'They have background knowledge with Arabic, with poetry. They always make the comparison with some Arab poets.....I always push them to tell me what they already know because they have prior knowledge. I always make them tell me what they know about the devices. They answer and then we agree on a final answer and then they get the information' (Lecturer A6)

'..there are some very good students, motivated students, they are involved in class, they participate, give examples, they give additional information, so not all of them, but some we feel that they love to learn and that they are motivated whereas others do not make efforts as I told you they don't care at all.....I remember that some students were really interested and try to contribute to the debate with their own information and trying to put forward some suggestions they think could help for the analysis of the text' (Lecturer A4)

Lecturers reveal that, depending on the groups, some or only a minority of students possess any prior knowledge whether it be correct or incorrect.

'..... the best we can expect from a class is to have twenty per cent who somehow contribute positively to eh come with some background knowledge.....the average is twenty per cent. You have twenty per cent, you are very well.' (Lecturer B7)

Since starting from their prior knowledge and knowing about their conceptions or misconceptions is crucial for lecturers of this category, students are asked to do some research on the topics to be studied in order to construct some background knowledge prior to the lesson. Lecturers put it as follows:

'...I give them the topic beforehand and I ask them to prepare the topic, to do some research.....So it is individual research and I ask them anyone who knows anything about the topic to tell it to the class.....We debate it in class and we decide if it is right or wrong.....So generally, I do not know if it is prior knowledge, just one week, one hour before the class or if it existed before' (Lecturer A2)

(4) Lecturer's Roles

When asked about their role (s), the lecturers who hold this conception argued that they do not provide knowledge to their students explicitly and directly. They rather see themselves as guides who offer students opportunities to interpret materials and form opinions. Students are not expected to reproduce the knowledge structured and taught by their lecturers but to reach information by themselves, provide interpretations and form opinions on the basis of coherent arguments. Towards that aim, lecturers familiarize students with the concept of plagiarism, raise their awareness about its consequences, and teach them the ways to avoid it. Lecturers also interact with the whole class or in small groups or with individual students to support them by giving them clues and suggestions till the objectives of the lesson are reached.

'It depends, I can be a guide, most of the time I am a guide [.....]Providing guidelines. That's why I don't give handouts. I want them to feel free to..... I mean they are not supposed to memorize, they are supposed to understand and to respond

most of the time. I am a guide, I am against plagiarism, even a teacher should not be plagiarized. It's my interpretation but any other interpretation is welcome. I encourage them to be creative. That's why I am a guide, not a dictator. I don't impose, I give them a suggestion regarding interpretation and I say this is a suggestion among others. Even for assessment, I say that those who will get the best marks are those who will show some originality' (Lecturer A6)

'I'd say I have the role of a guide, trying to guide them, to gather the correct information, to give them some clues, the role of a guide ok. I don't believe much in the traditional goals of the teacher who comes and brings information and students are just sitting passive and waiting for everything to come to them. I want it to be interactive' (Lecturer A4)

'In our context, it is very difficult to stick to one role., you try to facilitate learning for your learners, to show them the way, how to learn.....If we use an article published in the New York times, I find myself at the beginning of the session explaining, I mean giving some background about the author, the newspaper, the writer, the context, the topic, ok. Now if I find, ok usually I try to ask students questions to get them involved. If I find someone is on the track or mentioning something we need for the session, I give guidance. I may give references if they wish to have extra information' (Lecturer B7)

In order to help learners develop their analytical and interpretive abilities, lecturers encourage them to do extra extensive reading. As one lecturer put it:

'I try to help them as much as I can by eh ...I don't know, encouraging them to read more, to read other works, or novels, or short stories which are related to the themes we are studying. For example, when we spoke about Realism, I urged them, to read the Adventures of Huckleberry Finn because it is a classic of American literature. So I try to push them to eh.... I try to make them more and more interested by first trying to answer their questions' (Lecturer A4)

(5) Students' Roles

Concretely speaking, students are provided with material to interpret and to reach relevant information, they are encouraged to give their opinions to develop their critical thinking. Lecturers point out that this is a difficult and challenging task for students because they have not been trained to this in high school or middle school. Lecturers of this category put it as follows:

'They are going to be, for me so....they are going to be participants. So they participate because what I do most of the time is to bring them something and I let them try to find eh....to interpret things so I guide them sometimes, I orient them because sometimes they go out of topic so.....but most of the time I let them interpret the events' (Lecturer 2)

'I want students to participate, to eh, to give their opinion and this is what I find it sometimes hard to do because students are not used to give their opinion, to express themselves. I think that this is due to their experience at high school, where they are just stimulated to give certain answers. They don't ask them enough to use their brain to criticize. When you ask them to give their opinion, sometimes, some do it easily ok but some others we see it is not that they don't want but they are not used to it, they don't feel at ease' (Lecturer A4)

Once one student exposes his point of view, the lecturer reformulates the answer to the classroom to launch a debate between students and invite them to defend their different opinions academically.

'I expect them of course to be attentive, to ask questions, I expect them to debate, for example if one student gives an argument, I expect the others to participate, to say whether they agree or disagree, I mean I expect them to make it as lively as possible, to participate, to be active, interactive, not just sit down, sit and wait for..' (Lecturer A4)

Students on the other hand need to be active, to participate, to interpret to reach the information by themselves. They contribute to the learning process by making research on some topics before coming to the classroom and presenting the information they get in an informal way and through debates. They are necessary participants to the teaching process, no teaching can occur without their involvement. They need to listen, to understand, to observe, to reach conclusions and to share them with the members of the classroom through debates, this is the essence of the lesson. The lecturer makes sure that all participate by asking those who do not volunteer to give their opinion. This is illustrated by the following interview extracts:

'Students need to take notes while I explain, we debate to trigger, attract their attention by questions and then open a debate on a given issue. I also accept questions from eh students, mainly to encourage them to engage in that critical activity of questioning, thinking etc. All the time, I ask them to take notes because note taking is also important for them because if they don't take notes, even if an idea is interesting, may be it is not going to remain there, it is going to be lost, so when they take notes, that will help them also for their stage of writing' (Lecturer B7)

'They [students] read, they participate, they listen, they share through group work, they respond, they write as a homework. It is time consuming. They have class discussion and feedback about their writing. There is interaction. They share their ideas' (Lecturer A6)

'I think they have to listen, to understand, to do what I ask them to do because they are participants in the lesson so if they don't do their part, we can't do the lesson. So generally, they are here, they have to observe, to listen carefully to what they and to arrive to conclusions and to tell them to the other members of the group because if they don't do that, we cannot do the lesson' (Lecturer A2)

(6) Consideration of Students' attitudes

Lecturers pay attention to students' behavior and check their attitudes in terms of motivation and involvement; that is to say, lecturers see if the students debate, give opinions, and construct arguments. Generally speaking, lecturers notice two different groups in their classrooms. One consists of motivated students who show enthusiasm to volunteer and participate. The other group consists of unmotivated students. Whenever some do not participate, lecturers designate them to answer and give opinions.

'...there are people who are volunteering but the problem is that most of the time they are the same students. So to avoid having that, I just call other people and ask them, and I ask others to give their opinion about what the other students said to create a kind of debate, so they must be implicated and involved' (Lecturer A2)

'They are not motivated, they lack motivation eh ..may be the second reason is that they have acquired a kind of habit and I suppose that this started early in their tuition, in primary school, whether you do the effort or you don't do, it is the same

thing. This is, eh, they all succeed at the end, they all get their diploma so why doing extra effort' (Lecturer B7)

'They read, the net and I am very pleased because this year I noticed that that they are self-confident and eager to give their answers, because they give personal answers. May be because this year, I really insisted on that. I say you can read from the net and but I insisted never never plagiarize. It must be personal, you will really be penalized' (Lecturer A6)

'Students in one of the two groups are motivated, they are serious, they are motivated, they read. When I give them a reading assignment, they do it at home. But I am not saying that all students of the group are serious and motivated, but a great number of them is serious and motivated, especially when I compare with the other group that I have. I am not happy with the other one, they are not motivated, they are not serious. May be just four or five. I have the impression that eh, they don't care because I have discovered that literature has a small coefficient, so they are not interested, not all of them..... I try to help them as much as I can by eh...encouraging them to read more , to read other works and novels and making them feel that they can get a lot of benefit from these reading' (Lecturer A4)

3.1.5- Category 5: Helping Students Grow as Independent Learners

Lecturers B1, B3 and B4 fell in this category.

3.1.5.1- Category of Description

In this conception, lecturers hold the view that their duty is to help students become independent; they need to change in their way of thinking and learning. Therefore lecturers teach the metacognitive strategies: to find relevant sources of information, to select information, organize it, to make it accessible and usable in the future. Lecturers also prepare learners to research familiarizing them with the different steps. Learning is believed to occur when the information is broken down into the smallest pieces and introduced progressively through tasks. Students do the tasks in group or through workshops in order to realize the value of cooperative learning and team work. Unlike the previous conceptions, lecturers do not only guide students to construct and negotiate meaning but urge them to draw the parallel between knowledge they get in their field of study and reality. They are encouraged to think of how they can use this knowledge in different situations of

their future professional life. Besides, the lecturers aim at helping students change from test-oriented learners to autonomous individuals responsible of their learning. Students' emotions, self-esteem, self-confidence are of a crucial importance in this conception.

These quotes illustrate the meaning of this category:

'Inductive teaching at two hundred per cent. I try to know what they already know and then I give examples. I ask them to give their own examples and then we move to like a consensus, this is it. At the end. And then, I give my hand-out the next session not to stop their thinking, to move from rote learning, score oriented learning' (Lecturer B1)

'This module is of the most helpful in terms of tool acquiring.....for the university requirement basically, that means to teach them how to be academic, to obtain the academic necessary proficiency.....I think that the program and the teacher likewise expect a lot from the learners without giving them enough equipment.....they are not taught I think in a step by step way. They are asked too much in a bulk instead of being taught in a progressive way.....it is impossible for students who in high school were not dealing at all with research to come in first year and start right away doing research and repairing their fossilized mistakes' (Lecturer B3)

'I think autonomy of thinking, once learners are able to think and to consider topics and issues, being able to analyze in a logical way, being able to convince you and express themselves, it is ok' (Lecturer B4)

'I think teaching is something personal.....But what is more important about this is what we are going to do with that knowledge or the way we shape it, the way we use it is personal.....it is important for me to respect the fact that it is personal for our learners. For example, I cannot expect my learners to teach in the way I like because they are different from me. I like to give them the tools they need to have and it is up to them to use those tools, of course being aware of the consequences etc. I make them ready eh and a given choice has consequences. Those consequences can be positive or negative. So they have to think about it, to consider it, to take the appropriate decision. I won't take the decision instead of them. And they are the only ones to take those decisions because they will be the teachers' (Lecturer B4)

'I try to learn as many first names as possible and so they are happy when you call them using their first names, you know. Just learn their first names, you see the

transformation. Especially the guys, they become modal students.....when I explain something, I try to read their facial expressions' (Lecturer B1)

'We have to create a safe environment for learning so that students can dare to ask questions, to put you into question as a teacher ok. It means they need to have that freedom so that they can take the most out of this learning experience. For example, if you are not very flexible with their feedback which can be very very harsh, For example, if you decide to be flexible, you have to get ready for some comments etc...So we need to have this safe atmosphere, you should create this interaction, you should define the relationship between you and your students. So I always behave as a friend. I don't say I am your friend but my behavior seems as if I were very close to my students' (Lecturer B4)

3.1.5.2-Themes of Expanding Awareness

(1) Use of Content

Learning is believed to occur when information is broken down into its smallest pieces to make the input comprehensible and accessible to learners.

'So because it's statistics and a branch of mathematics, we have literary students afraid of mathematics so I tried to break it down into the smallest pieces possible, comprehensible input as much as I could-ok and now they have another attitude towards mathematics' (Lecturer B1)

Lecturers of this category also consider that input needs to be introduced in a progressive way. Students are encouraged to do a step by step regular work rather than studying intensively from time to time during the semester.

'I expect them [learners] to learn little by little, small results and hopefully getting in a progressive way to obtain a good level of proficiency [.....] I expect them to eh regularity. This is what I privilege in my teaching. I try to emphasize the fact that it is regularity which is the key to success rather than any other way of learning' (Lecturer B3)

Learning is inductive as one lesson consists of a series of tasks and problem solving activities performed by students under teacher's guidance.

'We learn only through doing, particularly for the academic requirements.....it means task-based activity based essentially in the class. Very little lessons, very little teacher talk. Mostly through exercises and problem solving activities' (Lecturer B3)

The ultimate goal is to help students develop their professional skills. Lecturer B4 for instance prepares his students to be future EFL teachers, he expects them to be able to reflect on their approaches, to be able to judge what works and what does not, and to evaluate the consequences of the decisions they make.

'I want them to know the basics about communication, this is theory but in reality as teachers, I want them to know how to use this knowledge, it can be knowledge about grammar or any topic. How to be able to share it with your learners, so that you have them to learn. Your task is to make it clear for them, how to share with them, how to explain..etc' (Lecturer B4)

'I like to give them the tools they need to have and it is up to them to use those tools. Of course being aware about the consequences etc. I make them ready.....eh a given choice has consequences. Those consequences can be positive or negative. So they have to think about it, to consider it, to take the appropriate decisions. I won't take the decision instead of them. And they are the only ones to take those decisions because they will be teachers' (Lecturer B2)

The class is student-centered to help learners change in their way of thinking and learning to become less test oriented and more interested in developing problem solving skills, gaining knowledge and becoming autonomous.

'...to move from this score-oriented learning to learning to gain other benefits' 'to gain knowledge, to develop problem solving skills, to become autonomous, to transform psychologically' (Lecturer B1)

The focus is on the students to develop their metacognitive skills; opportunities are created to make of them active participants responsible of making decisions and constructing their own knowledge. They are urged to identify the reliable sources of information, select the relevant information, analyze it, structure it, turn it into meaningful input to be retained and retrieved when necessary.

'....they can find information anywhere but to know which information to look for is not found everywhere, and this is the big difficulty. If you are an informed researcher or an informed TV watcher, alert, eh an informed internet surfer, you will know what to look for, what is right, what is wrong, what is good for you etc. But if you are not informed, you are not guided, you will fall into the trap of looking at the information without any opinion. Not only opinion but judgment. This is what university teaches.' (Lecturer B4)

'Well academic proficiency, regularity, rigor. So it is more a way of learning than learning information. It is a way of learning information and keeping the information in your mind and of well using it.....information they can get it through the net, through books. I am not necessary for that, but I am a guide for them to be autonomous learners...' (Lecturer B3)

(2) Control of Content

It is constructed by students within the lecturer's framework. Lecturers create opportunities for students to look for the information by themselves, to select it, analyze it, synthesize it to make it their own and present it to the classroom. As for lecturers, they provide regular constructive feedback in the form of comments, correction and input that completes students' answers.

'So usually, we start with a homework, we never start the lesson without checking that they have either done prior research in the field we are going to talk about or that they have done the exercises I have given them the lesson before. So it is always a reminder that they have to put personal efforts.....Then we attack the activity I start with and within the activities, students answer and I give small point by point lectures..' (Lecturer B3)

Students are involved in tasks in which they are made fully responsible in front of their classmates. They take the center of the stage and play the role of the teacher. They design presentations, present them to their classmates interactively; that is to say, they ask their classmates questions and comment on their answers, and they answer the questions asked by their classmates. This is meant to help them become independent learners, and to motivate them to develop personally and professionally.

'First of all we have a group of students who are going to present. You see I am trying to make my classroom student-cantered in my own way. For example, they have to present. During the presentation, they have to play the role of the TEACHER. They are responsible for everything, for discipline, for participation, for giving the floor for the students to talk, for giving feedback, for answering questions etc. They are the teacher, I am completely out. I am just an observer I am completely on the side. So once they finish their time, I come back as a teacher and we discuss. We interact.....after that I have the handouts, I send them by email. I don't want to come to the classroom to read. Once we have finished, they have discussed, they have it as a summary for their exam' (Lecturer B4)

(3) Students' prior knowledge

Students possess background knowledge about teaching and education: methods of teaching, syllabus design, theories of language acquisition. Students are prompted through intensive interaction to contribute to the learning situation with this knowledge. They are required to bridge the gap between the content studied previously in other modules and the content of the modules taught by lecturers holding this conception.

'...they bring knowledge from all the other modules. For example, eh because in my module I rely on examples from other disciplines and so other modules. So I need for example teaching methods, syllabus design, theories of language acquisition and so when I give examples of pieces of research They, I mean already have some background knowledge and sometimes I ask them to illustrate. So they give examples from other modules' (Lecturer B1)

'I always try to make the link between their life, their experience and the content of the lesson. And I make this link by trying to provoke them, trying to make them interact with me, by asking questions. Ok.....I am sure that they have [prior knowledge] so I give them this freedom to exchange ideas. I am a hundred percent sure that they know about everything. It is just up to me to say look, that what you know is relevant for our lesson. Just bring that luggage and come. I need that. It is going to be part of our lesson' (Lecturer B4)

Lecturers reveal on the other hand that this knowledge is not structured and organized, students meet difficulties to give it a scientific and academic aspect. So Lecturers work with them towards that aim to make it more rigorous :

'Let's say what they know is wild, crazy and we are going to give it more discipline, a nice shape, something which has to do with something scientific....an academic aspect, not the natural aspect hahaha' (Lecturer B4)

Similarly lecturer B3 says:

'Yes [they contribute to the teaching situation with prior knowledge], very often and this is surprising. However, it is vague and not referenced at all and so not academically possibly used.. So what I try to teach them is that I ask them to get prior information and ask them to contextualize it or to check if it is incorrect, complete' (Lecturer B3)

(4) Lecturers' roles

Lecturers do not limit their role to conveying knowledge. They use interaction with the whole class, in small groups or on individual basis to involve students, guide them to construct knowledge and change their ideas about learning to become independent. Special attention is paid to students' strengths, weaknesses,

'It means that you cannot just go to the class to present the lesson and then leave. You have to get interested in your students, their need, their strengths, their weaknesses and try to bring something more than content, but to help students change and transform as learners' (Lecturer B1)

'I often perform because I invite them to live a real situation.....what I do is to invite them to a real situation and I try to provoke them asking questions till they get it, till they are completely convinced that it is true, that it happened to them.....I never present it directly ...' (Lecturer B4)

(5) Students' Roles

Students are expected to interact, to provide examples, to induce the steps of research, to comment, to come to the board to write their ideas and examples, and to take notes. They are involved; they even tutor each other.

'I say to give me experimental studies. And they had to give examples of experimental studies. Their own. So they had to come to the board, to write the title and all together we work on the title, with correction for example and of course with statistics, formula, application etc, to show the procedure to everybody' (Lecturer B1)

'their hand-outs are full of things I say, plus their notebooks full of their personal research. I ask them to come to the board' (Lecturer B1)

What underpins the lecturers of this category is their belief that students have to become independent learners who cease relying on their lecturers. Therefore one of the lecturers states that students are given the task of doing research prior any lesson:

'They get knowledge from the research they do, their previous experience and me. And sometimes they go to other students, they consult students of fourth year for asking help about the presentations and so on' (Lecturer B4)

Another lecturer works towards raising students' awareness about the consequences of their personal efforts on their performance and on that of a group as whole:

'I expect them to work a lot. And I expect them to be busy and not to look at me and wait for my answers, wait for my lectures. So when they have an activity, they have to start solving it immediately and to try to work in groups. These are the two things that I try to teach them because in every professional situation, our job depends on the quality of our colleagues work [.....] Everything has a consequence. And if they do not work well, they will diminish the general results of their work' (Lecturer B3)

(6) Consideration of Students' Attitude

Lecturers care about students' psychology in terms of attitudes, motivation, and self-esteem. They use different means to make them study in a relaxed and enjoyable atmosphere so that they feel the freedom to express themselves in a safe environment. In doing so, students get rid of their inhibition and exhibit a more cooperative attitude with lecturers. Lecturers for instance, consider students' facial expressions to see if they are interested and focused. They call students by their first names to ask them to participate, give examples, and comments. This is said to motivate them. This is illustrated by the following quotes:

'I try to learn as many first names as possible and so they are happy when you call them using their first names, you know. Just learn their first names, you see the transformation. Especially the guys, they become modal students.....when I explain something, I try to read their facial expressions' (Lecturer B1)

'We have to create a safe environment for learning so that students can dare to ask questions, to put you into question as a teacher ok. It means they need to have that freedom so that they can take the most out of this learning experience. For example, if you are not very flexible with their feedback which can be very very harsh, For example, if you decide to be flexible, you have to get ready for some comments etc...So we need to have this safe atmosphere, you should create this interaction, you should define the relationship between you and your students. So I always behave as a friend. I don't say I am your friend but my behavior seems as if I were very close to my students' (Lecturer B4)

Another way to create an enjoyable classroom atmosphere is by avoiding to put pressure on students and being more understanding. In this respect, one lecturer says:

'I always thought that students needed to be pushed and severely marked and the more I enquire teaching research and learning, the more I understood that the more you push, the more you break the will of people. And if you try to be understanding and if you try to obtain results by progressive and by explaining very well the method and things like that, you will obtain results' (Lecturer B3)

3.1.6- The Outcome Space

The main outcome of the analysis is the outcome space in which I described the structural relationships between the categories. A tabular approach has been used to show the increasing complexity of categories from the lowest to the highest ones.

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Category Theme	Transmitting established knowledge	Providing and facilitating understanding	Applying Theory to Practice through Interaction	Helping students think independently	Helping students grow as independent learners
Use of Content	To reproduce lecturers' analytical thinking through theory	To reproduce lecturers' analytical thinking through theory	To put theoretical knowledge into practice	To change ways of thinking by forming opinions and constructing arguments	To change ways of learning by developing metacognitive strategies
Control of content	Possessed by the lecturer	Possessed by the lecturer	Possessed by the lecturer	Discovered by students within the lecturer's framework	Discovered by students within the lecturer's framework
Students' prior knowledge	Students do not possess any; they are not encouraged to develop it	Students do not possess any; they are not encouraged to develop it	Students do not possess any, they are not encouraged to develop it	Students possess some, they are encouraged to develop it.	Students possess some, they are encouraged to develop it.
Lecturers' roles	The lecturer explains and provides established understanding	The lecturer provides established analysis to facilitate students understanding	The lecturer is responsible to provide theoretical content and organize practical teaching.	The lecturer uses interaction in small groups or with the whole class or on individual basis to help students develop critical thinking	The lecturer uses interaction in small groups or with the whole class or on individual basis to help students develop metacognitive strategies

Table 3.1: The outcome space of lecturers' conceptions of teaching and learning

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Category Theme	Transmitting established knowledge	Providing and facilitating understanding	Applying Theory to Practice through Interaction	helping students think independently	helping students grow as independent learners
Students' roles	students take notes to reproduce complex knowledge and reasoning	Students take notes reproduce complex knowledge and reasoning	Students acquire theoretical information to become performers in the practical stage.	Students interpret materials to reach knowledge by themselves, form opinions and construct arguments	Students prepare lessons, present to their classmates, tutor and assess each other.
Consideration of students' attitudes	The lecturer notices students' lack of motivation but does not react.	The lecturer cares about learners' attitudes and react to it to catch their attention	The lecturer cares about learners' attitudes and react to involve them in the teaching learning situation	The lecturer cares about learners' attitudes and react to make them participate to debates	The lecturer cares about learners' attitudes and react to make them responsible of their learning

Table 3.1: The outcome space of lecturers' conceptions of teaching and learning (ctd)

The table below displays the classification of lecturers according to the categories of description generated from the phenomenographic analysis of lecturers' conceptions of teaching and learning interview data.

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Categories Lecturers	Transmitting established knowledge	Providing and facilitating understanding	Applying theory to practice via interaction	Helping students think independently	Helping students grow as independent learners
Lecturer A1	X				
Lecturer B1					X
Lecturer A2				X	
Lecturer B2		X			
Lecturer A3			X		
Lecturer B3					X
Lecturer A4				X	
Lecturer B4					X
Lecturer A5			X		
Lecturer B5			X		
Lecturer A6				X	
Lecturer B6			X		
Lecturer A7			X		
Lecturer B7				X	

Table 3.2 Classification of Lecturers according to their Conceptions of Teaching and Learning

3.2- Presentation and Analysis of the Lecturers' Conceptions of Teaching and Learning Questionnaire Results

Since only a phenomenographic analysis of interviews can reveal the aforementioned categories of conceptions with their themes of expanding awareness, the analysis of the questionnaire did not aim at determining categories of conceptions and their themes of awareness but to confirm the general meaning of these.

As this section is concerned with the analysis of teachers' conceptions, only the second part of the questionnaire is relevant; the first part of the questionnaire deals with participants' profiles.

The participants' answers were content analyzed. I read all the participants' answers, and displayed all the answers provided by each lecturer in one same table. The number of participants is fourteen, consequently fourteen tables were produced. The columns represent the question number and the lecturers' answers. Key word analysis and meaning making made it possible to classify every lecturer in one of the categories the phenomenographic analysis produced. The aim behind grouping the answers of each participant is, on the one hand, to draw the general meaning each participant associates to teaching and learning and, on the other hand, to compare these meanings with the conceptions of teaching and learning that resulted from the phenomenographic interview.

3.2.1- Category 1: Transmitting Established Knowledge

The content analysis of the questionnaire allowed to confirm that lecturer A1 falls in this category of conceptions

- **Lecturer's A1 Answers**

Question number	Lecturer's Answers
Q 1	' <u>Teaching is a give and take process in that the teacher lectures to give information and students ask questions to have more information. Teachers should have a deep knowledge of the subject.</u> In the study of texts, emphasis is to be put on what the text says but also how it is said. Feedback expected from students'
Q 2	' <u>Learning is to accept new ideas presented by the teacher, it is based first on analysis, synthesis and evaluation. These thinking skills need the use of intellectual curiosity, the readiness to accept different ideas and deal with them critically linking past and current ideas</u> '
Q 3	' <u>To make students acquire and memorize knowledge, but more importantly to relate each part of the subject being taught to the next. Another aim is to underline how knowledge impacts on the real world.</u> '
Q 4	'I teach theory and practice, but <u>there is more theory than practice.</u> Knowledge of facts: what happened? Why did it happen? How did it impact on people's life?'
Q 5	' <u>Students have few knowledge about the subject</u> '
Q 6	No answer
Q 7	' <u>I provide information and explain</u> '
Q 8	' <u>want my learners take notes to assimilate information</u> '
Q 9	' <u>Teacher-student interaction mainly and student-teacher interaction rarely</u> '
Q 10	'The lessons are organized according to the syllabus. <u>Lecturing and text analysis</u> '.

Table 3.3: Lecturer's A1 answers to the lecturers' conceptions of teaching and learning questionnaire

This table shows that lecturer A1 sees teaching as a one way transmission of knowledge. The lecturer explains information while students take notes and ask questions when they feel the need to do so. The lecturer seeks her students to develop the ability to analyze, synthesize, and evaluate, yet their role in the classroom is limited to receive teachers' knowledge, accept it and memorize it. The content consists of theory more than practice. Thus, lecturer 1 falls within category 1, namely transmitting established knowledge.

3.2.2- Category 2: Providing and Facilitating Understanding

The content analysis of the data generated by the lecturers' conceptions of teaching and learning showed that lecturer B2 falls in this second category.

• **Lecturer's B2 Answers**

Question number	Lecturer's Answers
Q 1	' <u>Teaching is transmitting what we know about a particular subject and sharing with the students the pleasure we have when we teach. Teaching is also helping students develop their critical mind</u> '
Q 2	' <u>Learning means assimilation of the concepts which are necessary for a good comprehension. The best teacher cannot accomplish miracles. Students must be cooperative; both parties must help each other.</u> '
Q 3	' <u>Not to have bored students in front of me; it is my nightmare!! And to make them participate as much as I can</u> '
Q 4	'The theory I teach and practice, but <u>there is more theory than practice</u> '
Q 5	' <u>Students have few knowledge about the subject</u> '
Q 6	No answer
Q 7	' <u>To provide information, motivate learners , and help them learn</u> '
Q 8	'I want my learners <u>to assimilate and process information</u> '
Q 9	' <u>Teacher-student, student-teacher interaction</u> '
Q 10	'The lessons are designed according to the syllabus <u>I select information which can be assimilated easily. I prefer quality to quantity. I prefer to have time for true analytical work.</u> At the beginning of each lesson, I give an outline and explain it'

Table 3.4: Lecturer's B2 answers to the lecturers' conceptions of teaching and learning questionnaire

This table suggests that lecturer B2 sees teaching as a process of transmitting teacher's understanding of the subject to students. The latter assimilate the concepts by participating to teachers' explanations. The lecturer seeks to develop students' critical and analytical mind by conveying his own analysis that students need to assimilate. It is the lecturer's responsibility to motivate students so that they be willing to take part to the teaching-learning process. The session consists of a two-way teacher-student interaction. A short portion of the session is devoted to practice. Lecturer 5 falls within category 2; that is to say, providing and facilitating understanding.

3.2.3- Category 3: Applying Theory to Practice through Interaction

Lecturers A3, A5, A7, B5 and B6 are part of the third category of conceptions of teaching and learning.

- **Lecturer's A3 Answers**

Question number	Lecturer's Answers
Q 1	' <u>Teaching means providing knowledge to the class</u> . It also means helping the students see that <u>this knowledge can be used in different tasks</u> . It also consists in <u>providing assistance to the students</u> in order for them <u>to develop as learners</u> '
Q 2	'Learning is a process of acquiring knowledge through attending classes, <u>doing homework</u> . It means that <u>students should be active learners</u> . They should also <u>contribute to the class</u> .'
Q 3	'I expect <u>to teach students how to write sentences, paragraphs, and essays without mistakes</u> . They also need to be able by the end of the year <u>to produce coherent compositions</u> '
Q 4	' <u>They get input from the teacher through the handouts and practice through the many activities</u> . They also get feedback from the <u>correction of the activities and from peer editing</u> .'
Q 5	' <u>Students have few knowledge about the subject</u> '
Q 6	No answer
Q 7	' <u>To provide information</u> , motivate learners , and help them learn'
Q 8	' <u>I want my learners to assimilate information and practice</u> '
Q 9	' <u>Teacher-student, student-teacher, and student-student interaction</u> '
Q 10	' lessons are organised according to the syllabus'

Table 3.5: Lecturer's A3 answers to the lecturers' conceptions of teaching and learning questionnaire

This table suggests that lecturer A3 sees teaching as a process of providing theoretical knowledge which serves students to practice; that is to say, to produce correct and coherent compositions. Students learn when they develop the ability to convert theoretical knowledge into practice through activities. The lecturer

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does not rely on students' prior knowledge as it seems inexistent, but on two- way teacher-student interaction in addition to student- student interaction. Lecturer 3 falls within category 3; that is to say, applying theory to practice through interaction

• **Lecturer's A5 Answers**

Question number	Lecturer's Answers
Q 12	' <u>Teaching is an activity that involves much interaction with a variety of people and situations. This requires specialized knowledge and skills by teachers. Dealing with students requires also much attention and flexibility</u> '
Q 13	'Just like teaching, learning is the outcome of experience and effective engagement in the classroom. <u>Learners should be encouraged to participate in the learning/teaching experience through debate, discussions and presentations</u> '
Q 14	'I set a few predetermined objectives for each course. <u>The main goal in my module is to teach them the basics of academic writing and to make them differentiate the latter from other forms of writing</u> '
Q 15	'We expect students to learn the very basic notions in methodology. This will enable them to respect the academic norms and values. <u>It is not solely about providing students with knowledge but also how to make them able to make use of that knowledge</u> (in my case how to write in formal and intellectual way)'
Q 16	' <u>Students do not have any background knowledge</u> '
Q 17	No answer
Q 18	' <u>I mostly play the role of an instructor.</u> I take the lead and guide the pace of the course'
Q 19	' <u>Students are given much space to answer direct questions, communicate with each other or to comment on particular points</u> that I explained in the classroom, <u>to produce pieces of academic writing</u> '
Q 20	'I usually ask students broad questions as a brainstorming activity. <u>They also present their research papers in the class for around 10 minutes.</u> Then the other <u>students will be asked to comment on the presentation with little involvement by me</u> '
Q 21	'I use various teaching materials. I give students a summary of each course. We discuss the content of the handout in the classroom. Thus <u>I explain and illustrate with examples and sometimes ask students to comment on particular points</u>

Table 3.6: Lecturer's A5 answers to the lecturers' conceptions of teaching and learning questionnaire

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Teaching is seen as an activity which takes place through interaction between members of the classroom. While the lecturer provides students with knowledge about methodology to enable them respect the academic norms of writing, he triggers them to participate to debates, discussions, and presentations; they are given room to answer questions, comment on different points, and communicate with each other. Students are then required to put that knowledge into practice in that they write a research paper and present it to the class. Their peers evaluate their performance and engage in interaction. Hence, lecturer A5 falls in category 3, namely applying theory to practice through interaction.

• **Lecturer's A7Answers**

Question number	Lecturer's Answers
Q 12	‘Teaching is like the formwork of a building. It is used temporarily to accompany the construction of the building, and then it is removed as soon as the building is ready to stand on its own. This means <u>that teaching consists of accompanying the students in their building of certain skills through a gradual transition from providing of instructional and theoretical orientation, to modeling, to monitoring students’ performance and practice of the required skills, to giving feedback and advice.</u> Basically, it is through making himself/herself gradually dispensable that the teacher does his/her job.’
Q 13	‘A good sample of how I conceive the learning process is learning to drive. The student moves from learning generalities about driving and road signs, to following the monitor’s instructions step by step, to consciously and carefully trying to drive autonomously (keeping in mind the instructions and orientation already learned) to driving in a very spontaneous and automatic way. In other words, <u>learning involves both the memorization of certain content (such as road signs) and the automation of the performance of certain skills.</u> ’
Q 14	‘In class, the student should, at the end of the course, see the content as common knowledge and the skills as routine. <u>I expect them to both understand the content (and remember the most important part of it) and become able to autonomously perform the specific academic and linguistic tasks of the course.</u> ’
Q 15	‘Depending on the course, there is usually some content in terms of terminology and theoretical descriptions of the strategies and skills the students are supposed to acquire. <u>The most efficient way of learning skills is through developing and practicing them spontaneously and naturally;</u> however, since this takes a long time, it is necessary to make shortcuts by describing and explaining the skills to make students conscious of the possibility and benefits of using them. For instance, <u>having a theoretical repertory of reading skills and understanding their significance makes the students more active readers and helps them deal more efficiently with the reading materials they have in other modules.</u> ’
Q 16	‘Yes, <u>students do possess background knowledge</u> ’
Q 17	‘It might be useful in different ways. I can, for instance, <u>make analogies between the skills the students are learning in English and those they have (or are supposed to have) acquired in another language such as Arabic or French. I can also ask them about their previous knowledge of certain skills to clarify any misunderstandings and misconceptions that might make them misunderstand the course.</u> In writing, for example, I draw the students’ attention to the necessary distinction between “product” and “process”, which they usually confuse.’
Q 18	‘ <u>Source of knowledge + Instructor + Model + evaluator + Monitor + (hopefully) facilitator.</u> ’
Q 19	‘ <u>Supposedly : participants + task performers + skill trainees</u> ’
Q 20	‘It depends on the stage of the lesson: (first one in each pair is the teacher) <u>Speaker-listener; model-imitator; instructor-performer; Evaluator-producer; participant-participant</u> (in certain group-work assignments). Sometimes the interaction become purely human during certain breaks or occasions when it is useful or necessary to break the academic routine.’
Q 21	‘ I select and organize the content of my teaching according to the following criteria: <u>The average students’ linguistic and academic potentials.</u> <u>The achievement of the objectives of the course and the acquisition of the required skills.</u> Their compatibility with the particularities of the Algerian culture and customs. (I avoid unnecessary taboos that might make students feel ill at ease) ,

Table 3.7: Lecturer's A7 answers to the lecturers' conceptions of teaching and learning questionnaire

The teaching process is seen to involve the following successive stages: providing theoretical knowledge, modelling, monitoring students' performance, and giving feedback. Learners are expected to start the process being reliant on the lecturer to become more and more independent. Thus students start the process by memorizing content and end it by developing the ability to perform language skills in an automatic and autonomous way. Students receive some theoretical knowledge about the strategies and skills to acquire and then put this knowledge into practice. They become task performers and skill trainees. The lecturer's role shifts from a provider of knowledge to an evaluator and monitor. The lecturer uses students' previous knowledge to introduce new knowledge and incites students to transfer the skills they acquired in their native language (s) to English. Intensive two-way teacher-student and student-student interaction takes place during the teaching-learning process. Lecturer A7 falls into category 3.

• **Lecturer's B5 Answers**

Question number	Lecturer's Answers
Q 12	' <u>Explain the grammatical rules often because it saves time in learning</u> '
Q 13	'1- <u>Learning is attending form, meaning, and use of the language within meaning-based activities</u> 2- <u>Learning is also knowing about the language mainly in the EFL setting</u> '
Q 14	'I expect students to <u>understand the grammar of the language and use it in communicative tasks mainly</u> '
Q 15	'Learners should <u>get knowledge of rules and its application in speech and writing</u> '
Q 16	'Yes, <u>students do possess some background knowledge</u> '
Q 17	' <u>The latter facilitates teaching</u> '
Q 18	'I <u>am the source of knowledge most of the time and facilitator of learning in some occasions</u> because of the crowded classes and students' reluctance to participate in their learning'
Q 19	' <u>Learners are knowledge receivers and tasks performers</u> '
Q 20	' <u>Interaction is student/teacher, teacher/student, student/student</u> '
Q 21	'The content is selected around grammatical topics that are organized in a linear sequence'

Table 3.8: Lecturer's B5 answers to the lecturers' conceptions of teaching and learning questionnaire

According to lecturer B5, teaching is about explaining the grammatical rules explicitly and showing students how language forms are used in context. Learners are seen as knowledge receivers who understand the grammatical rules to use them in meaning-based activities; that is to say, to use the rules to understand oral or written texts, and to produce written discourse more than the spoken one. So the lecturer provides knowledge of grammatical rules to students who apply them in grammatical tasks, and writing and speaking tasks in which two way lecturer-student, and student-student interaction takes place. Hence lecturer B5 falls in category 3.

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• Lecturer's B6 Answers

Question number	Lecturer's Answers
Q 12	'Teaching is about informing, generally, young learners about a particular subject, and this is done through the use of some approaches and techniques. The purpose is to attract learners to be fully engaged and involved in the process of learning. In order to make this process successful, the teacher has to find appropriate ways to attract his learners as they are at the center of this process; he should meet his learners' need and find out about their difficulties. That is why it is preferable that teachers of second or foreign languages should be lenient and communicate much with their learners.'
Q 13	'Learning is about acquiring knowledge and practicing. But this is the simplest definition of learning since it is far more complicated. Learning can only be successful if the environment and the atmosphere are present in the classroom to encourage learners to fully take advantage of it. This is because it is hard to keep young learners for hours in a classroom if the lessons are not agreeable and interesting.'
Q 14	'The first thing I expect my students to achieve is to be able to understand and if possible to assimilate the things they have learned presently in phonetics and use them when they speak.'
Q 15	'Concerning the modules I teach, learners may learn many things, they may learn new vocabulary, learn rules to improve their pronunciation and exchange ideas, overcome their shyness, communicate between themselves.'
Q 16	'Yes, generally'
Q 17	'Concerning phonetics, learners barely have background knowledge about the subject, and if they had any background knowledge it would be very useful to themselves and to the teacher as well, in a way that it would help save time, i.e. the time it takes to explain the things that the learners are supposed to know and move to other maybe more important points in the module. Concerning speaking, learners generally have background knowledge about the subject; this helps much in the development of the lesson, by participating, by sharing their experiences, and even by creating original ideas.'
Q 18	'I feel more as a guide, and sometimes I prefer to be unnoticed so that my students feel free and comfortable.'
Q 19	'In phonetics learners hold the role of learners listening to their teacher, taking notes or doing exercises, asking questions and so on, I can say they are more passive. But in speaking, students feel freer and they even hold sometimes the same role as their teacher, this happens mainly when giving presentations, when narrating their experiences, or when discussing between themselves.'
Q 20	'Interaction between the teacher and his learners is essential to create an encouraging learning environment so that learners feel comfortable and get maximum benefit from it, but it is also interesting if the students are encouraged to communicate between themselves. Interaction may be between teacher-students, students-teacher or students-students.'
Q 21	'The content of phonetics is selected and organized by teachers (it's agreed on teachers' coordination and discussions). The content of speaking is most of the time selected and organized by the teacher himself. As far as I am concerned. However, it happened to me two years ago to introduce topics that my students suggested to be discussed in the classroom and the experience was successful.'

Table 3.9: Lecturer's B6 answers to the lecturers' conceptions of teaching and learning questionnaire

The lecturer starts by preparing students for the speaking skill. They are first taught phonetics; that is to say, pronunciation rules; in addition to vocabulary. At this stage, students listen to the lecturer, take notes, and ask questions. In speaking, students are required to put the phonetics theoretical knowledge into practice when narrating, giving presentations, or engaging in discussion. The lecturer creates the adequate conditions to make students involved in intensive two-way lecturer-student, and student-student interaction: she makes the environment and atmosphere pleasurable, encourages students to communicate and select interesting topics. The ultimate goal is to develop students' speaking ability hoping that they be communicatively competent in their social and professional lives. Hence, this lecturer falls in category 3

3.2.4- Category 4: Helping Students Think Independently

Lecturers A2, A4, A6 and B7 are part of this fourth category of conceptions of teaching and learning.

• **Lecturer's A2 Answers**

Question number	Lecturer's Answers
Q 1	' <u>Teaching is mainly sharing knowledge and information with students to help them question things</u> '
Q 2	' <u>It is grasping information, understanding it, analyzing it and adopting it in everyday life</u> '
Q 3	' <u>To teach students to analyze facts and information and not always take them for granted. I also want them to express their opinion without fear or doubt</u> '
Q 4	'Historical facts and political statements that they discover through activities'
Q 5	' <u>I give learners a lot of homework to develop their prior knowledge. When they come to the classroom they have such knowledge but it is not very intensive</u> '
Q 6	' <u>Their knowledge helps open debate, compare the statements provided with the information they already have.</u> '
Q 7	'I see my role <u>as a guide, negotiator, and counsellor</u> '
Q 8	'Their role is <u>to process information, debate and convince their classmates</u> '
Q 9	' <u>Teacher-student, student-teacher, and student-student interaction</u> '
Q 10	' <u>The program is provided by the department but I generally try to update my information</u> using the internet, documentaries, movies, the newspaper'

Table 3.10: Lecturer's A2 answers to the lecturers' conceptions of teaching and learning questionnaire

This table indicates that, according to lecturer A2, the aim of teaching is to raise students' awareness about the possibility they have to accept information or reject it. The role of the teacher is to help them gain confidence in doing so; he shows that they can defend their opinions by constructing convincing arguments. The role of students is to process information, debate in order to be able to express their ideas easily. The lecturer starts the session by checking students' prior knowledge on the topic, and then engages a process of meaning negotiation using updated teaching materials like documentaries and movies. Students take part to debates to expose their points of view and convince those students who adopt

opposing positions. Lecturer A2 falls within category 4; that is to say, Helping Students Think Independently

• **Lecturer's A4 Answers**

Question number	Lecturer's Answers
Q 12	'I understand the concept of teaching as a student teacher relationship. <u>The role of the teacher is to transmit knowledge and guide students so that they could be their own master in learning</u> '
Q 13	'I would define the concept of learning as receiving and participating in the acquisition of knowledge. <u>Learning should be an active process for students. They have to be fully involved in all the stages of the learning process, and not be merely passive spectators</u> '
Q 14	'I expect my students to achieve proficiency in the targeted skill. <u>They should be able to rely on themselves to reach the goals assigned to them</u> thanks to the 'tools' given to them by the teacher. They have to be clear, concise and well-focused, which will enable them <u>to understand and analyze texts in a personal and original way</u> '
Q 15	'They should get theoretical and practical knowledge. <u>The theoretical knowledge will provide them with the background required to tackle the topic under study whereas the practical knowledge will provide them with the 'tools' or devices that will help them to analyze a text or discuss a topic.</u> I am referring here to literature'
Q 16	' <u>Students possess some background knowledge</u> '
Q 17	'It is useful in my teaching situation because <u>I will not start from scratch.</u> I will be able to focus more on particular important points, which will open new vistas for them'
Q 18	'I play <u>the role of a guide</u> who will help them through the different steps they will have to take in their learning process. I also try <u>to challenge them by asking questions which will arouse their interest, and oblige them to express their opinions in logical way with arguments</u> '
Q 19	'My learners hold in the classroom <u>the role of active participants</u> who are <u>taking their academic life into their own hands.</u> They have to keep 'going' most of the time in order <u>to pay attention to their classmates' interventions in the classroom and interact with them to react</u> '
Q 20	'The kind of interaction which does exist in my classroom is <u>discussions or debates on specific topics in which students confront their arguments, pair work through which students exchange ideas and opinions,</u> helping each other to convey a coherent message, and <u>role plays in which they play specific roles as in real life</u> '
Q 21	'The content on my teaching is selected and organized according first to the time allotted in the schedule, and second, <u>according' to the background and level of students.</u> I try to select and organize my teaching so that students could have a clear and precise view of the topic discussed'

Table 3.11: Lecturer's A4 answers to the lecturers' conceptions of teaching and learning questionnaire

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The lecturer provides knowledge and guides students to participate actively in order to acquire that knowledge. Students are equipped with theoretical knowledge and the necessary tools that serve them as a background to discuss a topic, react to their classmates' interventions, and analyze literary texts according to the academic norms. They are helped to rely on themselves when dealing with these tasks. The lecturer uses students' previous knowledge on a given topic to teach new knowledge. The lecturer arouses interest on the topics studied to allow intensive interaction take place between all members of the classroom. Lecturer A4 falls in category4, Helping Students Think Independently.

• Lecturer's A6 Answers

Question number	Lecturer's Answers
Q 12	'To me, teaching is a <u>process of interaction with the ultimate purpose of helping students become autonomous, critical and self-regulated learners</u> . A teacher's challenge is to provide guidance and motivation and <u>to make advanced knowledge accessible to learners</u> .'
Q13	'Learning is not merely a matter of acquiring knowledge, <u>it is also a matter of gaining autonomy, and critical thinking</u> '
Q 14	'Through my teaching of literary genres, I expect my students <u>to be able to read literary works with pleasure and sophistication, understanding their stylistic techniques</u> . I also expect them <u>to be able to develop interpretive arguments about literary texts</u> '
Q 15	'The course is designed <u>to equip the students with the tools that will enable them to interpret and analyze literary texts</u> . (literary terminology, characteristics of the literary genres, and the basics of literary analysis'
Q 16	<u>Yes (some students possess some background knowledge)</u>
Q 17	'Literature is not something new to my students as in high school they studied Arabic literature. <u>This undeniably makes their understanding of the new material easier</u> .'
Q 18	'I try <u>to be a guide who provides students with the information and tools they need to 'master' the subject</u> . I also <u>provide assessment and feedback that may help them improve</u> '
Q 19	'I do my best to incite my <u>students to engage actively in class</u> '
Q 20	' <u>classroom conversation, question and answer</u> '
Q 21	'I actually follow the syllabus provided by the department'

Table 3.12: Lecturer's A6 answers to the lecturers' conceptions of teaching and learning questionnaire

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Teaching is a process based on interaction to help learners gain autonomy and self-confidence. The lecturer equips students with the tools that enable them understand the stylistic techniques of literary texts to analyze them and interpret them. Students are encouraged to be active participants on this process and to develop arguments to support their interpretations. The ultimate goal is to develop students' critical thinking. The lecturer relates new knowledge to what students learnt previously. The lecturer wants to make students read with pleasure to answer internal demand. . Lecturer A6 falls in category4, Helping Students Think Independently.

• Lecturer's B7 Answers

Question number	Lecturer's Answers
Q 12	'Teaching is a process which involves the transfer of knowledge or skill, from a knowledgeable source (usually the teacher), to others who lack this knowledge/skill. This may be done either directly or indirectly <u>through cooperation</u> . In the latter situation, <u>the teacher plays the role of the guide</u> '
Q 13	'Learning is a process which involves a move from a given state of knowledge or skill, to a more advanced one. In a context of formal tuition, this is done by the help of a teacher. <u>Learning is also an active process which success relies heavily on the involvement of the learner</u> . If the learner lacks motivation, there is little chance that learning occurs'
Q 14	'The least <u>I expect from my students</u> is that they improve their state of knowledge or skill, through my teaching. This means that, at the end of the course, they would be in a better position than they were at the beginning. The maximum I expect is that they would reach the objective of the course in terms of knowledge or skill'
Q 15	'For example, in critical writing, <u>they should know what is the meaning of 'to criticize'</u> . <u>They should learn how to identify arguments and how to evaluate them</u> . <u>They should learn how to agree, or disagree or be neutral as a reaction to an argument, and to do that knowingly</u> . They should also learn how to write critically'
Q 16	' <u>Students do not possess any background knowledge</u> '
Q 17	/
Q 18	' <u>I try to play the role of the guide</u> , but most of the time <u>I find myself switching to the role of the provider of knowledge</u> '
Q 19	'Almost all the learners are playing the role of the 'recipient'. They all wait for the teacher to give them everything. They rely too much on the teacher'
Q 20	'The most frequent kind of interaction in that of <u>teacher-learner and learner-teacher</u> . <u>Sometimes, there is learner-learner interaction</u> '
Q 21	'I try to select and organize the content <u>of my teaching in a scaffolding way</u> . I start from the simple things, usually the things that the learners already know, and move to the more difficult ones. The content is also organized as a chain'

Table 3.13: Lecturer's B7 answers to the lecturers' conceptions of teaching and learning questionnaire

According to lecturer B7, teaching involves the transfer of knowledge from lecturer to students. The latter are expected to be active and involved under the lecturer's guidance. In the critical writing module, the lecturer finds himself playing the role of provider of knowledge more than that of a guide while students put themselves in the shoes of receivers who seldom interact. As a reaction to this situation, the lecturer works towards changing the roles of both parts. He seeks to guide students to render them active in the learning process. He creates the adequate opportunities to develop in them, on the one hand, the ability to read critically identifying the writer's arguments, and on the other hand, the ability to write an academic essay in which they agree or disagree with the writer on the basis of arguments or counterarguments. . Lecturer B7 falls in category4, helping students think independently.

3.2.5- Category 5: Helping Students Grow as Independent Learners

The content analysis of the data of the lecturers' conceptions of teaching and learning questionnaire confirmed that lecturers B1, B3 and B4 are part of this category of conceptions.

- **Lecturer's B1 Answers**

Question number	Lecturer's Answers
Q 1	' <u>Making complex things simple</u> and more importantly, <u>leading students towards finding their own ways of processing input and turning it into comprehensible input.</u> '
Q 2	'Learning means (for me) <u>developing strong self-efficacy beliefs and creating effective ways of processing information.</u> '
Q 3	' <u>Enhancing students' self-efficacy beliefs</u> and showing them that their best asset is their <u>own academic self-concept</u> (because the teacher is not a stable variable)'
Q 4	'My learners learn how to break information into meaningful units and how these relate to a broader context. I always manage to provide daily life examples to illustrate what I teach in class, even for highly complex concepts.'
Q 5	' <u>Some students have some knowledge of science or math.</u> Students who are more aware of math symbols' meaning.'
Q 6	'Those few students tend to <u>be very cooperative and help their classmates do class exercises.</u> '
Q 7	'I see my role as <u>a guide, negotiator, organizer and motivator.</u> '
Q 8	'I expect my students to be able to <u>construct knowledge, solve problems, plan their learning and help their classmates</u> '
Q 9	' <u>Teacher-student, student-teacher, and student-student interaction</u> '
Q 10	' <u>The program is provided by the department</u> but I generally <u>try to update my information using the internet.</u> I read relevant content from different books and I make a synthesis for my lesson. Then I organize it in such a way as to help learners' assimilation. I always give a succinct and pungent handout at the end of the lesson. (a lesson can take several classes but <u>I always wait until the very end to give my handout to make sure students make the processing effort first</u>)'

Table 3.14: Lecturer's B1 answers to the lecturers' conceptions of teaching and learning questionnaire

Lecturer B1 considers that it is her responsibility to guide students discover knowledge and process it to make it comprehensible through a two way teacher-student and student-student interaction. The knowledge students get is not limited to the subject but expanded to the external world to help learners develop professionally. Students are encouraged to be committed, to take responsibility for their own learning, and to cooperate with their peers. This is meant to enhance students' self-efficacy beliefs to develop personally. Hence, lecturer B1 falls in category 5.

• **Lecturer's B3 Answers**

Question number	Lecturer's Answers
Q 1	' <u>Teaching is guiding and educating</u> as well. For me, even at the level of the university the teacher allows the learners <u>to grasp important life principles and connect the great writers' thoughts with the turbulences of their concrete lives</u> ; bridging the gap is their role as intellectuals to be.'
Q 2	'Learning is to focus on one objective: <u>autonomy in learning and exchanging with teachers rather than taking input.</u> '
Q 3	'I expect to have, at the end of the year, students who are interested and who realize that <u>hard and most importantly regular work is the key to progress</u> , success and happiness at work and elsewhere'
Q 4	' <u>Content knowledge</u> such as philosophers' ideas, artists' works, leaders' acts and so on..... and have <u>students present these in a rigorous way. Form knowledge, how to present the ideas, how to outline them</u> etc'
Q 5	' <u>Some only have this prior knowledge. For this reason I give them a lot of homework to urge them look for information</u> '
Q 6	' <u>It helps to link previous learnings to our requirements.</u> '
Q 7	'I see my role as a <u>counsellor, learning facilitator, and motivator.</u> '
Q 8	'I expect my students to be able <u>to construct knowledge, process information, plan their own learning and help their fellow learners</u> '
Q 9	' <u>Teacher-student, student-teacher, and student-student interaction</u> '
Q 10	'I <u>select my content from the news, some interesting readings I made or the newspaper and sometimes from the interest aroused by former students.</u> '

Table 3.15: Lecturer's B3 answers to the lecturers' conceptions of teaching and learning questionnaire

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Students are taught to use the content and skills they learn in the classroom in their daily lives; they are expected to bridge the gap between the classroom and the external world. Therefore the role of the teacher is not limited to providing input and developing students' cognitive skills, but to teach students the metacognitive skills. The major aim is to train autonomous learners able to discover information through personal research, to construct it, to make it comprehensible, and to present it in an appropriate format. Students are intrinsically motivated in that the lecturer seeks to arouse in them the feeling of happiness provoked by hard and regular work. Cooperative learning is an important principle of this conception. Thus, Lecturers B3 falls within category 5, namely helping students become autonomous learners.

• **Lecturer's B4 Answers**

Question number	Lecturer's Answers
Q 12	'Teaching is the process of providing the appropriate atmosphere for learning to take place. Through teaching, the teacher exposes learners to situations where <u>they have to solve problems and learn</u> '
Q 13	'Learning is the process where <u>learners use their previous knowledge to acquire new knowledge facing problematic situations</u> . Learning is also becoming aware that we ignore a piece of information and <u>make intellectual efforts to overcome that ignorance</u> '
Q 14	'Concerning the module of communication, I expect my students to become aware of the importance of communication. <u>To know more about it and to be able to use this knowledge as teachers once in their own classrooms</u> . I want them to understand that sometimes knowledge about English is not enough and doesn't ensure good teachers if those teachers do not know how to communicate with their learners effectively. For example, it's good to know about grammar to correct your learners' mistakes but what is more important is how you are going to present this feedback.'
Q 15	'I expect my students to <u>get content knowledge about communication</u> (understand key concepts) and <u>social skills related to how to deal with other people especially learners</u> .'
Q 16	'Yes, <u>learners do possess some background knowledge</u> '
Q 17	'Communication is a spontaneous process that we practice at each and every moment in daily life. So students have already experienced situations related to communication. As a result, <u>I often try to show learners that their experience is relevant to my module</u> and I try it as a springboard <u>to discuss the topic</u> of each lesson <u>and to push students to interacting with me sharing their experience in class</u> '
Q 18	'I play the role of a guide most of the time. <u>I guide my students to discover concepts and their meanings themselves</u> . I just put them in relevant situations and let them wonder and ask questions. In other words, <u>I provoke their curiosity and let them want to know the answer that they provide themselves with my help</u> . I also play the role of a facilitator by giving my students tools that they can use to learn. Sometimes, <u>I play the role of the evaluator when I give immediate feedback to my students</u> . <u>I do not prefer to be the source of knowledge</u> in class as I always try to my students that they know many things about the module and I am here to share with them and learn from them'
Q 19	'I expect students to be: <u>Observers and listeners</u> : by paying attention to the other students presenting and taking notes. <u>Members of discussions</u> : students participate in discussing with the speakers and with me <u>Critical thinkers</u> : students should think critically about the performance of the speakers and ask questions. <u>Evaluators</u> : students give feedback to the speakers and spot the strong and weak aspects of the presentation'
Q 20	' <u>Classroom interaction between me and my students</u> through discussions which I use a lot in my class. <u>Peer interaction</u> : between students themselves commenting on the presentation, laughing, having fun and even gossiping about one speaker'
Q 21	' <u>I consulted a number of books on communication and didactics and applied linguistics</u> . Then, <u>I tried to determine my students' needs as future teachers and I selected the most relevant topics to them</u> . After that, I ordered the topics from general to specific following a logic related to the process of communication, beliefs and attitudes then behaviors. After that, I moved to the first meeting with one's class and how can teachers get ready to meet their learners for the first time in order to get a positive impression on the part of their learners. Then, I chose other topics related to everyday teaching like interaction, teacher's talk. I also read some communication and didactics books and saw how topics are ordered on the list of contents.'

Table 3.16: Lecturer's B4 answers to the lecturers' conceptions of teaching and learning questionnaire

Students are guided to discover meaning and concepts under the lecturer's guidance. Towards that aim, the lecturer creates the adequate opportunities: she provides a suitable atmosphere, provokes relevant situations in which learners have to solve problems, urges students to use their previous knowledge, makes the class highly interactive between all members. Students are engaged with content and process: they observe and listen critically to other students who present on different topics, engage in discussion with them, evaluate their performance and spot the strengths and weaknesses of the presentations. The lecturer is a learning facilitator, she equips learners with tools they can use to learn independently, and develops their metacognitive skills to become self-confident in the learning process. The lecturer works towards raising students' awareness about how the content knowledge of the subject can be transferred and used in their professional lives. Lecturers B4 falls within category 5, namely helping students become autonomous learners.

3.3- Presentation and Analysis of Lecturers' Approaches to Teaching

Interview Data

The questions of this interview were designed to examine lecturers' approaches to teaching. These questions generated an important amount of data. The latter consist of 14 interviews transcribed in more than fifty pages, which can be exploited for further research. For this reason, I decided to provide only three of these interview transcripts as sample data (See Appendix G).

As according to Martin et al (2000) model, approaches to teaching are seen to be composed of these two components:

- (1) a strategy: what the teacher does
- (2) an intention or motive (what the teacher is trying to achieve)

the phenomenographic analysis of the interview on teachers' approaches of teaching aimed at identifying teachers' intentions on the one hand and teachers' strategies on the other hand. A combination of the intentions and strategies found made it possible to reach the lecturers' approaches to teaching.

The phenomenographic analysis of interviews on lecturer's approaches was carried out into two different stages: the first one dealt with lecturers' intentions whereas the second one was concerned with lecturer's strategies.

3.3.1-Lecturers' Intentions

The phenomenographic analysis of the lecturers' approaches to teaching interview data served to identify the categories of lecturers' intentions. To begin with, I started by reading the transcripts of interviews forward and backward to identify the categories of description. To achieve this, the parts irrelevant to lecturers' intentions were crossed out, the key sentences related to intentions were underlined, notes were written on each of the transcripts, and the relevant parts were then summarized. This resulted in the identification of the global meaning of each category of intention.

After that, the themes of expanding awareness that distinguish the different categories were identified with particular focus on the critical aspects that distinguish one category of intention from another. The transcripts were read and the aspects that characterize every category were underlined. These aspects were then listed. If some aspects were found to be related to some categories, but not to all, they were dropped. The aspects that were common to every category and that highlighted the differences between the distinct categories were retained. These aspects constituted the themes of expanding awareness.

When presenting the data, the categories of description were largely separated from the themes of expanding awareness. Each category of description and each theme of expanding awareness was illustrated using relevant extracts from interview transcripts.

3.3.1.1- Category 1: To Convey Knowledge

The phenomenographic analysis of the lecturers' approaches of teaching interview data revealed that lecturer A1 is part of this category of intentions.

(1) Category of Description

In this category, the lecturer aims to transmit her knowledge and analysis of the concepts of the syllabus. Students are expected to receive and cumulate knowledge of the discipline. They are not expected to be active and involved. They are more test oriented than knowledge oriented. The lecturer prepares her lectures: she summarizes and paraphrases the information she constructs by readings books and articles. In the classroom, she lectures and emphasizes the aspects she considers to be important.

These interview extracts illustrate the meaning of this category:

'So for this module. This module is almost on lecturing and I expect it to be based also on work done by students related to the lectures. Since they do not do the work, for example, text analysis, mostly I do it myself. And it ends up as if I were lecturing....[the purpose is] to complete what has preceded through texts. For example: we mention exportation of children during the industrial revolution, so I give a text about children as minors, a description about their life in the mines. So if I say a sentence in the lecture briefly, we try to select a text that completes the lectures' (Lecturer A1)

'But in fact what they are interested in is the mark, not the mistakes. They look at the mark. There is no follow up' (Lecturer A1)

'If I take slavery, we are studying slavery. So we should at this stage explain that there is a variety of slavery. Slavery has always existed but each period corresponds to a type of slave and slavery so this is knowledge to give to students' (Lecturer A1)

(2) Themes of Expanding Awareness

• Objectives

The lecturer's objective is to help learners develop their critical and analytical thinking in that they receive established analyses made by the lecturer to reproduce it for tests and exams. Lecturer A1 states the following:

'Knowledge, for example, what is the industrial revolution in few words? so to my mind, we are teaching English so we are expected to test knowledge, English, and the way these two are connected. How the students present this knowledge?' (Lecturer A1)

Students are also encouraged to improve their English in addition to their reading skills:

'Ok, to learn more since they do not read much...So it is to make them learn through reading to develop their reading skills' (Lecturer A1)

- **Preparation of content**

The lecturer starts reading books related to the topics of the syllabus. Then, she summarizes her readings to write the lectures emphasizing the aspects she considers to be the most important. Lecturer A1 describes the way she prepares for the lesson as follows:

'There is a lot of reading.....I write to lecture, I write my lectures, my personal lectures. I summarize what I read in books, emphasizing some aspects, and not others according to what I think is important' (Lecturer A1)

- **Motivation**

The lecturer notices that students are not motivated but she does not take any responsibility in this issue. Knowledge is of no interest to them, they are interested in marks. As lecturer A1 put it:

'I try to expect them to learn from their mistakes. But in fact what they are interested in is the mark, not the mistakes. They look at the mark, there is no follow up.....they are just coming because they have registered, because they have to sit for exams and get a degree' (Lecturer A1)

- **Teaching Materials Designed**

The lecturer writes her lectures and designs reading texts to be analyzed by students. This is illustrated by lecturer A1's answers:

'This module is almost on lecturing and to complete what has preceded through texts. For example: we mention exportation of children during the industrial revolution, so I give a text about children as minors, a description about

their life in the mines. So if I say a sentence in the lecture briefly, we try to select a text that completes the lectures’ (Lecturer A1)

‘I try to base on two activities, lecturing and then I always give material to read which illustrates the lesson. Ok. So then we discuss together, we try to analyze these texts that have a relation to the topic studied. If it is for example the industrial revolution, a text about the working, the exploitation of the young children’ (Lecturer A1)

3.3.1.2- Category 2: To Help Students Understand Concepts

The phenomenographic analysis of lecturer’ approaches to teaching interview data showed that lecturer B2 is part of this category of intentions.

(1) Category of Description

In this category, the lecturer helps learners acquire concepts and their underlying meaning. She transmits to students the scholars’ reflection on the concepts of the discipline. The purpose is to make them visualize all the components of the concept and their relationship through the use of images and metaphors. The lecturer reads books, writes the lecture, and rewrites it till the concepts are clear in her mind to be presented in a simplified way to students. The latter are supposed to reproduce their lecturer’s understanding of the concepts in their own words.

The following quotations illustrate the meaning of this category:

‘This is my slogan, quality, not quantity. It is not finished, it does not matter. But what I have done with them, I want them to have understood it. This is what I want..’ (Lecturer B2)-

‘...but to pay attention. So I use images, I try to simplify to the maximum as if I were not teaching linguistics. What I want them is to handle the concepts, the evolution of linguistics with the concepts. I tell them I want you to understand what I am teaching you, how Plato and Aristotle taught their reflection when they understood grammar.’ (Lecturer B2)

‘...I explain the dichotomies one by one and I keep saying to them what I say is more important than what is written. So they have the hand-out with the definition of the dichotomy and my definition, because my definition is simpler, ok, it is easier.

What I target in my test is comprehension. If they have understood, they can answer but otherwise the definitions in the copybook won't answer' (Lecturer B2)

'It is assimilation, assimilation, assimilation. I 'll tell them what I want you by the end of this year, if you hear generative grammar, a friend of yours who has missed the class, asks you what is generative grammar You in your own words you should be able to explain to him what is generative grammar. If you can't do it, there is a problem, you have not assimilated.' (Lecturer B2)

(2) Themes of Expanding Awareness

- **Objectives**

Students are first encouraged to acquire concepts and to build a relation between them in terms of difference and similarity or cause and effect. Then, they are expected to reflect upon lecturer's explanation of those concepts and to produce a synthetic account in their own words.

'You should be able to define what is American structuralism-Otherwise what we have done, if you do not know what are the characteristics of American structuralism? Bloomfield is an American structuralist, what did he offer to the study of language?.....They write, they write definitions, but beyond that I want them to make the synthesis.....they compare. It is always a comparison. If you want to understand why Bloomfield is Bloomfield? Why Saussure is not Bloomfield you compare. I say Saussure is a theorist, you imagine him like this, looking up. His eyes up and building the theory in his mind. But Bloomfield is a descriptivist. He is like this. He has a piece of paper, he has a language like English, he sees the phonemes.....That speaks to them, one is a dreamer, the other one looks at the paper' (Lecturer B2)

- **Preparation of Content**

When asked about how he prepares for lessons, lecturer B2 said:

'...I had a visual memory. I write my lessons, I write all my lessons, I write it once, twice, three times, you see. I memorize with my pen. Writing. Then once I've written it many times, I know I am ready to teach' (Lecturer B2)

This implies that the lecturer first reads on the topics of the syllabus. She next writes and rewrites the lesson in order to memorize all the definitions and examples in detail.

- **Motivation**

It is extrinsic since the lecturer uses external motivators as questions, examples, and her own enthusiasm. This is not stated explicitly, but it is implied in the aforementioned quotations.

'..when I was a young teacher my nightmare was and is still my nightmare that my students get bored in my class. Some are always bored. They are physically present but mentally they are not with you. So the others who I feel interested, they want to understand. I don't want them to be bored in my class. I am always watching them, observing them. If they are bored in my class, it means I have succeeded in my teaching. After many years, I still have that in my mind' (Lecturer B2)

- **Teaching Materials Designed**

The lecturer designs hand-outs which serve to complete her explanations. They are provided at the end of the session once students are supposed to have understood the concepts. They are not used as the main teaching material on which students rely. Lecturer B3 revealed:

'I give them the hand-outs for example, for dichotomies, but this hand-out completes my teaching' (Lecturer B2)

The lecturer designs reading texts followed by comprehension questions or exercises. These texts are a complement to the lectures. Students read and analyze the texts to deepen their understanding and then move to practice to check their understanding.

'....for each lesson, I have a text. For Saussure, I have a text. For Chomsky, I have a text. For Bloomfield a text with exercises. For all lessons, except the first one, they have a handout and a text and exercises..' (Lecturer B2)

3.3.1.3- Category 3: To Put Concepts into Uncontrolled Practice

Lecturers A3, A5, A7, B5 and B6 fell in this third category of lecturers' intentions.

(1) Category of Description

In this category of intention, lecturers aim at providing all the necessary theoretical rules and explanations to students in order to make them able to practice; that is to say, to produce their own understanding of oral or written texts, and their own pieces of written or spoken discourse. Lecturers move from theory to controlled practice (exercises), then to uncontrolled practice (free writing). They prepare handouts comprising theory (rules) in addition to a lot of practice (controlled and uncontrolled practice).

‘One part of the hand-out is concerned with the rules I want the students to get. The material from which they learn and then most of the hand-out is practice: exercises, topics to be developed, how to develop these topics, examples’ (Lecturer A3)

‘.....I start eh it depends, sometimes I give them the hand-out and discussing or introducing the lesson and then moving to practice’ (Lecturer A3)

‘I always tell them I teach you the rules but I do not expect you just to talk about the rules and to apply them to isolated exercises but what I am teaching you is to apply grammar in writing. This is what I always keep telling them.... ‘What I am teaching you is for the sake of applying grammar in writing, why not in speaking but writing because we do not use English as an official or second language . The ultimate goal is to apply what they learn in the grammar classroom in the writing skill and, I am really, I work towards integrating grammar in writing this is my wish’ (Lecturer B5)

(2) Themes of Expanding Awareness:

• **Objectives**

The lecturers of this category seek to develop students’ receptive and productive skills which are taught in an integrated way: listening/speaking, reading/writing. Towards that aim, lecturers equip students with the necessary tools which consist of: rules and guidelines to structure an academic essay, reading strategies, pronunciation rules and exposure to language through reading and/or listening.

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Lecturer A3, for instance, helps students develop their ability to analyze reading texts and to produce well structured and coherent essays by teaching them the necessary rules and strategies explicitly. This lecturer revealed:

'I expect my students to be able to produce an essay: introduction, thesis statements, different development paragraphs and the conclusion.....I need to provide for my students the abilities for the following year to start comfortably....For reading, the same thing, there is a number of strategies in order to the students to use in different modules. For example, in the second year, the ability to analyze literary texts, to analyze civilization texts and so on and so forth.' (Lecturer A3)

Lecturer B6 seeks to create the adequate conditions for students to speak freely and spontaneously. She therefore provides interesting topics that motivate students, and pre teaches the necessary vocabulary and phonetics rules he expects students to use.

'In phonetics, I ask them questions about the things we did in the previous sessions and it's my pleasure to see that many of them answer. In speaking, I want them to be spontaneous and tell their stories, I like when they interact. They feel it is worthy to tell their stories. I want them to feel free and to interact. Some students are shy but they do their best and participate. It is important to choose the topic that inspires them to make them interact. But in order to interact, they need phonetics and listening, I teach them also the vocabulary they need before they speak' (Lecturer B6)

As for lecturer A5, his major aim is to develop students' ability to write a research paper. For this reason, he teaches them the academic norms and guidelines that they will have to apply. This lecturer describes his objectives and the means he uses to teach them below:

'So, I have a set of objectives in mind but the final aim of the whole module is to write a research paper, that's all. If you have to write an abstract, to follow the norms, the guidelines!! do not invent, just follow these norms as I tell you exactly, I mean regarding the form of course, the content is in your own words; so in the first place, the teacher should know what is the goal of his teaching.....my purpose is to show them that writing a research paper is not like, I mean, a short story about your life or writing an article for a newspaper, it's different but for academic writing they need guidelines. That's it' (Lecturer A5)

- **Preparation of Content**

'...I use mainly two or three books in reading and writing and from these books I select the materials that will help me, the text I need and the strategies I need to develop. I work mainly with books to prepare the hand-outs for the students but I also prepare a hand-out for me in which I include more material than for the students.....One part of the hand-out is concerned with rules I want students to get. The material from which they learn and then most of the hand-out is practice: exercises, topics to be developed, how to develop these topics, examples.' (Lecturer A3)

'I write a summary of the course just to keep the focus, but it is not the whole course. I give the summary at the beginning of the session, I sometimes ask them to read like a brainstorming, just to put them into context. But I prepare, I don't rely on one source, I have different sources and I try all the time to show some examples about real life experiences, like to tell them a joke to draw their attention. Then I select exercises like a text to summarize, how to quote directly and indirectly and I give them topics to develop.' (Lecturer A5)

In these excerpts, one can see that the lecturers of this category start by reading books to prepare hand-outs that include two parts: one is theoretical dealing with rules, the second is practical dealing with examples, exercises, texts to read, and topics to develop. The most important part of each handout is about practice.

Lecturers also select audio visual materials like movies and songs and prepare tasks and activities accordingly:

'You know speaking needs in a way preparation...I think that teachers have to do some research, for example, I choose a song, a video, I do some research about the singer's background. I give them DVDs about cartoons, movies. I prepare tasks, exercises at home' (Lecturer B6)

In addition to textbook materials, some lecturers use web materials when found interesting. Lecturer B5 comments:

'I use pedagogical materials, books. I rely very much on the net because it happens that I find eh eh new things, but the things I do not find in the pedagogical materials, on the net but I do use some exercises, some lessons from the net and I

mix up between pedagogical sources, materials and the web material. (Lecturer B5)

In order to contextualize the grammatical points, lecturer B5 makes use of authentic materials like newspapers articles and recipes to make students practice the grammatical points taught in the classroom.

'Sometimes I use newspapers but it takes time but I do use the newspaper because of the news ... I select passages, for example for articles I take recipes or some materials about current events they are authentic' (Lecturer B5)

- **Motivation**

The motivation is extrinsic since lecturers make use of external motivators like teaching materials that are of interest to students and make them work in an enjoyable atmosphere.

'I think that learning for fun is interesting, I try, yes, I try, I do my best to include it in my teaching.....including some activities, for example with a song, a video, ok. I think that these things attract students and make them assimilate better' (Lecturer B6)

Some lecturers consider their learners' attitudes in the classroom and their opinions regarding the content and methodology of teaching. This is meant to be more in harmony with students' needs, expectation and preferences.

'Something happened in my classroom, Last year, students told me that they like learning rules but that they feel bored. And since then, I started thinking on how I can change my own practice in the classroom and to make it more vivid, more motivating. So I am really working on that, though I do think that giving the rules but we shouldn't sacrifice practice There are some brilliant students who direct me towards changing some points in my lesson plan so as at the end of the lesson I always take notes about changing things in my lesson and this often occurs because of my students' comments. So I take notes and improve my lessons according to their comments' (Lecturer B5)

- **Teaching Materials Designed**

Lecturers design hand-outs that contain all the necessary theoretical knowledge in addition to tasks and activities.

'..on the hand-out I put everything they need.....so I give them the maximum on the hand-out. I even give them sometimes hand-outs that we don't deal with in the classroom. Just for them, if they want more, they can have material for them at home'(Lecturer 3)

'I prepare handouts oh eh if I have examples of essays or paragraphs, I use eh ...especially if paragraph or essay is difficult or has a certain variety like comparison and contrast. If necessary, I say sometimes, it is necessary to bring models, eh of paragraphs so that students know what type of paragraphs they are requested to write. I give handouts may be related to paragraph, the final product. For outlines, I don't give handouts, it is more like a process than a product' (Lecturer A7)

'So the handouts are to make sure they are focusing on the main points in class. What's mentioned in the handout is the least, Ok to know. If you don't give a handout, they feel like they are lost. Even, if they take notes, they may not see the point.' (Lecturer A5)

These different excerpts show that the lecturers of this category design handouts that include all the theoretical knowledge they need to practice and to revise. They assume that students are in need to rely on this type of material to feel secure in their learning process.

Lecturers design handouts devoted to practice, and which include writing or listening activities, or even activities that prepare students to write a research paper.

'...most of the hand-out is practice: exercises, topics to be developed, how to develop these topics, example.....For example, there are different activities related to the different types of paragraphs or when it is for the essay, when they have to write outlines for example, they have a text, they have to write an outline or vice versa. They have an outline they are supposed to develop in one paragraph'(Lecturer A3)

'I prepare songs, listening passages, videos eh...cartoons, a lot of listening conversations, lyrics. I design activities like questions, fill in the blanks' (Lecturer B6)

'I told you except for the research paper, sometimes I prepare home assignments about aspects of the research paper..... you feel that they need to do some kind of practice, on every point you teach' (Lecturer A5)

3.3.1.4- Category 4: To Help Students Develop Critical Thinking

Lecturers A2, A4, A6 and B7 were found to fall in this fourth category of lecturers' intentions.

(1) Category of Description

In this category, lecturers seek to help students evaluate two different opinions to take a position and defend it. The ultimate goal is to develop students' critical thinking. They need to watch a documentary or read a text in order to identify the point of view expressed along with the arguments. Then students are expected to engage in the critical writing process, to expose their own opinion and defend it on the basis of arguments and counter arguments. Towards this aim, lecturers make use of audio visual materials and inductive teaching. They select documentaries, movies, pictures, reading texts and design their own tasks related to these materials to check learners' understanding and help them develop correct concepts by themselves. The following interview extracts illustrate the essence of this category:

'I always give them some homework to do. This homework is something that prepares the next lesson, for example: I give them a poem when teaching the industrial revolution and an extract about child labor and I tell them to compare and contrast the two and to give their opinion with arguments. One written by a trade unionist and one by an aristocrat, a factory owner.....So someone says something and I ask the other students if someone wants to say something about what the student said either agrees or does not agree and why? The 'why' is very important because we can just agree for agreeing...' (Lecturer A2)

'The essay is the ultimate stage, eh, we work like, eh again, we work, eh, it is organized like a chain, like a series, the identification of the thesis, the

identification of the arguments in the text or article. Before that, understanding, general understanding is the first thing we do and then thinking about those arguments. It's another stage which opens the door to critical writing. The student is to be able to respond by his or her own thesis, his reaction against the author's thesis statement, organize his counter arguments and then ultimately using all that material to write his or her own critical answer' (Lecturer B7)

'The 'why' in critical writing is the most important aspect, ok. If we agree with the opinion of a writer or not. This is not the most important part. It's the why. If you agree, you take an informed position in all cases. If you agree, you can tell why, you understand the argument of the author and then you agree with that argument. You agree knowingly. If you don't agree, you are not convinced, also you can argue for your point of view and you say why. If the learner can do that, it means that he is successful in fulfilling the task and attaining the objective' (Lecturer B7)

'I notice that when I give the handouts, many draw from that handout word by word and now with the development of the net, the web, many go on the net and bring the information. But as I told you, what I have noticed is this plagiarism. Many take the information from the net and they do as if it were their own ideas whereas when I read their papers I see clearly that it is perfect, too perfect, they cannot produce what is written. I try to explain that they can quote, they can speak about other people's ideas but they should give reference. They shouldn't rob other people's ideas' (Lecturer A4)

(2) Themes of Expanding Awareness

• Objectives

Lecturers aim at equipping students with the necessary skills they can use in their real life like public speech and defending their opinions on the basis of logical and coherent arguments.

'For example, like for me, it is public speaking, So when I ask them to speak in class and to give their opinion and try to argue and to try to defend their opinion. So they can find themselves in a situation like that at work, at home. And they have not to give up just because people speak louder than them, because they have the arguments. So they have to defend themselves with these arguments, and may be to change other students' wrong ideas' (Lecturer A2)

Lecturers seek to develop students' critical thinking. These are trained to read critically to identify the writers' arguments evaluate them, and take position knowingly, that is to say, whatever their opinion is about a given issue they need to express it in an academic style and support it with well constructed arguments or counterarguments. This critical dimension is crucial for their academic and professional development.

'We have to, ..., to study some aspects like doing the critical reading of a given text ok. The objective is to make students able to read a text with a critical mind to spot the arguments and identify them and being able to respond to those arguments with their own counter arguments. This is the aim, the objective.....and the aim is also to prepare them for research. In fact for those people who do master or postgraduate research are to do research. They are to evaluate, to do reading, to think about arguments, author's different arguments, and then to develop their own or own argument. If they can acquire that critical dimension, personally I will be the happiest' (Lecturer B7)

Lecturers also aim at equipping students with the necessary tools that enable them to go beyond superficial facts, and deal with thorough and coherent analyses and interpretations.

'It depends on the genres I teach eh for example, for the novel it is more close reading, let's say addiction to read, we read passages together, and then I give them the necessary tools to enable them to analyze the passage, to appreciate it, to read it with sophistication' (Lecturer A6)

• **Preparation of Content**

As the teaching is inductive. Lecturers prepare a practical part which can come in the form of movies, documentaries or pictures selected from the net and followed by questions designed by the lecturers and related to the content of the audio-visual materials.

'I depend a lot on internet because I need to illustrate with movies.....I need to watch three or four or five documentaries before choosing the right one. So it's really time consuming at the beginning.....I need to look for documentaries that are not too on, at the level of the students'(Lecturer A2)

'Of course, I prepare questions, most of the time, they are questions that I give them in the form of hand-outs. That is, from the movies I create my own questions.....and sometimes I just prepare exercises or fill in the gaps to make sure that they understand the script of the most important part of the documentary or the movie.)

The practical part can consist of a reading text dealing with a particular issue in addition to questions to launch a debate between students:

'I prepare first the material I am going to use for learners. Each session, there is a handout which is going to be used.....before that I prepare the text, I'll, eh, I do extra research to have the maximum of information, maximum of issue, trying to anticipate the questions of students and usually that helps me when it comes to dealing with the topic in the classroom. So if I have questions or if I have debates, open, even topics which are not directly linked to the issue I can cope with that' (Lecturer B7)

Lecturers also prepare a hand-out including a summary of the lesson that they present at the end of the lesson.

'And I prepare the summary of the lesson because at the end I think that they need something between their hands to read' (Lecturer A2)

'Eh ok so in the class you see there are two parts: a part which is more theoretical and a part which is more practical. So I prepare knowledge, for example Realism, when did it start? Where did it start? We speak about the characteristics, we give examples from English and American literatures since it is the Anglophone literatures. So, I give them this information background about the writer, the period to which he belongs, about the context, about its characteristics, things like that in a handout at the end of the chapter.' (Lecturer A4)

- **Motivation**

It is intrinsic since lecturers trigger students' interest and motivation by using engaging teaching materials and tasks, and by raising their awareness about the relevance and usefulness of university teaching.

'I think what they need to learn is that their presence at the university is not purposeless, that they are learning things that would help them in their life, that's the most important thing' (Lecturer A2)

Lecturers seek to make students take pleasure in studying. Lecturer A6, for instance aims at showing them the relevance of literature to their daily life. As literary works depict real life situations, they can teach them how to manage certain situations avoiding certain errors. So lecturers consider that if students perceive it that way, their motivation may become internal.

'First by trying to motivate them, make them take pleasure while they read and these tools will just enable them to take more pleasure.....I am myself very enthusiastic, so I think I can transmit that enthusiasm to them. What else? I try to make things easy, to simplify, to make things accessible, to show that a novel, even a classic can be accessible to them and can be read with pleasure [.....] because literature should enrich their life, to learn a lot from others' experiences. I tell them you have examples of how people can manage difficulties eh....and to enrich their lives, always make them link with their lives' (Lecturer A6)

Other lecturers work towards raising students' interest about the value of knowledge and intellectual skills. This is meant to make them less score-oriented and more knowledge oriented.

'It is really exceptional when you find someone who has that opinion about eh, studying for the sake of studying, knowledge, trying to get the maximum of knowledge and skill etc. Not only the score, the score is not an end in itself. It's really exceptional to find a student who has that and when you are in that situation, you have a student who does not have knowledge as a purpose, just the diploma or the score as a purpose. I mean it is difficult to convince them, to do any, eh, the work they are supposed to do. They don't do it. They don't do extra work eh....and I mean eh, and this is the challenge, I work with them towards that aim, to make them learn for the sake of knowledge' (Lecturer B7)

- **Teaching Materials Designed**

Lecturers design hand-outs that include the summary of the lesson:

‘.....and I prepare the lesson because at the end I think that they need to have something between their hands to read. So generally I make the summary of the lesson of what really I want and that we read at the end of the lesson’(Lecturer A2)

‘I prepare handouts for the theoretical part, for example just to give them an idea of what we are saying. Students are always asking for handouts ok, they always choose the easy solution.’ (Lecturer A4)

The lecturers design handouts including exercises and activities related to the audio-visual materials selected to check students’ understanding. These are practiced inductively as the starting point of the lesson.

‘...most of the time, there are questions that I give them in the form of hand-outs, that is, from the movies I create my own questions.....and sometimes I just prepare exercises of fill in the gaps to make sure that they understand the script’(Lecturer A2)

The handouts may also include excerpts extracted from short stories to be analyzed:

‘I try to give them the excerpts that we are going to study eh I give them excerpts beforehand and ask them to read them at home to get ready, so that when they come to class the following session at least they have an idea about what they are going to talk about.....so for practice I pick up excerpts from the stories, the beginning or middle of the story, I ask them to analyze the themes, devices, significant devices of the passage.’ (Lecturer A4)

3.3.1.5- Category 5: To Change Students’ Way of Learning

Lecturers B1, B3 and B4 proved to be part of this category of intentions.

(1) Category of Description

In this category, lecturers aim to change and improve students' way of learning in order to become independent and autonomous to integrate the academic world of research. Since early tuition, students have been used to memorize knowledge conveyed by the lecturer to reproduce it. Lecturers encourage students to find the relevant and reliable sources of information, to extract the information and make it usable for future research. Students are taught to manage their time and are given tips to revise at home: to organize information through mind map, to divide their tasks having micro-steps and breaks between tasks. Opportunities are created for students to work in group to develop their abilities to connect with their classmates, be supportive, and work in a sociable atmosphere.

'It is because of their history in high school because they were so used to rote learning, so they come not only with the same kind of background in terms of knowledge but they also, they come with the same background in terms of skills, very weak learning skill and un-autonomous learning, so what they know to do best is to learn what they have been given and what is weird is that they try to learn what I tell them, they try to memorize the outline we do. It is really rote learning reminiscent, I want to help them change and become autonomous' (Lecturer B3)

' I want to transform their vision of learning, not just to give them because they can go to the library, to the net, and get everything. Yes, I want to transform their way of learning, their way of viewing learning. So I try, of course, useful stuffs but enjoyable. Not something boring, something difficult...'.....I try to show them you can just break down anything into pieces and then overcome the difficulty'(Lecturer B1)

'What I do is to invite them to a real situation and I try to provoke them asking questions till they get it, till they are completely convinced that it is true, it happened to them, so they know it...you see what happened to you, that is called this, it has a name. I never present it directly and after that I will say it in a normal way on the handout using the concepts in a scientific way' (Lecturer B4)

(2) Themes of Expanding Awareness

- Objectives

Lecturers aim at changing not only students' view of learning but their way of learning as well to support them in the learning process and render them autonomous.

'Yes, I want to transform their way of learning, their way of viewing learning.' (Lecturer B1)

Lecturers seek to show students how to use the knowledge they get at the university in their future professional life.

'The objective is that, eh ..my learners will be able to understand the content and will find it relevant and will be equipped with something so that they can use it in the future' (Lecturer B3)

Lecturer B4, for instance, asks her students to present a lesson in the classroom to simulate the teaching situation. This is meant to urge learners to put into practice the theoretical knowledge about communication they studied into practice to raise their awareness about the issues that may arise and develop their abilities to manage them.

'I am trying to help them develop their communicative skills. Let's say presentation skills are important skills since they are future teachers, they would need them. So I thought about the idea of presentation because I am indirectly preparing them to face the audience which is a big dilemma for new teachers' (Lecturer B4)

- Preparation of Content

Lecturers first read books to get reliable theoretical information that serve to design hand-outs which are given to students at the end of the session to avoid any passivity on their part. They then select examples like studies on the topics taught. The latter are used to create discussion from the beginning of the session and to guide learners find information by themselves. This is illustrated in the following interview extracts:

'I go to books and articles and I select a, it is educational research. So I go to studies, interesting studies to give them interesting, intriguing examples. Regarding theory, I teach things I already know. If I need a piece of information, I go to my books and look for it. I process and make sure I understand it in order to be able to convey the thing. I prepare a hand-out but I give it later on because I don't want to stop their thinking. Otherwise they remain passive waiting for the hand-out. I want them to suffer and then give the hand-out' (Lecturer B1)

'I usually consult different books about teaching, about psychology, about eh....it means to find those topics beforehand. I prepare the hand-outs ok. But I don't give them to students during the lesson eh.....so before I think about ways to present, most of the time I rely on what is called..... improvising because it works with me. I don't know, when I do it, it sounds to be funny. They like it. I improvise with examples and situations I create. But before I have an idea about the content. For example before coming to the class I revise.' (Lecturer B4)

As teaching is inductive, lecturers design many theme based tasks using different sources like books, the net or even TV shows.

'I think of a theme, something I consider to be important, something they deal with in the content modules.....I see for instance a theme they did not like, I drop it. I try to revise in terms of themes and I prepare some texts or some elements to deal with in class. So may be if I find some questions or some exercises, a little in books or on the net...etc. Sometimes on TV, sometimes I glimpse from everywhere, I gather things and I design tasks [.....]' (Lecturer B3)

- **Motivation**

It is intrinsic as lecturers raise students' awareness about the usefulness of the teaching they receive.

'I show them the 'why', the usefulness of something to give them a reason to study' (Lecturer B1)

Lecturers sensitize students to the relevance of the teaching they receive. They show them how their learning can be advantageous and useful for them in the future. This is believed to create an internal need that would motivate them.

'We should make clear that the content of the teaching is relevant for them as people, as students, and in the future as teachers and otherwise it will be meaningless. I am studying about something, how can I use it? How can I benefit from it? So they must be aware that we are studying something because it is

relevant. This is the way this concept can help as a teacher in the future’ (Lecturer B4)

Students can also be motivated through engagement with the learning process. Students need to be taught metacognitive strategies and trained to use them effectively in order to build self-confidence in them.

‘.....I don’t think it is by marking very severely, I think it is by encouraging them to learn and to work and to show them what is to work. I tell them’ you have to do a homework. What will you do now? Here are the steps of working. Some students tell me ‘ I’ve never sat in a situation of working for one hour or two. I can’t. What can I do? I say ok. Take breaks...do step one, step 2. This is one of the things I discovered, that exists in time management...It is to make micro steps, not even small steps.’ (Lecturer B3)

Getting closer to students and caring about their emotions contribute to build some self-esteem which in turns contributes to develop some motivation.

‘To show them that I care, and then when they feel they are important, they get more involved. Yes, I have noticed this, They are attentioncy care, affectioncy care. If I can just use a first name or a smile, or I say you are worried, it doesn’t cost anything’ (Lecturer B1)’

- **Teaching Materials Designed**

Lecturers design hand-outs of the lesson that they present at the end of the lesson, texts selected from articles with questions, classroom activities.

‘I prepare a hand-out but I give it later on because I don’t want to stop their thinking.’ (Lecturer B1)

‘Usually I have a hand-out, I use the board but often it is the interaction. I don’t write a lot on the board, except if it is something important, a key, eh a key word or eh so it is mainly based on interaction and classroom discussion and the hand-out given at the end or not even during the lesson. I send it by email’ (Lecturer B4)

Lecturers design activities that are used at the beginning of the session to create discussion and to guide learners to reach information by themselves. Another set of activities is used later to check students’ understanding.

'Texts ,I select short relevant sections from articles as a warm-up activity and I come up with questions that students have to answer while reading- to prepare the ground for the lesson, These will help them picture the situations better. I give these at the beginning of a chapter I prepare also exercises that I dictate , I prefer to avoid worksheets to make it difficult for absentees to have clean data- as they will have to borrow copybooks with unclear numbers and formulas they would be more reluctant to absent and make photocopies of worksheets. I give students some time to do the exercises and I move from student to student to help before the group correction.' (Lecturer B1)

Among the tasks performed at the beginning of the session is classroom presentation. Lecturers provide the topic and design a list of criteria that serve students to prepare their presentation and perform it in front of their classmates.

'Well they present ok for example, before they present I give them criteria about what makes a good presentation. You have to do this, body language, you try to create interaction, you try to answer questions, you should summarize the main points so that you don't get lost etc, try to be spontaneous, use concrete examples etc, give positive feedback about students' answers. So I have prepared them for this task. I ask them to behave completely as a teacher being responsible for all the aspects, discipline, feedback etc, and then we start the lesson' (Lecturer B4)

3.3.1.6- The Outcome Space

The analysis allows to reach the outcome space which shows the relationships between the different categories of description. I used a tabular approach to display the hierarchical and inclusive relationship between the categories.

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Category Theme	To convey knowledge	To help students understand concepts	To put concepts into uncontrolled practice	To help students develop critical thinking	To change students' way of learning
Objectives	To reproduce lecturers' analytical thinking through theory	To reproduce lecturers' analytical thinking through theory	To help students develop language skills using the rules and strategies taught	To help students form opinions and construct arguments	To help students learn independently
Preparation of content	To write lectures and memorize them and to design short reading texts with questions	To write lectures and memorize them and to design short reading texts with questions	To design handouts including some theory in addition to an important amount of practice	To select authentic audiovisual materials, texts, to design tasks implemented inductively, and to design a handout comprising a summary of the lesson	To select relevant sections of articles to be used inductively. To design activities and a handout comprising a summary of the lesson, topics for presentations
Teaching materials designed	Short reading texts and comprehension questions used deductively	Short reading texts and comprehension questions used deductively	Handouts, pedagogical, semi-authentic, and authentic materials used deductively.	Questions and activities in accordance with the audiovisual teaching materials practiced inductively to activate students' schemata and challenge their creativity	Reading texts followed by questions , exercises. All is practiced via group discussion, in an inductive way to activate students' schemata and challenge their creativity.
Motivation	It is not the lecturer's responsibility to motivate students extrinsically nor intrinsically	Extrinsic motivation	Extrinsic motivation	Intrinsic motivation	Intrinsic motivation

Table 3.17: The outcome space representing lecturers' intentions

3.3.2- Lecturers' Strategies

The analysis allowed the identification of categories of strategies. The transcripts of interviews on lecturers' approaches to teaching were read repeatedly to first identify the categories of description. The parts that are irrelevant to lecturers' strategies were crossed, the key sentences related to lecturers' strategies were underlined, and notes were written on each of the transcripts. The relevant parts were then summarized. The global meaning of each category resulted from this procedure.

Next, the themes of expanding awareness that distinguish the different categories were extracted; the focus was on the critical aspects that distinguish between categories of strategies. The transcripts were read and the aspects that characterize every category were underlined. These aspects were then listed. If some aspects were related to some categories, but not all of them, they were dropped. Only the aspects that were found in every category and that highlighted the differences between the distinct categories were retained. These aspects could constitute the themes of expanding awareness.

When presenting the data, the categories of description were separated from the themes of expanding awareness. The categories of description were described, the difference between them was highlighted, and each category and each theme of expanding awareness was illustrated using relevant extracts from interview transcripts.

3.3.2.1- Category 1: Lecturer -Focused Strategy

Lecturers A1 and B2 fell in this category of lecturers' strategies.

(1) Category of Description

In this strategy, lecturers engage in little interaction with students. Lecturers lecture most of the time while students ask questions from time to time to seek for clarifications or provide brief answers to lecturer's questions. Students have little responsibility in the teaching learning situation. They listen, take notes,

and ask for clarifications. Lecturers present their own analysis of concepts or events through lecturing.

'...we teach the same period for instance but we don't focus on the same aspects. It depends on what each teacher considers to be important. It 's the same period but we are teaching exactly the same aspects eh..... and we lecture, students make notes and they are supposed to ask questions for further explanations but few only do it' (Lecturer 1)

(2) Themes of Expanding Awareness

- **Teaching steps**

During the first part of the session, lecturers read their lectures and explain at the same time. Students take notes and ask for clarifications from time to time; communication is most of the time one way. In the second part of the session, students are asked to read and analyze a text including information complementary to the lecture. Then opportunity to discuss the text with the lecturer is offered, but it turns to be again a one way communication. The lecturer analyses the text on his own while students take notes.

'So for this module. This module is almost on lecturing and I expect it to be based also on work done by students related to the lectures. Since they do not do the work, for example, text analysis, mostly I do it myself. And it ends up as if I were lecturing....[the purpose is] to complete what has preceded through texts. For example: we mention exportation of children during the industrial revolution, so I give a text about children as minors, a description about their life in the mines. So if I say a sentence in the lecture briefly, we try to select a text that completes the lectures' (Lecturer A1)

Another alternative is that lecturers dictate a definition that they explain in their own words in a simpler way. They make students participate and contribute to the explanations: they write a word or an example on the board to elicit students' comments, guesses.; then provide further explanations and prompts to make students react. Lecturers talk most of the time as students' answers consist of single words or phrases, but they keep students focused by prompting them during the whole session.

'When I start, I always write something on the board, always, my chalk. I can't imagine a class teaching without.....even if I write little, I am going to write. Students comment, I ask questions, they answer' (Lecturer B2)

- **Consideration of Students' differences**

Lecturers do not display any awareness of differences in students' characteristics.

'I haven't noticed that [differences in learning styles], I didn't have the opportunity to notice that'(Lecturer A1)

- **Assessment**

It occurs in two different phases: through a mid-term test which is followed by an exam administered at the end of the semester. The test and the exam consist of questions to answer in the form of paragraphs or essays

'So there are the tests and in this module, I rely exclusively on essay writing. So topics, I expect them at this stage to be able to write an introduction, two or three paragraphs and a conclusion. Ok so I rely on essay writing.....So we are expected to have a test and an exam....'(Lecturer A1)

'I evaluate them twice, LMD, they have the test and the exam. If I had more time, I would focus more on practice than theory. The problem is time. Linguistics requires practice and students want practice. They want it. When we used to start early, we used to practice. Now it is more theory' (Lecturer B2)

Thus, lecturers use formal and summative assessment exclusively. Nevertheless, lecturer B2 pointed out that he used to implement informal assessment when the adequate conditions allowed it.

- **Lecturer and Students' Responsibility for Learning**

Students obtain knowledge from the lecturer. The lecturer is the source of information; he is responsible of constructing this information to transmit it to students.

'The teaching is based almost exclusively on lecturing, ok. Even the texts or when they are given a topic to think about....they just come and sit and wait, ok, wait to be lectured' (Lecturer A1)

Lecturers are responsible of simplifying information to make it accessible to students. The latter are required to receive it and understand it.

'I use images, I try to simplify to the maximum as if I were not teaching linguistics. What I want them is to handle the concepts, the evolution of linguistics with the concepts. I tell them I want you to understand what I am teaching you' (Lecturer B2)

The reading materials are given to students, they are not made responsible of reading books or internet resources to construct knowledge

'I try to base on two activities: lecturing and then I always give material to read beforehand which illustrates the lesson. Ok, we give them plenty of....so they do not have even bothering about finding this material. So it is given to them' (Lecturer A1)

In addition, students are not encouraged to do extra research or to discover knowledge by themselves; they are judged to unable to do that.

'from the lectures since, eh....from the teacher because very often the information they give you is distorted...Again may be because I am not teaching in the right way or the problem is with their mastery of the language. Ok' (Lecturer A1)

'[they get information] from what I give them.....I keep saying what I give to you in class is not enough. I explain, I help you to understand.' (Lecturer B2)

- **Attention**

Lecturers provide standard teaching addressing the class as a whole with the same information, explanations, and methodology of teaching.

'To be honest, often I address the whole because they are so numerous' (Lecturer A1)

'I focus on my teaching. They participate, I look at them but to say that on each of them no. many of them or some of them...' (Lecturer B2)

3.3.2.2- Category 2: Lecturer-Student Interaction Strategy

Lecturers A3, A5, A7, B65 and B6 are part of this category of strategies.

(1) Category of Description

In this category, lecturers engage in interaction with students to catch and keep their attention. Lecturers maintain responsibility of the teaching learning situation. They present theoretical rules on handouts, explain and illustrate them to students. The latter are required to practice graded activities through two- way teacher- student and student-student interaction. In other words, group work is organized to make students practice; lecturers move from one group to another to assist students till they are able to produce their own analysis of reading/listening texts and their own pieces of written and spoken discourse. They involve students since without their interactive contribution, no teaching learning situation can occur.

'first, I talk to the class, all students, when I introduce the goals, objectives of the lesson, I explain a type of paragraph or a reading strategy with handouts. But when we move to practice for example some students find no difficulties so they start doing their exercises, they feel comfortable when I start correcting the exercises, they want to answer, to go to the board. But some students need more attention so I deal with them individually during this period. They call me or when I notice that one student is not doing the work, so I ask about the problem, I explain again for him or her. Sometimes, they are more than one student. I take them in group of four or five. I explain eh I deal with the difficulty they have while the others are doing the classwork in groups' (Lecturer A3)

' I want them to get at least the basic elements in writing, ok, for example: the layout, at least how to organize your work, to know for example that a research paper should be at least divided into two sections and they need to see the difference in a pragmatic way between a research paper, and a dissertation or an essay or a paragraph, the basics. And then I give them exercises in relation to the research paper, they do them in group, I move, I check. The second semester they have to write a research paper ' (Lecturer A5)

(2) Themes of Expanding Awareness

• Teaching Steps

Lecturers start by introducing the goals of the lesson, then they ask students to sum up the points covered the previous session. They then give handouts, read the rules. Depending on the module taught, these rules can be grammatical, or about the reading strategies, or about writing sentences and paragraphs, or writing a research paper. The rules are illustrated with examples, explained and discussed with the students through intensive interaction. Next, students start practicing through group work; intensive interaction takes place between students themselves and between students and their teacher. This is illustrated in the following interview extracts:

'The first thing I do is I set the goals. For me goals are important.....in each session I start by setting the goals of this class and then I ask the students to remind me what we dealt with last time. So if we are going to continue they summarize what we dealt with, if we are going to start a new point.....there are different stages. First , they should be exposed to the different rules, and then they should be given examples of what a paragraph ought to be and then the third and last stage is practice, through ...' (Lecturer A3)

'Eh well, I see first if there is anything missing about the previous lesson, any clarification if there is anything to remind students of. So I have a lesson plan, uniform structure so that students make expectations about what is going to happen next. Eh.....so and I try to respect the stages that I explain to my students eh...brainstorming, outlining, drafting and editing. In the first semester....eh students know we start by introducing the type of essay or paragraph we are dealing with or examples of topics. Generally, I start by introducing the rules, giving examples of topics that include this kind of paragraphs of essays development and then I ask them how they are supposed to develop this kind of

topics eh for example comparison and contrast, I tell them: 'how do you organize this?' They give suggestions and then I give feedback about those suggestions, whether confirm or modify or add and then we go into brainstorming and then we deal with it in class, they work in group, I move from one group to another to help, I ask them to do another topic as a homework.' (Lecturer A7)

- **Consideration of Students' differences**

Lecturers notice differences in students' learning styles: some students understand the lecturers' initial message without asking for clarifications, others interrupt the lecturers constantly seeking for clarifications, others check their understanding with their classmates. Lecturers take these differences into consideration and try to manage them.

'Some of my students ask a lot of questions, they need clarifications on almost each point I develop. They are not numerous but they exist so I need to take more care of them. I suppose that they do not have the background knowledge that some students have. Some students never ask questions but they are the first to answer when I ask the questions so it is easier for them I suppose to understand what I explain. There is also the fact that some students always need to ask their classmates. There are also some students who do not ask the questions right away even if they have not understood. They just listen. I don't know if they are shy or they do not feel comfortable but they ask later on, when we move to practice as I explained previously; and when they are alone, they raise their hand and ask the question' (Lecturer A3)

Lecturers also distinguish between three categories in their classrooms. The first one consists of independent students who do not need lecturer's assistance, the second one concerns motivated but weak students who need their lecturer's help, the third one is formed out of uninterested students. So lecturers pay particular attention to the second category of students and try to cater for their needs. They offer them the opportunity to work with excellent students in pair or in group, and offer them opportunities to answer and participate.

'I try to target the middle category: category B. I told them, my class is divided into three categories. A is autonomous students, they apply what you teach them easily, there is category B which is struggling to get at the level of category A. There is category C which is not interested at all, I call them tourists. I try to save those who belong to this category and who are motivated. I give them the opportunity to

exchange with good students through pair work so that they can benefit from explaining. So I try to vary, I try to give excellent students the opportunity to excel, to show their potential, to encourage competition in the classroom and at the same time I try to give activities that give equal opportunities. Good students give something excellent and average students give something just acceptable or improvable. Category C is hopeless, I try not to let brilliant students dominate. But this is difficult. Group work, pair work and checking, passing, making sure everyone is working seriously.’ (Lecturer A7)

Lecturer B6 distinguishes between auditory students and visual students who need some visual materials like pictures, or the lyrics of a song to understand what they are listening to.

‘Some understand the song by listening without having the lyrics and can sum up the story. Others, no, others are visual, they cannot manage without having the lyrics. So some of them can adapt quickly to the style of the teacher. Some like to have pictures, so I bring pictures’ (Lecturer B6)

- **Assessment**

Lecturers use the informal and formative assessment procedure: they collect students’ homework and classwork every week , and then provide feedback in the form of correction, comments and suggestions.

‘..according to the LMD, we have continuous assessment and one exam mark. For the exam, it is clear, one exam at the end of each semester. For the continuous assessment, they are supposed to have a mid-term test and at the same time they are supposed to be evaluated on their progress in class. So for this, I use classworks and home works eh almost every week they have to produce or do a homework related to what we have learnt that week and then I correct, then I give back the feedback to the student’ (Lecturer A3)

At one point of the interview, lecturer B5 stated:

‘I devote much time to practice, I give them many exercises on a single grammatical point, I select from textbooks.....they do exercises. We proceed eh , sometimes they work individually ok, eh individual answers and after the exercises I, I ask questions about the lesson, about the rules to see if everybody has understood the lesson. If the lesson is found difficult, I see that they do not give correct answers to the exercise so the next session I give more exercises’ ((Lecturer B5)

Lecturer B6 considers that the presentation task is suitable to evaluate the level of different students, encourage them to develop their oral communicative skills, and to notice any of their progress. She insists on the informative aspect of feedback.

'In speaking, I do continuous assessment, every session I take notes about their performance. It is continuous assessment. I know very well my students, I know their abilities and the level of each one of them. I know who is slow, average, brilliant.....So giving presentations is good, encouraging students is good because through presentations they learn a lot. They first overcome their shyness, so you know how to behave in front of your audience, ok, about eye contact, body gestures eh, they learn more, eh I mean they get more knowledge when you focus on a topic, but I think that teacher's feedback is very important' (Lecturer B6)

Formal and summative assessment are used in that students sit a mid-term test and a final term examination scored out of twenty.

'For the assessment of course, we agree with the teacher in charge of the module on how to design the exam. So basically, it is for example, format of the test, written, one hour and a half, types of questions we ask. Because we have the same goals, common goals, two parts, the first part is about direct questions like definitions, you ask them to explain something, provide examples I was talking about in class. The second part requires analytical skills just to identify who are the good students' (Lecturer A5)

'I do evaluate students out of 20 for the test , 20 for the exam but I add points, I always add points, up to 3 points for those who are present, who participate because well I cannot give to those students less than the average' (Lecturer B5)

- **Lecturer and Students' Responsibility for Learning**

Students obtain knowledge from lecturers. The latter assume all responsibility regarding theory. They design the content of their teaching and transmit it to students using handouts that they read and discuss with the lecturer.

'Yes, it is me and the handouts. I explain a lot of things that I do not put in the handout because I want them to ask questions.....but on the handout I put everything that they need.....Most of them tell me that they use the internet.

Sometimes I give them interesting websites that I have already used myself or because it is difficult for students to select a website'(Lecturer A3)

'I try to give them all that I can in phonetics, it is hard so I try to give the fullest.'
(Lecturer B6)

'I provide the information, I provide handouts, with the summary of the goals we need to achieve at the end of the unit and then we work on that, I guide them to do what they are expected to do'(Lecturer A7)

Regarding the practice stage, lecturers leave some room for students to participate actively in the learning process through interaction under the lecturer's guidance.

'In speaking, no, I try to prepare at home but in class students do a lot.....The idea of seeing a student a passive learner is no more acceptable, eh, so I have this tendency of teaching interactively, let's say exchanging. So teaching should be interactive, it means work done by the two sides, the teacher as well as the students. But the teacher is always the model and the one who should work more I think'

'Because you are teaching, LMD students, we are supposed to create some kind of discussion in the class because this is the spirit of the LMD, it's not about the teacher as a monitor; we need to devote much space to the students to engage in the teaching process' (Lecturer A5)

Students are encouraged to be active; lecturers create opportunities for them to take part in debates and discussions, to comment and give examples.

'..... actually I want them at least to ask questions, they argue I want them to react, I don't want them to accept any ideas I would say: it's better when they respond, they create debates, discussion. If there is no discussion in class, they don't react they don't argue, they don't give comments, examples about things you might ask, this will be a serious problem' (Lecturer A5)

Students are involved in tasks after they receive theoretical teaching. They first go through a transitory stage in that they practice with the help of their lecturer

in a semi-controlled way. Then they are involved in uncontrolled practice; they are given the opportunity to achieve the objectives of a task on their own. Students are also trained to do peer-assessment.

'Instead of spending time on theorizing or telling students what should be done or not done, I think more time should be spent on doing in front of students... Demonstrating and then doing with the students. Practicing with students and then finally giving students the chance to do it themselves and then giving feedback' (Lecturer A7)

'.....Students interact with the teacher but not only that. They are supposed to do the activities, do the homework. We use even one aspect which is peer editing. For example, we expect them to exchange paragraphs and correct each other. They are learning but at the same time they need to contribute to the teaching' (Lecturer A3)

- **Attention**

When dealing with theory, lecturers address the class as a whole to transmit knowledge.

'For the teaching at the beginning of the class, I talk to the whole class' (Lecturer A3)

'In phonetics no, it is not important, but it is not easy to focus on everyone with large classes. I explain to all students at the same time' (Lecturer B6)

When time comes to practice, lecturers address students individually. They organize group work, encourage students interaction, and move around to be available for those students who do not dare ask questions in front of the whole class. Students express their difficulties and needs more easily to their lecturers who answer them.

'and for practice I deal with them in small groups or individually' (Lecturer 3)

'they like when the teacher goes to them and answers their question but they don't like to speak up before the other ones, they feel shy but they prefer to work in groups. So I move around, ok they feel more at ease at asking questions when I

move around in the classroom , I receive more question than when I am in my desk; and they wake up, this is the impression they give me' (Lecturer B5)

'I do my best because I want to be fair but it is not easy and whoever asks me questions I answer. So in speaking, I do my best, to hear all students at least once' (Lecturer B6)

Students may also be required to make presentations in pairs, thus lecturers can focus on their individual performance and provide feedback for each student.

'In order to avoid problems of passivity, I ask them to write a research paper in the second semester. So the first semester is about giving the lessons, but in the second semester I oblige them to present on stage, they work in pairs and they present their work and I give feedback' (Lecturer A5)

3.3.2.3- Category 3: Student-Focused Strategy

Lecturers B1, B3 and B4 were found to be part of this category of lecturers' strategies.

(1) Category of Description

Lecturers urge students to practice in order to learn because teaching situations in which the lecturer performs does not necessarily determine students' learning. Lecturers organize the situation: they present articles, pictures, movies, and examples (as the starting point of an inductive lesson); they also give tasks and ask learners about the results of the research they carried out on a given teaching point prior to the lesson. Students are intrinsically motivated to accept responsibility for their own learning within these situations: they work, construct their own understanding of knowledge, present to the class, discuss and debate with all the members of the classroom, develop their own notes, and induce information from examples, movies or documentaries. The following interview extracts illustrate the meaning of this category:

'We start for example with American imperialism. All right, generally I start by asking them a question like....., so is there any difference between old

imperialism and new imperialism? Students are supposed to have searched on the net about it. And students find the methods are different.....And which one is the most dangerous? Is it old imperialism? we have different answers. And then we watch a documentary that makes the difference between the two.....After they start debating, they have questions on a handout to answer about what they watched and after they summarize in groups, and then we discuss the summaries together' (Lecturer A2)

'..to give them interesting, intriguing examples.....I want them to suffer, suffer and then I give the handout. I always tell them so I want you to suffer, suffer and now you deserve the handout at the end. It's highly interactive, they speak more than me. Highly, highly interactive, they discuss, give examples, bring their personal research. I move in class, I never sit, I move, I go to them, I talk to them..' (Lecturer B1)

'I tell them [students] 'you don't learn at university but you learn how to learn'. The biggest part of learning is done by the learner through research for example... they need to do a great deal of research by themselves and they should have information from this research' (Lecturer B7)

'Writing is a productive skill, it should focus more on doing, making students practice, writing [.....] it should be taught in a way which makes the learner practice or write more critically' (Lecturer B7)

(2) Themes of Expanding Awareness

• Teaching Steps

Lecturers introduce the topic and ask students about the results of the research they carried out on the topic before coming to the classroom. Students present their answers which are generally different and which lead to a debate. Students are then presented with activities meant to guide them construct the theoretical part of the lesson. Students work in group, participate, and create discussions. A summary of the lesson is presented through a handout at the end of the lesson. This is illustrated by the following quotes:

'So first we start with a warm up, so I ask them questions about their opinion about this and that thing. If they have any knowledge about it and then generally beforehand I tell them we are going to study that, so did you have a look at the topic? Did you search in the internet? Did you find something? And students start giving some information about what they read or what they found. And then we start debating that. And after that in the documentaries that I have prepared. Then we start the exercises and after that it's the summary of what we have covered and after it's questions..' (Lecturer A2)

'First, I try to sum up what we said, to refresh their memory and then I start asking them questions about the present class. For example, I give them questions to answer at home, we start answering these questions and check if they have done it or not these questions are about practice and theory because in fact when we analyse a text, first we focus on the text itself but of course if they have learnt about the writer, history, it will help them understand texts. Then for instance, when I start teaching theory like Realism, first, I ask them to define Realism, they tell me what it is for them. Then, we speak about significant writers like Mark Twain. Then I try to make them answer questions to see what they have understood, Then I give them the answers' (Lecturer A)

Students can also give the results of the prior research they do in a formal way through a thirty minutes presentation in front of their classmates. The latter are then engaged with peer assessment; they provide positive as well as negative feedback. Lecturers then integrate constructive feedback and create discussion between all the members of the classroom.

'First of all, we have the presentation which lasts thirty minutes and then I start....you see I taught them what makes a good presentation. I make sure they are aware about those criteria by asking them: what do you think about the presentation? They say: 'she made efforts to explain, she used the board, she answered our questions. She cared about our understanding. This is positive'. 'Then what was wrong about her? She was blocked, she was confused'[.....]. This is peer assessment, I go back to the notes I took while observing the presentation. Usually I cover all the aspects by asking them, then I go give my feedback. Then I go back to the topic[.....]I give them the concepts, what do you think?, we discuss. If there are things which were not mentioned then eh.....I give the lesson in another way. For instance, if there are points which were not emphasized during the presentation [.....] I try to make the link between the lesson and their task as a teacher' (Lecturer B4)

Lecturers emphasize the fact that the lesson consists of a succession of tasks performed by students. Hence, the latter are performers from the beginning to the end of the session. At the end of each task, students receive constructive feedback on the part of the lecturer who completes students' performance with explanations and additional information. Students are also given home assignments.

'We start from the homework or prior research students have done, then we start with tasks, a series of tasks and with each task, we have a small point of lecture. It means, if I find a grammatical issues, I will deal with it in five minutes time, if there is an informational issue, I will deal with that five, ten minutes time no more. Then I answer the students' questions then we move on to another task and another and another. So the lessons are integrated within tasks followed one after the other. Usually the tasks are connected by a theme.....Why because they have to go and check the information and be able to use it in class and work on it. So it has to be theme related so that they know where they are going. And I give a homework for the next session and answer their questions regularly' (Lecturer B3)

'So we start with the handout, we have a text, we work on the article, we need to do reading. First, reading comprehension and then reading for spitting the thesis, arguments and then trying to have our learners' own eh.. counter arguments, do they agree or disagree with the point of view of the author? Why? We debate that, we try to have the maximum of opinion because here the is room for diversity, ok and the last stage would be the writing of an essay which is an evaluation of a text we are working on' (Lecturer B7)

• Consideration of Students' differences

Lecturers notice differences in students' learning styles: some students learn better via audio-visual materials like movies or documentaries, others learn via written materials like poems or a story. As a result lecturers accommodate for these differences, and vary the types of teaching material to target a larger number of students.

'I can see that sometimes I show them a picture, perhaps because of their skills, some people are better at listening than at analyzing things. So people when they see documentaries, they can catch better and understand. Others when they see a picture they can analyze it or a poem or it can be anything. I see they feel more comfortable with something written than something visual. I think they have different styles, I always make sure I have something visual, something like a documentary, something they see and they listen to and at the same time I make

sure they have something written for people who have problems of listening'
(Lecturer A2)

Likewise, lecturers distinguish between visual students who rely on reading materials like handouts, and who feel the need to write on the board to convey their message; and auditory students who need to listen and who need to be involved in oral communication to express their ideas. Lecturers respect these differences, and offer opportunities for both categories to exist in the classroom.

'I try to meet their needs, their different needs, for example....by eh.....the way I for example....I know that some of my students are visual so they need to read something, so they have the hand-out. Others are auditory, they like to listen to, so I do it, I do the discussion. But for the kinesthetic, they are unlucky because we don't have hands on activities'(Lecturer B1)

'For example, during the presentation, some of them, those who are visual would write a lot on the board, tables etc. So I just observe. I don't say how you learn. And those who are auditory, they tend to explain, to talk a lot etc. So they rely on verbal interaction and those who are visual they write' (Lecturer B4)

Some students rely on translation to understand the reading materials that may consist of texts or novels. They translate from English into Arabic or French, and vice versa. Although lecturers encourage them to avoid this strategy, they translate words or expression for those students when they meet difficulties to understand the text.

'Some students, not all of them, who are trying I mean as a strategy to do some translation and this is the case for students who have or think they have a better background either in Arabic or French. Those who are better in Arabic, they try to make a kind of parallel, they translate from English to Arabic or vice versa and those who are good in French, try to do the same thing, eh....they translate from.....even I notice, when they take notes, they translate [.....] So I do sometimes translate, for example when I see that they have problems understanding eh..... something and I see that they know it in another language and if I know it myself, I translate, I can translate a word or expression, give them synonyms either in French or Arabic' (Lecturer B7)

'I notice that some read the novel in French eh..... in their native language but I always push them to read in English. I tell them ok you understand the gist without necessary understanding every single word. So I try to make the material accessible' (Lecturer A6)

Lecturers notice differences regarding students' level in that some have the level required and can meet the learning objectives while others whose level is weak meet difficulties to follow the learning process. So lecturers feel the necessity to cater for the particular needs of the second category by doing some individual work with them. The heterogeneity in students' level leads the lecturers to teach in different ways in the same class.

'If you keep teaching what you should teach as you should do, some will never follow you. If you go back somehow, and if you find, I mean having your learners follow the basic things like the sentence or the paragraph and I try to correct somehow their weaknesses in that area, you would lose the purpose of the module. And I personally feel that dilemma each year. It's difficult to find a kind of compromise, but it's not obvious. I do some individual work with students to help them overcome their weaknesses.....Because classes are not homogenous, sometimes, you may find yourself working in one way with one student and in another way with other students. So it's really a dilemma, it is complex, yes it is complex' (Lecturer B7)

Lecturers make the distinction between extraverted and introverted students. The latter are given attention by lecturers, they are asked to participate and to get involved in the learning process.

'Sometimes, I have the tendency to try to attract students who are a bit shy, there are students who do not want to talk. As much as possible, I try to ask questions so that they could answer. But it is not possible when the groups are large, you can't deal with students individually, there are some students who are motivated, who participate. I can know them individually but the others it is not possible' (Lecturer A4)

'I ask volunteer students to read and then I move to shy students. I try to vary from one session to another to make them all participate' (Lecturer A6)

- **Assessment**

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Lecturers use informal assessment in that they collect students' homework and classwork every week. They also implement formative assessment by providing constructive feedback as comments and correction.

'So we have the exam, continuous control but personally because it is a task-based learning so it is continuous assessment; i.e, every session almost every session I take some of their papers. I always give them something to do. So either I evaluate their homework or something they have done in class. This is how I assess the individuals and students are always in the expectation' (Lecturer A6)

'I do continuous control very very regularly even if I do not mark a paper. I always pick up some works randomly, so individuals are always expecting me to take their works. This is the bad side of me.' (Lecturer B3)

'I give them some questions to answer at home as I told you but eh I often read their answers at home. I correct them, then I just put comments. It helps me to know more the students, to know what they are doing and to give them feedback' (Lecturer A4)

Informal assessment can consist of exercises and activities used as part of the inductive teaching process, or of the evaluation of students' presentations, or participation to discussions. Peers are also required to take part to this evaluative process.

'Because I am evaluating them on the spot, this is formative, immediate feedback on the spot. I say: you performed well because of this and this. That part was negative because....So once they have finished with the presentation I ask the peers to evaluate them and I give my feedback. It is informal. And then formal for the exam.' (Lecturer B4)

'.....when I give them something to do or even when we discuss things orally, I try to give some feedback, eh...when they do an activity, I go around, I have a look at their writing, check, I give them feedback on the spot if I notice that, let's say they don't use the correct punctuation, or they don't have the correct spelling etc, but eh....I try to attract their attention to things they should have as part of their background, also I try to make them, how to say, I also try to overcome their difficulties by a kind of individual work' (Lecturer B7)

'It is continuous assessment, discussions, I ask them questions to trigger examples, reflection, exercises and activities to induce rules. And I give them feedback on the spot' (Lecturer B1)

'It is a series of exercises. They can be visuals. It can be pictures. It can be extracts of movies, it can be documentaries and I give them a series of questions to answer according to what they see and from that we extract the most important elements that they think, we think are the most important for the lesson and they receive my feedback' (Lecturer A2)

Students are also assessed formally; they sit a mid-term test and a final term examination that are both graded.

'Well, assessment, it is formal assessment test plus exam' (Lecturer B7)

'Well you know that we have a test and a final exam. So for the test, it is during the class hours, so I try to give them short questions about the work, specific points, ok whereas for the exam, it is more comprehensive; i.e, I expect from them some much more, how shall I say?; more comprehensive, I expect that they make more efforts, not give more information, but may be more eh...covers more points.' (Lecturer A4)

- **Lecturer and Students' Responsibility for Learning**

Students get information from their personal research in addition to lecturer knowledge. Lecturers do not accept that students be passive receivers of information; they expect them to contribute actively to the learning process and assume responsibility of their own learning by at least displaying curiosity and interacting in class.

'I don't think that I should just provide information to students because it is a content module, ok, Anglophone literatures. I expect more students to react in class, to be more curious, to ask questions, to be more involved in class. I wouldn't like them to remain passive and to wait for the information to come to them' (Lecturer A4)

'I think teaching should be mainly based on interaction because usually my role is a guide so I want my students to do the main part of teaching eh ..it means they do the main part of the learning process and my role is just to guide them. They are important partners of this process. I cannot do it on myself so they are the most important agent in this process and my role is just to guide them to give them the opportunity to experience things, to discover things' (Lecturer B4)

Lecturers create opportunities for students to be engaged with content and process, the extracts below indicate that students speak most of the time to interact with their classmates to practice tasks and problem solving activities for the purpose of constructing their own understanding of knowledge. The latter is then corrected and adjusted through interaction with the lecturer. Students are also given the responsibility to tutor each other in order to develop their ability to manage group work and to collaborate with the members of the group.

'They speak seventy per cent and I speak thirty per cent of the time. Interaction I ask them to give examples, to read, comment. It is not lecturing. [.....] It is not like a seat work. Interaction, read, reread, why this work? And all together like a whole class work.....I start, I give them five minutes to do the activity and then we start discussing, the board, etc. It's noisy, noisy, yes, yes. They all become teachers...those who know teach those who don't, and they told they even do it on facebook, explaining statistical procedures etc. Yes it is cooperative learning. They are really involved.' (Lecturer B1)

'It means task-based activity based essentially in the class. Very little lessons, very little teacher talk. Mostly through exercises and problem solving activities' (Lecturer B3)

'..we are working in critical writing, we work with texts, we do critical reading, so we need to eh.. read texts, try to understand them, spot the arguments that are used in the text, claims of the author' (Lecturer B7)

Students' responsibility to learn is expanded to urge learners size every opportunity to learn outside the classroom. This is done through consciousness raising: lecturers advise students to do extra reading and writing after classes, students are also asked to do prior research to discover knowledge by

themselves before lecturers guide them to discover that knowledge in the classroom. They are also given assignments to highlight the value of personal work.

'...Usually at the beginning of the year, I have a discussion with students, learners, ok. I tell them, I mean that we are to do things in the classroom but that will never be enough to develop this skill of writing, I usually advise them to practice, to size every opportunity to practice their writing and I also advise them to do reading as much as they can because reading also teaches writing' (Lecturer B7)

'So we usually start with a homework, we never start the lesson without checking that they have either done prior research in the field we are going to talk about or that that they have done the exercises I have given them the lesson before. So the homework is the opportunity to check what they have done and to remind them that that without their proper work which is eighty per cent of their proper work, no need to expect great results. So it is always a reminder that they have to put some personal efforts' (Lecturer B3)

- **Attention**

Lecturers pay attention to each student's needs and react to their facial expressions. In order to target the individuals easily, they organize small groups of four or five students.

'I look at everybody, tac, tac, tac like a un radar. When I explain I look at everybody, each one of them.....when I see worried faces, I say you are worried, what happens? Do you want me to repeat?' (Lecturer B1)

'I deal with groups, small groups of four or five. This is how I focus in class, and within the group I try to target individuals' (Lecturer B3)

When dealing with large classes, lecturers make sure that the extraverted students do not dominate the class. They target shy students and push them to participate, to practice in order to be assessed.

'I designate people. When they are volunteering. Generally there are people who are volunteering but the problem is that most of the time, they are the same students, so to avoid that, I just call other people and ask them, and I ask others to give their opinions' (Lecturer A2)

'It depends they are so numerous. They are like fifty students attending the class. I address the whole class when we talk about the devices, but when we practice, I vary. I address the whole class and students individually' (Lecturer A6)

Students have the possibility to get in touch with their lecturers via email to refer to their difficulties. Lecturers are made available to help them overcome these.

' Usually before the presentation, they consult me, for example: we need some help. So we get in touch through internet, through email and I send them the book. So they already have the book' (Lecturer B4)

3.3.1.6-The Outcome Space

The main outcome reached through this analysis is the outcome space. The latter shows the relationships between the different categories of description. I used a tabular approach to display the hierarchical and inclusive relationship between the categories of strategies.

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Theme \ Category	Lecturer-focused strategy	Lecturer-student interaction strategy	Student-focused strategy
Teaching steps	Deductive	Deductive	Inductive
Students' learning styles	Not taken into account	The lecturer accommodates to the differences	The lecturer accommodates to the differences
Assessment	Formal summative assessment: test and exam	Formal summative assessment in addition to informal formative assessment	Formal summative assessment in addition to informal formative assessment
Lecturer and students' responsibility for learning	The lecturer assumes all responsibility	The lecturer assumes all responsibility for theory. As for practice, the responsibility is shared	Lecturers create opportunities for students to assume responsibility
Attention	The class as a whole	The class as a whole when concerned with the teaching of theory, students individually when dealing with practice	Individual students and the class from time to time.

Table 3.18: The outcome space representing lecturers' strategies

The analysis of the transcripts allowed the following combinations of intention and strategy (see table 3.19)

Lecturer	Intention	Strategy	Approach
Lecturer A1	To convey knowledge	Lecturer-focused strategy	Lecturer-focused strategy with the intention to convey knowledge
Lecturer B5	To help students understand concepts	Lecturer-focused strategy	Lecturer-focused strategy with the intention to help students understand concepts
Lecturers A3, A5, A7, B5, B6	To put concepts into uncontrolled practice	Lecturer-student interaction strategy	Student-lecturer interaction strategy with the intention to put concepts into uncontrolled practice
Lecturers A2, A4, A6, B7	To help students develop critical thinking	Student-focused strategy	Student-focused strategy with the intention to help students develop critical thinking
Lecturers B1, B3, B4	To change students' way of learning	Student-focused strategy	Student-focused strategy with the intention to change students' way of learning

Table 3.19: Combination of lecturers' intentions and strategies

As mentioned earlier, this study was conducted with 14 lecturers of the English Department of the university of Algiers and because of the relational nature of the approaches to teaching, these results are relevant to this context only. The categories of approaches that resulted from the combination of lecturers' intentions and strategies are listed below. Detailed explanations of each category are provided in chapter four (p 273)

(1) Category 1: Lecturer- Focused Strategy with the Intention to Convey Knowledge

(2) Category 2: Lecturer-Focused Strategy with the Intention to Help Learners Understand Concepts

(3) Category 3: Lecturer-Student Interaction Strategy with the Intention to Put Concepts into Uncontrolled Practice

(4) Category 4: Student-Focused Strategy with the Intention to Help Students Develop Critical Thinking

(5) Category 5: Student-Focused Strategy with the Intention to Change Students' Way of Learning

Table 3.20 presents the classification of the different lecturers according to the approaches to teaching that the phenomenographic analysis generated.

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Approach Lecturer	Lecturer-focused strategy with the intention to convey knowledge	Lecturer-focused strategy with the intention to help students understand concepts	Lecturer-student interaction strategy with the intention to put concepts into uncontrolled practice	Student-focused strategy with the intention to develop students' critical thinking	Student-focused strategy with the intention to change students' way of learning
Lecturer A1	X				
Lecturer B1					X
Lecturer A2				X	
Lecturer B2		X			
Lecturer A3			X		
Lecturer B3					X
Lecturer A4				X	
Lecturer B4					X
Lecturer A5			X		
Lecturer B5			X		
Lecturer A6				X	
Lecturer B6			X		
Lecturer A7			X		
Lecturer B7				X	

Table 3.20 Classification of Lecturers according to their Approaches to Teaching

3.4- Presentation and Analysis of Observation Data

Since one of the aims of this research is to investigate 14 EFL lecturers' approaches to teaching, a classroom observation scheme in addition to unstructured observation were used to display plainly the data generated.

The second type of coding scheme, namely the observed/not observed event recording was used and items in the scheme about lecturers' practices were ticked. A matrix is provided below with rows of the observed teaching behaviors (Ob) and columns for every observed lecturer.

The detailed notes taken during the classroom observation in association with the classroom observation scheme allowed to classify the fourteen lecturers into three categories: lecturer-focused strategy, lecturer-student interaction strategy, and student-focused strategy. The latter resulted from the analysis of the phenomenographic interviews.

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Categories	Items	L A1	L A2	L A3	L A4	L A5	L A6	L A7
Teaching steps	Deductive: from theory to practice	Ob		Ob		Ob		Ob
	Inductive: the lesson is a succession of tasks and activities		Ob		Ob		Ob	
Responsibility for Learning	The lecturer assumes all responsibility	Ob						
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice			Ob		Ob		Ob
	The lecturer creates opportunities for students to assume responsibility		Ob		Ob		Ob	
Consideration of Students' Differences	Students' differences are not taken into account	Ob						
	The lecturer accommodates to the differences		Ob	Ob	Ob	Ob	Ob	Ob
Attention	The lecturer addresses the class as a whole	Ob						
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing			Ob		Ob		Ob
	The lecturer addresses students individually, and the class as a whole from time to time		Ob		Ob		Ob	
Assessment	Formal and summative assessment : tests and exams	Ob						
	Formal assessment in addition to informal assessment used with some constructive feedback			Ob		Ob		Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback		Ob		Ob		Ob	

Table 3.21 : Grid of the Observations Data

CHAPTER THREE: PRESENTATION AND ANALYSIS OF THE RESULTS

Categories	Items	L B1	L B2	L B3	L B4	L B5	L B6	L B7
Teaching steps	Deductive: from theory to practice		Ob			Ob	Ob	
	Inductive: the lesson is a succession of tasks and activities	Ob		Ob	Ob			Ob
Responsibility for Learning	The lecturer assumes all responsibility		Ob					
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice					Ob	Ob	
	The lecturer creates opportunities for students to assume responsibility	Ob		Ob	Ob			Ob
Consideration of Students' Differences	Students' differences are not taken into account		Ob					
	The lecturer accommodates to the differences	Ob		Ob	Ob	Ob	Ob	Ob
Attention	The lecturer addresses the class as a whole		Ob					
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing					Ob	Ob	
	students individually, and the class as a whole from time to time	Ob		Ob	Ob			Ob
Assessment	Formal and summative assessment : tests and exams		Ob					
	Formal assessment in addition to informal assessment used with some constructive feedback					Ob	Ob	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob		Ob	Ob			Ob

Table 3.21 : Grid of the Observations Data (ctd)

3.4.1- Lecturer-Focused Strategy

The analysis of the observation scheme reveals that lecturers A1 and B2 fall in this category.

In the first category of the scheme 'teaching steps', it is recorded that lecturers A1 and B2 follow a deductive teaching approach. Lecturer A1 was observed reading her notes and explaining different concepts at the same time. Students were listening and taking notes, some interrupted the lecturer from time to time to obtain clarifications and to present an idea. Regarding practice, students read a text they were supposed to have already analyzed at home. The lecturer asked questions, students tried to answer, then the teacher started the analysis in the form of a one way teacher-student lecture. Lecturer B2 started with an overview of the previous lesson, prompted students to recall previous information. The lecturer used the recalled information to introduce new concepts. There was interaction between her and the students, every concept was presented through a dialogue between the teacher and the students. But students' answers were limited to individual words. The lecturer offered cues (drawings, metaphors) to lead students to the new concepts. She defined the concepts and then started explaining and defining them in her own words through interaction again. As for practice, students read a text, they had to underline the key words of every paragraph which was related to a given concept. Then they gave their answers, justified them and received teacher's feedback and explanations.

In the 'responsibility for learning' category, it was reported that both lecturers assume all responsibility. In lecturer A1's classroom, the interaction was reduced to teacher talk most of the time ; students interacted occasionally to ask questions. The lecture was the main participant in the teaching learning situation as she read, explained concepts, provided her own analysis of events to students who were supposed to absorb their lecturer's knowledge. Students were not urged to participate and to take responsibility in this process. Lecturer B2 was the main character who presented her own understanding and analysis of concepts to

students, asked questions, elicited answers, presented images and metaphors. While explanations were provided through interaction between the teacher and students, the latter provided brief answers in response to the lecturer's prompts to keep focused on the lecturer's explanations. The lecturer spoke most of the time.

Regarding the third category, consideration of students' differences', lecturers did not pay attention to students' differences. The teaching style of the lecturers did not seem to elicit any differences about learners' strategies and characteristics. So the lecturers did not display any awareness or consideration for these.

The 'attention' category reveals that both lecturers addressed the class as a whole from the beginning to the end of the session. The difference between both lecturers is that lecturer B2 urged all students to participate to her explanations.

The final category is related to assessment and reveals that lecturers A1 and B2 implemented formal and summative assessment in their classrooms. A mid term test and a final term exam are administered.

3.4.2- Lecturer-Student Interaction Strategy

The analysis of the observation scheme indicates that lecturers A3, A5, A7, B5, and B6 adopt a teacher-student interaction strategy. They engage in intensive interaction with the students to catch their attention, to engage their participation and keep them involved.

The first category of the scheme 'teaching steps' shows that lecturers A3, A5, A7, B5, B6 use a deductive teaching in that they move from theory to practice. Lecturer A3 checked students' homework. A student wrote her assignment (an outline) on the board to be corrected by the lecturer and the students collectively. Then the lecturer dealt with theory, she read a hand out and explained how to write a strong introduction and conclusion asking questions and answering students' questions. Next students were asked to practice: they were given a series of weak

introductions, they were asked to identify their weaknesses and to correct them. They were then presented a series of strong introductions, they were asked to identify what makes these introductions strong. Students did the tasks in groups, they interacted a lot with their lecturer and their classmates. Later on, they were asked to write their own introduction at home. Lecturer B5 explained the rules about the past simple, past continuous and present perfect and gave examples. She triggered for students' examples. Then, practice started. Students received a handout including a newspaper article. The lecturer asked comprehension questions about the text to urge students to use the present perfect or the past simple in their answers. Students were required to justify their answers, the lecturer corrected and developed those answers. A second handout including grammatical exercises was provided to students. They worked in groups or individually. The lecturer then designated students to answer on the board. The lecturer commented and explained their answers. Lecturer A7 asked questions to students about the previous lesson. Students answered taking turns, the lecturer paraphrased and developed their answers. The lecturer presented theoretical information to students through interaction: the lecturer asked questions, students answered, the lecturer commented, developed and illustrated. Students were given a handout on introductions to read. The lecturer read it, explained, and developed different points. The practice stage started, students were given a topic 'how to prepare for a wedding party?'; they were asked to brainstorm and to write an outline.

The 'responsibility for learning category' reveals that this group of lecturers assume all responsibility for students' learning during the theoretical stage: they design the lessons, present and explain the theoretical aspects of the lesson, and give exercises. As for practice, students are encouraged to assume some responsibility and to contribute to the situation by asking questions, answering questions, reflecting, practicing through group work.

The category 'consideration of students' differences' reveals that the aforementioned lecturers accommodate for students' differences. The lecturers interact with the extroverted students who ask questions and debate in front of the

class. Then care about the introverted ones who ask questions individually when they perform group work.

The category ‘attention’ demonstrates that these lecturers address the class as a whole when teaching theory, the interaction is of a two-way lecturer-student type. The lecturers address individual students when practicing. They were observed moving around the groups, looking at students’ work, asking them questions individually and answering their questions.

In the last category on ‘assessment’, it is reported that the lecturers of this category assess students formally by administering a mid term test and final term exam. They also assess students informally using some constructive feedback. With lecturer A7, for instance, students were given a task which consisted of brainstorming and writing an outline on the topic ‘how to prepare for a wedding party?’ Students worked in pair or in group. Students went to the board to write their answers and receive their lecturer’s feedback. With lecturer B5, students were asked to read a text on the ‘Zika virus’ and were given grammatical answers related to the text. They presented their answers to the lecturer who commented, explained and developed. Lecturer A3 asked students to perform tasks individually or in group; they were graded from controlled to uncontrolled (from considering weak and strong introduction to writing their own introduction), and were corrected interactively with the lecturer.

3.4.3- Student-Focused Strategy

The analysis of the observation scheme shows that lecturers A2, A4, A6, B1, B3, B4, B7 fall all in this category.

The category ‘teaching steps’ that the lecturers of this category adopt the inductive approach of teaching in that the lessons were observed to be a succession of tasks and activities. Lecturer A2, for instance, asked her students about the results of their personal research on the Indian assimilation to the American culture. Students watched videos, answered questions and did tasks related to these videos.

Their answers constituted the lesson itself. The lecturer and students corrected and debated the answers. Students then watched a series of pictures and quotations related to the treatment and assimilation of the native Americans. Students reacted, presented their opposing points of view, debated and argued. The students had a task related to the lesson to perform in groups and to correct all together with the lecturer.

Lecturer B3 reviewed the previous lesson with her students. Then through group works, students examined the results of their research about the structure and content of the conclusion. A student wrote her answer on the board, the lecturer and students discussed the findings all together interactively, the lecturer corrected and wrote on the board the main ideas. For practice, one student's answer was written on the board. The lecturer and students interacted to correct the errors and designed a final model. The lecturer collected all the homework. The lecturer then investigated about the students' methodology of study at home.

In lecturer B4's classroom, students started by presenting. They were previously asked to read books and articles, and to prepare a presentation according to the criteria given by their lecturer. Students performed and presented the outcomes of their research to their fellow students interactively. The lecturer gave feedback and engaged the class into peer evaluation process. The lecturer used the presentation as well as the feedback students received as a starting point of the lesson. She added complementary information, explained, developed through discussion and interaction with her students.

In the category 'responsibility for learning', it is recorded that these lecturers create opportunities for students to assume responsibility of their own learning. Students were required to do some research on a given topic prior to the lesson, share it and discuss it with their classmates, correct their classmates' errors with justifications, induce information from examples, produce pieces of writing they illustrate with direct or indirect quotes, take part in group discussions, accept or challenge their lecturer's opinions. The lecturers prepared the teaching situations in which students were made responsible: they selected articles, audio-visual

materials, designed tasks, managed discussions and debates, and asked students to do some research on a given teaching point.

The category ‘consideration of students’ differences’ shows that these lecturers consider students’ differences and accommodate for them. All types of materials were offered by the lecturers: written, visual pictures, audio-visual (videos) to target the different types of learners. Lecturers explained for the auditory students, wrote on the board and gave handouts at the end of the lesson for visual students. Lecturers paid attention to students who prefer to work individually and got closer to them to check for their understanding. The students who preferred to work in group were given the opportunity to do so. They let the extroverted students express themselves, and urged the introverted ones to answer and to write on the board.

The category ‘attention’ reveals that the aforementioned lecturers address students individually. The lecturer moved around the groups and sought to know about every student’s difficulties and needs to help them, especially shy students. After a group presentation, every participant is informed about his weaknesses and strengths, receive suggestions and advice to improve their skills. From time to time, lecturers addressed the class as a whole when they explained or lectured on a particular point.

The final section related to ‘assessment’ reveals that the lecturers of this category use formal assessment for administrative purposes in addition to informal assessment. The latter is accompanied with regular and consistent constructive feedback. The lecturers used activities at the beginning of the session like presentations, fill in the gaps or questions to answer related to documentaries or pictures, statements to link to pictures or videos to create discussion and to guide learners to reach the information by themselves. Another set of activities was used later to check students’ understanding such as: outlining, how to write introductions, conclusions, body paragraphs, to write direct quotes, indirect quotes acknowledging sources. Students received comments, suggestions, correction on the part of the lecturer as well as the other students.

3.5- Presentation and Analysis of Lecturers' Training Experience

Questionnaire Entries

Data analysis consisted in examining and categorizing both qualitative and quantitative evidence. Close ended questions generated numerical data which were analyzed and displayed in tables. The number of ticks was counted for each category in order to come out with numerical data. Rows represent the categories, and the frequency of similar answers.

The open ended questions generated qualitative data which were subjected to content analysis. The lecturers' answers to the open ended questions were broken down into chunks. These chunks were transformed into categories. Quotations from the questionnaire were used to illustrate points of analysis. Answers to each question are displayed in tables. Columns represent respectively the themes that emerged from the answers, the frequency of similar responses, and instances of lecturers' statements.

Question 1: To which extent are you familiar with the following issues?

Issue	Very familiar	Quite familiar	Rather familiar
Theories of language acquisition	1	2	
Theories of language learning	1	2	
Teacher-centered approach	3		
Learner-centered approach	3		
The summative/formative assessment distinction	3		
The formal/informal assessment distinction	3		
Learners' learning styles	2	1	
Learners' learning strategies	2	1	
The intrinsic/extrinsic motivation distinction	3		

Table 3.22: Lecturers' Responses to Question 1 of the Lecturers' Training Experience Questionnaire

This table reveals that the three lecturers are familiar with most of the issues: teacher-centered approach, learner-centered approach, the formal/informal assessment distinction, the intrinsic/extrinsic motivation distinction. These issues are directly related to the practical aspects of teaching. Two of these lecturers are rather familiar with theories of language acquisition and theories of language; that is to say, with the theoretical aspects that underlie the teaching methods. One out of

the three lecturers is rather familiar with learner' learning styles and strategies. Broadly speaking, one can consider that these lecturers are familiar with these issues and that they have an important theoretical background in the field of language teaching.

Question 2: How did you come to know about the issues you are very or quite familiar with?

Themes	Responses Recurrence	Instances of Statements
Magister	3	'By attending magister lectures' (LB1) 'My magister theoretical year at ILE' (LB4) 'This was part of the magister curriculum' (LB3) 'Magister thesis development' (LB3)
Personal Readings	3	'Through my readings for magister presentations and later on for my classes' (LB1) '..in addition to some readings' (LB4) 'in my readings' (LB3)
Supervision of master students	1	'I have supervised master students so I had to read a lot to offer effective guidance' (LB1)
Online courses	1	'I have deepened this knowledge through an online course I have completed recently' (LB4)

Table 3.23: Lecturers' Responses to Question 2 of the the Lecturers' Training Experience Questionnaire

The second question aimed at finding out how lecturers came to develop this theoretical knowledge. Content analysis revealed four different themes: magister, personal readings, supervision of master students, online courses. So for the three lecturers, the magister curriculum is the first source of knowledge. In addition,

lecturer B1 developed some knowledge by supervising master students while lecturer B4 deepened his knowledge by completing an online course.

Question 3: Does this theoretical knowledge help you in your teaching situation?

	Yes	No
Number	3	0

Table 3.24: Lecturers' Responses to Question 3 of the Lecturers' Training Experience Questionnaire

The results displayed in this table show that the three lecturers perceive theoretical knowledge as being helpful for their teaching situation.

Question 4: If yes, how did it help?

Themes	Responses Recurrence	Instances of Statements
Exploratory practice	2	‘I love experimenting with effective teaching ideas I come across when I do readings in Applied Linguistics or Educational Psychology’ (LB1) ‘I have a better command of my teaching. I know what is at stake and I always keep in mind that I have the power to change elements, reflect upon my teaching, test my activities, redo a test if there is no face validity for instance.’ (LB3)
To provide knowledge about teaching to students	1	‘This knowledge also helps me in my teaching as it enables me to provide students with illustrations whenever needed; it also helps me supervise a wide range of topics’ (LB1)
To raise awareness about the complexity of the teaching/learning process	1	‘This knowledge helped me understand the complexity of the teaching/learning process through its many factors’ (LB4)

Table 3.25: Lecturers’ Responses to Question 4 of the Lecturers’ Training Experience Questionnaire

The content analysis of the lecturers’ answers to question 4 shows that they see theoretical knowledge as being helpful in three different ways. Lecturers B1 and B3 consider that it helps them implement exploratory practice in their classroom in that they test new teaching ideas in order to change and improve their teaching. As far as lecturer B1 is concerned, she states that this knowledge is helpful to support instruction about teaching and learning she provides to student teachers. Lecturers

B4 argues that it helps her raise awareness about the complexity of the teaching/learning process.

Question 5: If not, why didn't it help?

Themes	Responses Recurrence	Instances of Statements
None	3	None

Table 3.26: Lecturers' Responses to Question 5 of the Lecturers' Training Experience Questionnaire

This table reveals that none of the three lecturers consider that this knowledge is not helpful.

Question 6: Have you received any practical training that helped you implement the aforementioned issues in the classroom?

	Yes	No
Number	2	1

Table3.27: Lecturers' Responses to Question 6 of the the Lecturers' Training Experience Questionnaire

These results indicate that two lecturers benefited from practical training while one of them did not. The training she attended was purely theoretical.

Question 7: If yes, could you describe the practical training you benefited from?

Themes	Responses Recurrences	Instances of Statements
A one month practicum	1	‘I benefited from a practicum of one month. The latter consisted of observation sessions of a secondary school teacher who then coached me during a partial intervention or a short presentation of a specific part of a lesson’ (LB4)
Delaware training program (USA)	1	‘the Delaware training program showed me humility and taught me not to judge students by their weaknesses in English proficiency.’ (LB3)

Table 3.28: Lecturers’ Responses to Question 7 of the Lecturers’ Training Experience Questionnaire

Lecturer B4 and Lecturer B3 attended two different programs. Lecturer B4 benefited from a one month practicum after she attended many courses on language teaching. The training consisted of classroom observation sessions of a secondary school teacher. Next, the trainee was required to present a short part of a lesson. Lecturer B3 attended a teacher training program at the University of Delaware. The latter consisted of courses on language teaching, classroom observations, and the presentation of a lesson.

Question 8: How is this training advantageous for your career as a lecturer?

Themes	Responses Recurrence	Instances of Statements
The need for reflective teaching and action research	1	‘I understood that research is continuously needed for shifting gear; reflective teaching and action research are the minimum requirement for positive, helpful, and humanist teaching.’ (LB3)
To put theoretical knowledge into practice	1	‘This training allowed me to discover the reality of the classroom and see how the notions above mentioned appear in reality.....I learnt how a language lesson is conducted.....and how to explain and manage the classroom’ (LB4)

Table 3.29: Lecturers’ Responses to Question 8 of the Lecturers’ Training Experience Questionnaire

While lecturer B3 perceives that the training program contributed to raise her awareness about the necessity of reflective teaching and action research to improve the teaching practices, lecturer B4 considers that this training helped her put theoretical concepts into practice.

Question 9: How do you think teacher training should be improved in the department of Anglophone studies?

Themes	Responses Recurrence	Instances of Statements
Pre-service teacher training workshops for novice teachers	1	I think that novice teachers should attend teacher training workshops (given by experienced teachers) prior to undertaking their teaching career.’ (LB1)
In-service teacher training workshops for experienced teachers	3	The department should also organize advanced in -service teacher training workshops (given by expert teacher trainers-native speakers) for experienced teachers. That way, everyone at the department (novice and experienced teachers alike) would benefit from any advance in the field of education. These workshops should be interactive (teachers sharing teaching anecdotes with the trainer and vice-versa) without any form of prescriptive training.’ (LB1) ‘Senior teachers giving lectures to junior teachers all this on a regular basis.’ (LB3) ‘Allowing more experienced teachers to coach new ones through well structured classroom observations and feedback sessions’ (LB4)
Pedagogical teams	2	‘Reinforcing the pedagogical coordination among teachers of the same module and between complementary modules like grammar, writing and reading’ (LB4) ‘Pedagogical teams should be strictly about training, recycling, updating, exchanging, etc...’ (LB3)
Study days	1	‘Study days’ (LB3)

Table 3.30: Lecturers’ Responses to Question 9 of the Lecturers’ Training Experience Questionnaire

These results indicate that lecturers made many suggestions that would, according to them, improve teacher training in the department they teach. The three lecturers agree that in-service teaching workshops should be implemented in the department for experienced and less experienced lecturers. In this respect, expert teacher trainers can train both senior and junior lecturers. The latter can also be trained by their senior lecturers colleagues. Lecturer B1 suggests that student teachers be trained before they start their career as lecturers. Lecturers B4 and B3 wish the coordination be reinforced between lecturers of the same pedagogical team, and between the different pedagogical teams for the sake of updating the teaching methodologies. Lecturer B3 believes that study days should be organized more often.

The presentation and analysis of the collected data was conducted in this chapter. The interviews were analyzed phenomenographically; that is to say, the categories of description were presented, the themes of expanding awareness were extracted, and both were illustrated with relevant interview excerpts. The analysis produced five categories of conceptions of teaching and five categories of approaches to teaching. The lecturers' questionnaire answers were subjected to content analysis. Lecturers' observed behaviors were provided through the classroom observation scheme. The obtained data will be discussed and interpreted in the next chapter.

**CHAPTER FOUR : DISCUSSION, INTERPRETATION AND
PEDAGOGICAL IMPLICATIONS**

The present chapter is devoted to provide answers to the questions the researcher investigated. Indeed, the data analyzed in the previous chapter are interpreted and serve this purpose. This chapter is divided into three main sections according to the three research questions addressed. The first part intends to examine the conceptions of teaching and learning held by the lecturers of the sample. The second part seeks to discuss the approaches to teaching adopted by the lecturers of the sample. The third part deals with the correlation between the lecturers' conceptions and their approaches to teaching. Implications for pedagogical practice follow the interpretation.

4.1- Conceptions of Teaching and Learning Held by the Lecturers

In terms of lecturers' ways of understanding teaching, the study showed five qualitatively varying ways of understanding the phenomenon, which were considered via six themes of expanding awareness. The first category of description encompasses a view of teaching as *transmitting established knowledge*, whereas the sixth encompasses a view of teaching as *helping students grow as independent learners*. The categories in between consist of: *providing and facilitating understanding, applying theory to practice through interaction, and helping students think independently*. These categories are in line with findings reported in earlier studies like: Fox (1983), Dall Alba (1991), Samuelowicz and Bain (1992), Trigwell et al (1994), Trigwell and Prosser (1996), and Kember (1997). Similarly to the present study, these researchers identified five different conceptions that they

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classified into three broad categories: knowledge conveying categories, intermediate categories, and facilitation of learning categories. The knowledge conveying categories are reported to be centered on teaching, the teacher and on the established discipline knowledge while the facilitation of learning categories are said to be focused upon learning, the students' role, and the students' construction of knowledge. The intermediate categories mark the transition from the first category to the last one. In the intermediate categories teacher-student interaction is a common element which bridges the gap between transmission of knowledge and facilitation of learning. It is seen as crucial since it is through this interaction that students become involved to develop their understanding, knowledge, attitudes and skills. Other researchers like Martin and Bella (1991), Pratt (1992), Ramsden (1992), Prosser et al (1994), Kember and Kwan (2000) identified a smaller number of conceptions which ranged between two to four. Nevertheless, these were classified into the three aforementioned broad categories.

After the interview, the lecturers were administered a lecturers' conceptions of teaching and learning questionnaire (see appendix C) as a follow-up and in order to cross check the results of the phenomenographic interview. The analysis of the phenomenographic interview data allowed the categories of conceptions to emerge while with the analysis of the questionnaire data, the categories did not emerge; they were predefined. The categories that emerged from the phenomenographic interview were used to content analyze the questionnaires. The questionnaire results support significantly the findings of the phenomenographic interview. An interesting methodological consideration is that during the interview the participants tended to reflect, discuss, and express themselves as deeply as possible. I could probe or check the meaning of the expressions used. As Ashworth and Lucas (2000) put it, I was able to 'engage in empathic listening to hear meanings, interpretations and understandings' (Ashworth and Lucas 2000:302). The questionnaires differed in the depth of the expressions used, the data produced were limited in scope. They allowed me to cross check the findings of the interview, but it would have been impossible to construct the categories of conceptions with this instrument alone. Thus, interviews

can be considered as the most appropriate way of collecting data and obtaining a rich description of participants' ways of experiencing the phenomena under study (Marton 1994, Ashworth & Lucas 2000). The five conceptions of teaching identified in the present study are described below:

4.1.1- Transmitting Established Knowledge

This conception focuses mainly on knowledge transfer. The knowledge is possessed by the lecturer to be transmitted to students through lectures. It is the responsibility of the lecturer to provide information, explanations, analysis and interpretations of knowledge that students are expected to reproduce. Even for text analysis, the lecturer transmits his own analysis to students.

4.1.2- Providing and Facilitating Understanding

Similarly to the previous conception, the lecturer is the authority who possesses knowledge to be transferred to students. The latter need to remain attentive to lecturers' explanations, to participate by reacting to the information presented. While the lecturer explains, students utter synonyms, key words concepts, definitions or some examples. They are expected to reproduce their lecturer's reflection. Unlike the previous conception, the lecturer does not wait for students to ask for further explanations for a better understanding of theoretical knowledge. He checks for their understanding and uses all means to keep students focused and avoid boredom.

The aim in these two conceptions is to support students' theoretical knowledge involving: events, principles, and theories. According to Chan and Elliott (2004), these conceptions regard knowledge as non-complex or non-problematic; that is to say, as simply right or wrong. It is also regarded as certain and unchangeable. In accordance with this perspective, the role of the lecturer is to keep a firm control of the teaching and learning situation. Begoray et al (2009) demonstrated that learners perceive such teaching as encouraging dependency on the teacher rather than independent learning and thinking. It could be said that these two conceptions reflect lecturers' epistemic understanding as a phenomenon of absolute knowing. The latter

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is according to Baxter Magolda (2001) the simplest way of knowing which covers the following:

- Knowledge is perceived as non-complex or non-problematic, and as either right or wrong
- Learners are seen as taking in knowledge without modification and without questioning
- The teacher is the expert who knows the right answers
- Knowledge comes from the discipline, and it is mainly the teacher who chooses what is covered in the lesson
- The learner is expected to get knowledge from the teacher
- The development of the learner's own voice is not stressed.

In these conceptions, students develop understanding of knowledge within the subject and in a direction corresponding to that of the lecturer. Thus, students may not develop critical thinking as wished by their lecturers.

4.1.3- Applying Theory to Practice through Interaction

The teaching process is seen as being deductive. Students are exposed to rules and definitions to support theoretical knowledge that they are then required to turn into practical knowledge to develop their language skills. The knowledge is possessed by the lecturer to be conveyed to students by means of handouts and explanations. It is the lecturer's responsibility to decide on content, to design lessons, and to facilitate students' understanding of the theoretical underpinnings of a lecture. During the practice stage, the lecturer provides activities to encourage students to put their theoretical knowledge into practice, to become task performers, and to go through a process of self-assessment and peer-assessment. This conception is characterized by intensive two-way lecturer-student and student-student interaction. Unlike the previous conceptions, the teaching process is not limited to theoretical knowledge, but is extended to practice. The ultimate goal is to develop students' language skills

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through interactive interaction. The lecturers in this conception pay attention to students' differences, distinguish the presence of two types of students in their classrooms, namely introverted and extroverted students. They organize group work in order to target the needs of the students who belong to each category in an individual way.

So this conception involves two stages: the first one consists of gaining and reproducing knowledge while the second one is about the application of knowledge. Students' role expands from that of being knowledge recipients to that of active participants. However, practice is limited to the subject, students are not encouraged to link that knowledge to their own lives or to their future professional lives. In addition, the role of reflection is not stressed. Lecturers' epistemic understanding is also seen as a phenomenon of absolute knowing. Although the focus of teaching moves to supporting the active processing of knowledge through application and the role of the lecturer expands to that of a tutor, knowledge is regarded as non complex, and as right or wrong.

4.1.4- Helping Students Think Independently

Learning is inductive in that students are involved in tasks to reach information by themselves and construct their own meaning of content. Unlike the previous conceptions, students are not limited to reproduce lecturers' knowledge or turn theoretical knowledge into practical one. They are instead encouraged to develop their critical thinking: to find logical interpretations of facts, evaluate a writer's point of view, to form an opinion, and to construct arguments or counterarguments. Students are engaged in discussions to present their opinions and defend them. The lecturers explore students' prior knowledge and use it as a starting point in their teaching. Students are encouraged to do research prior to the lesson in order to reinforce this background knowledge. Lecturers target introverted and unmotivated students and encourage them to take part in the teaching learning process.

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This conception focuses on independent knowing as opposed to absolute knowing (Baxter Magolda 2010). This includes the discovery of learners' own voice and the use of group work. The emphasis is on promoting learners' critical and reflective thinking. The purpose is to support students so that they understand issues from their own personal perspectives and create personal meanings. Critical thinking enables students to identify and work out causal relationships, set out arguments, and evaluate them.

Students are encouraged to be reflective thinkers to become critical thinkers. Identifying the opinions of other students is considered to play a crucial role in since it enables them to become aware of their own perspectives and those of others. Hence, they end by accepting that there may be different ways of seeing the same thing.

The focus on supporting learners' individual and independent thinking requires lecturers to challenge learners to think critically, to express points of view from their own perspectives. Moreover, learners should be encouraged to construct arguments for their opinions. Tones (2005) argues that education should encourage learners to think critically in order to make sound decisions. Otherwise, teaching would be limited to instruction and training. In this conception, the lecturer is seen as loosening his grip allowing personal interpretations within learners' personal experiences. This view is in line with the findings of Begoray et al (2009), who reported that learners themselves showed a desire to develop their own meanings.

This conception reflects a way of experiencing knowledge and knowing in the manner identified by Baxter Magolda (2001) as independent knowing. He argues that:

- It is not only experts who possess knowledge: everyone can have his own opinion
- Every one can build his own arguments from his own perspectives
- the value of opinions depends on the kinds of arguments on which these opinions are constructed

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- Learning implies the expression of one's opinions and listening to peers' opinions as peers may contribute to the formulation of one's opinions
- The teacher is expected to create opportunities for learners to explore knowledge.

4.1.5- Helping Students Grow as Independent Learners

This represents the most complex conception of teaching. It sees teaching and learning as aiming to promote the growth of the students as individuals. The class is student-centered to help learners develop metacognitive strategies and study skills. Knowledge is constructed by the students within the lecturer's framework. They are encouraged to look for information by themselves, select it, analyze it, construct their own meaning and present it to the class, develop problem solving skills, and engage in self –assessment and peer-assessment processes. While the previous conception helps learners form opinions and present them on the basis of well constructed arguments, the present conception goes farther. The ultimate goal is to engage learners in the process of anticipating the consequences of their decisions on their professional and personal lives, and on the members of the community.

Put differently, this conception highlights the importance of helping students assume their responsibilities and be aware of the effects of their thoughts and actions on others. Students are seen to grow as independent persons through being supportive classmates, and through interaction with members of the classroom. In this respect, Bensemmane-Ihaddaden (2017) argues:

‘[the group] often serves as affective support and intellectual scaffold for student learning. The students love group work and teachers know this, and they believe that this support will eventually lead to their autonomy. The group can serve to empower the individuals.’ (Bensemmane-Ihaddaden 2017:164)

Knowledge in this conception is seen as socially-constructed rather than personally constructed. The lecturers are responsible for building a safe, tolerant, and

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enjoyable atmosphere of learning. Such an atmosphere would create a feeling of respect, increase students' confidence, and the expression of personal opinions, critical thinking, and autonomy. Lecturers also allow the evolution of supportive interaction between members of the class.

This conception reflects students' ways of seeing knowledge and knowing as a matter of contextual knowing. Van Rossum and Harmer (2010) note that 'contextual knowers while engaging in relationships with teachers and peers stress interdependency, characterized by equality and ongoing dialogue'(Van Rossum and Harmer 2010:66)

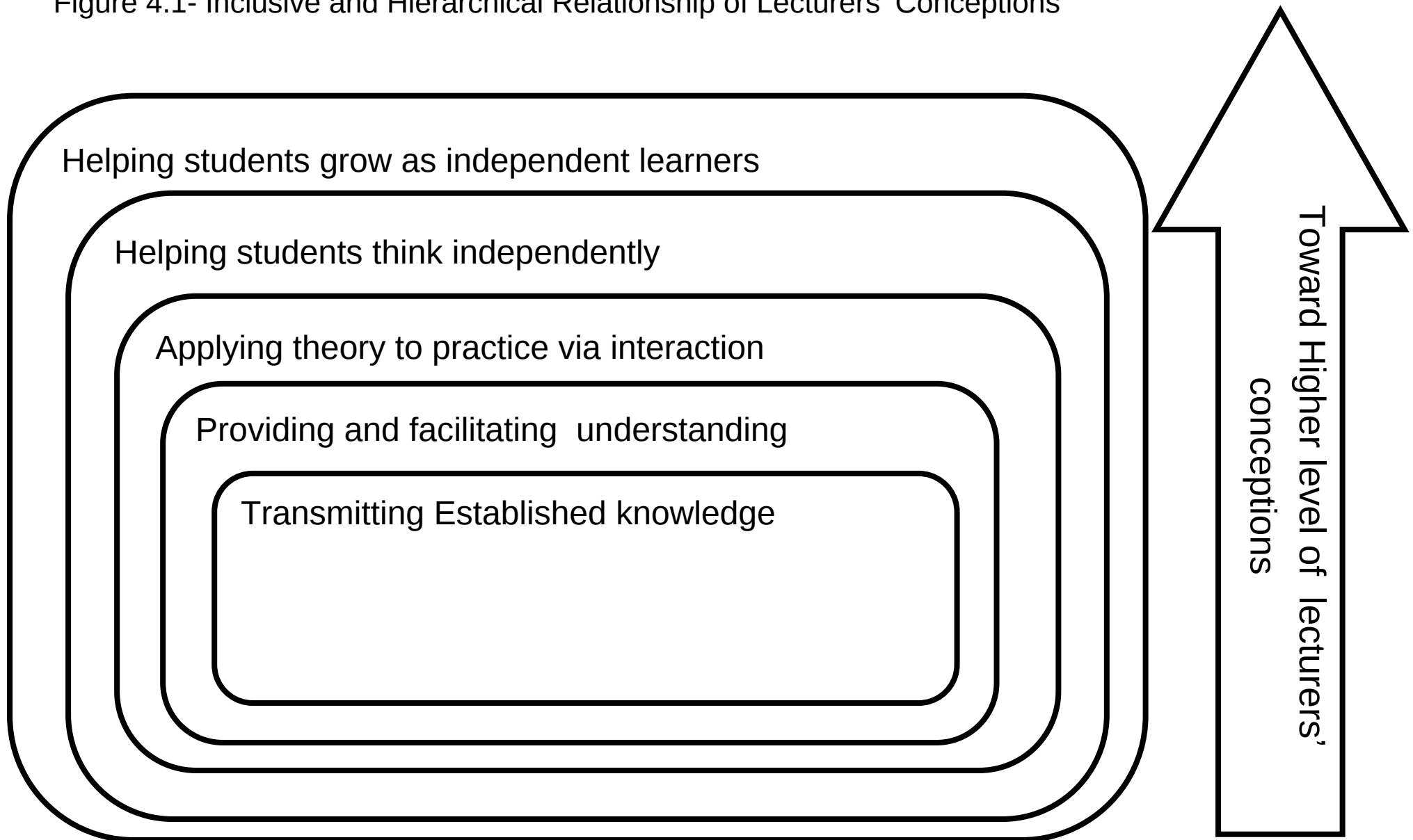
The aforementioned discussion in addition to the outcome space (p 155-156) shows the hierarchical and inclusive relation between the five categories of lecturers' conceptions:

- Transmitting established knowledge
- Providing and facilitating understanding
- Applying theory to practice through interaction
- Helping students think independently
- Helping students grow as independent learners

Broadly speaking, the inclusive relation displayed in figure 4.1 can be expressed as follows:

The purpose of teaching is to transmit established knowledge to develop students' understanding in order to help them put concepts into practice, to think critically and develop as independent students.

Figure 4.1- Inclusive and Hierarchical Relationship of Lecturers' Conceptions



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Put differently, in category 1, the lecturer lectures and students take notes and ask for further explanations. In category 2, in addition to lecturing the lecturer takes the responsibility to make learners participate in the explanations he provides till understanding occurs. In category 3, the lecturer not only explains and helps understanding of concepts but also guides students to practice and develop their skills through intensive interaction. In category 4, the purpose is not limited to provide explanations of concepts and help students put theory into practice but to help them change their preconceived ideas about the world, form opinions and construct coherent arguments. The lecturer is not the provider of information but a guide who helps students to reach the information by themselves through interaction and meaning negotiation. In category 5, the lecturer goes beyond the aspects of the previous categories in that he helps students change from test-oriented students to autonomous learners. The purpose is to help students build understanding of the world around them as the previous categories and to teach them how to learn in a social and supportive atmosphere.

The inclusive and hierarchical organization of categories of conceptions implies that the last conceptions include aspects of the previous ones, but not the other way around. Hence, the first conception, *transmitting established knowledge*, represents the least complex conception whereas the fourth conception, *helping students think independently*, and the fifth conception, *helping students grow as independent learners* represents the most complete conceptions.

Figure 4.2 summarizes the essential and critical aspects of the conceptions. The critical aspects are the following: use of content, control of content, students' prior knowledge, lecturers' roles, students' roles and consideration of students' attitudes. They represent the critical differences between the various conceptions, while at the same time highlighting what lecturers should discern and focus on when aiming to direct attention towards a particular conception. For instance if a lecturer conceives of *teaching as transmitting established knowledge* and aims to direct his conception of teaching towards *helping students become independent learners*, he needs to focus on the aforementioned critical aspects. In addition, this lecturer needs to be aware of the

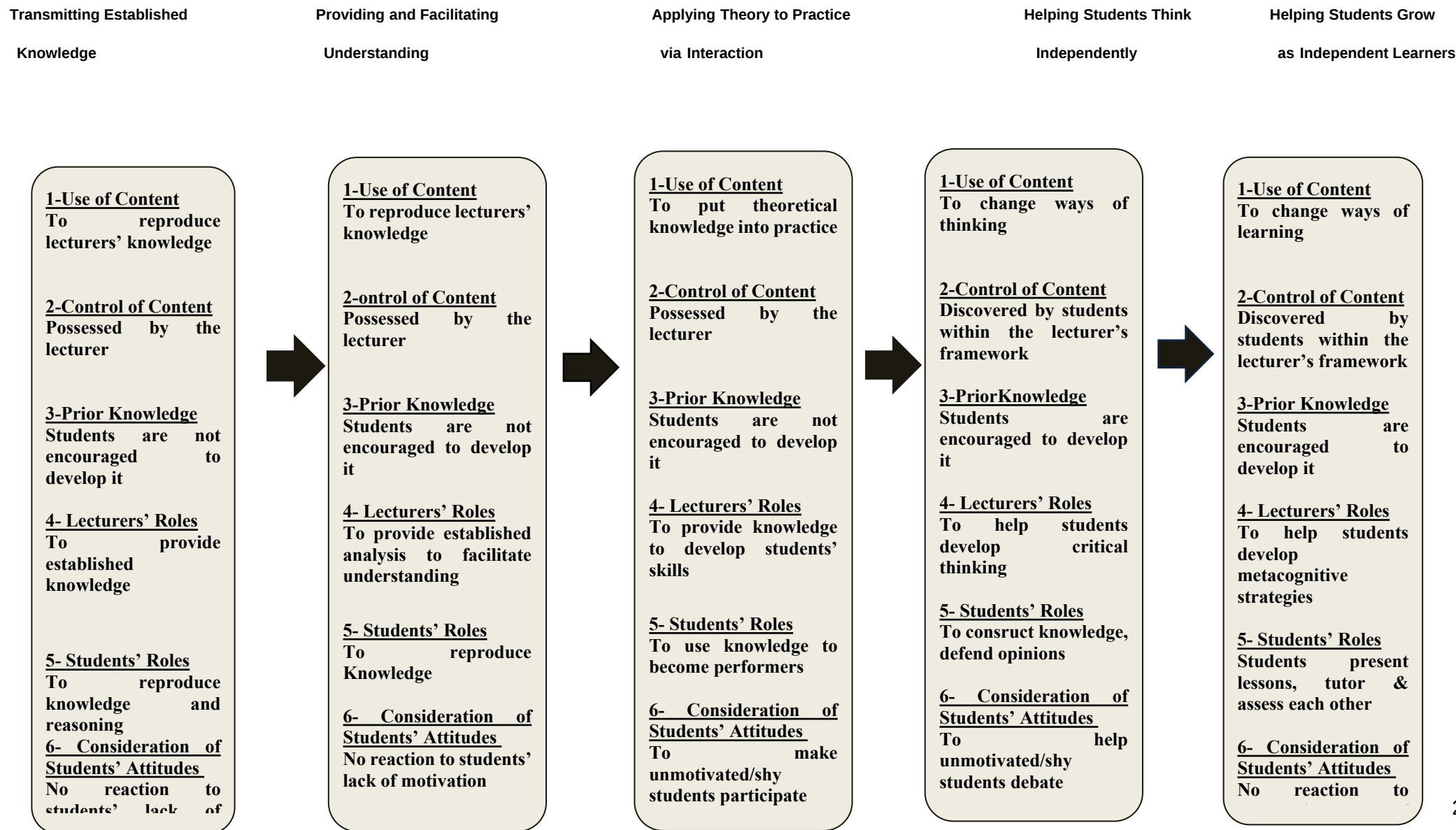
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variation of each critical aspect. For instance, when considering the first critical aspect *use of content*, the lecturer needs to be aware that this aspect varies from reproducing lecturers' knowledge, to putting theory into practice, to changing ways of thinking, to changing ways of learning. The latter is one aspect of the most complete category of conceptions. Categories 4 and 5 are considered as the most complete in that the lecturers :

- Help students to correct their misconceptions, evaluate an opinion, form their own opinion on the basis of well constructed arguments.
- Encourage students to develop their metacognitive strategies to learn independently
- Help students to discover knowledge by themselves: to interpret and evaluate materials, prepare lessons, present to their classmates.
- Create an intensive two-way teacher-student and student-student interaction in order to raise students' awareness about the value of cooperative learning: students manage group work, tutor each other, and assess each other.
- Help students develop and use their prior knowledge
- Care about students' behaviour in the classroom and react appropriately
- Develop students' intrinsic motivation

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Figure 4.2- Summary of the critical aspects of conceptions of teaching and learning



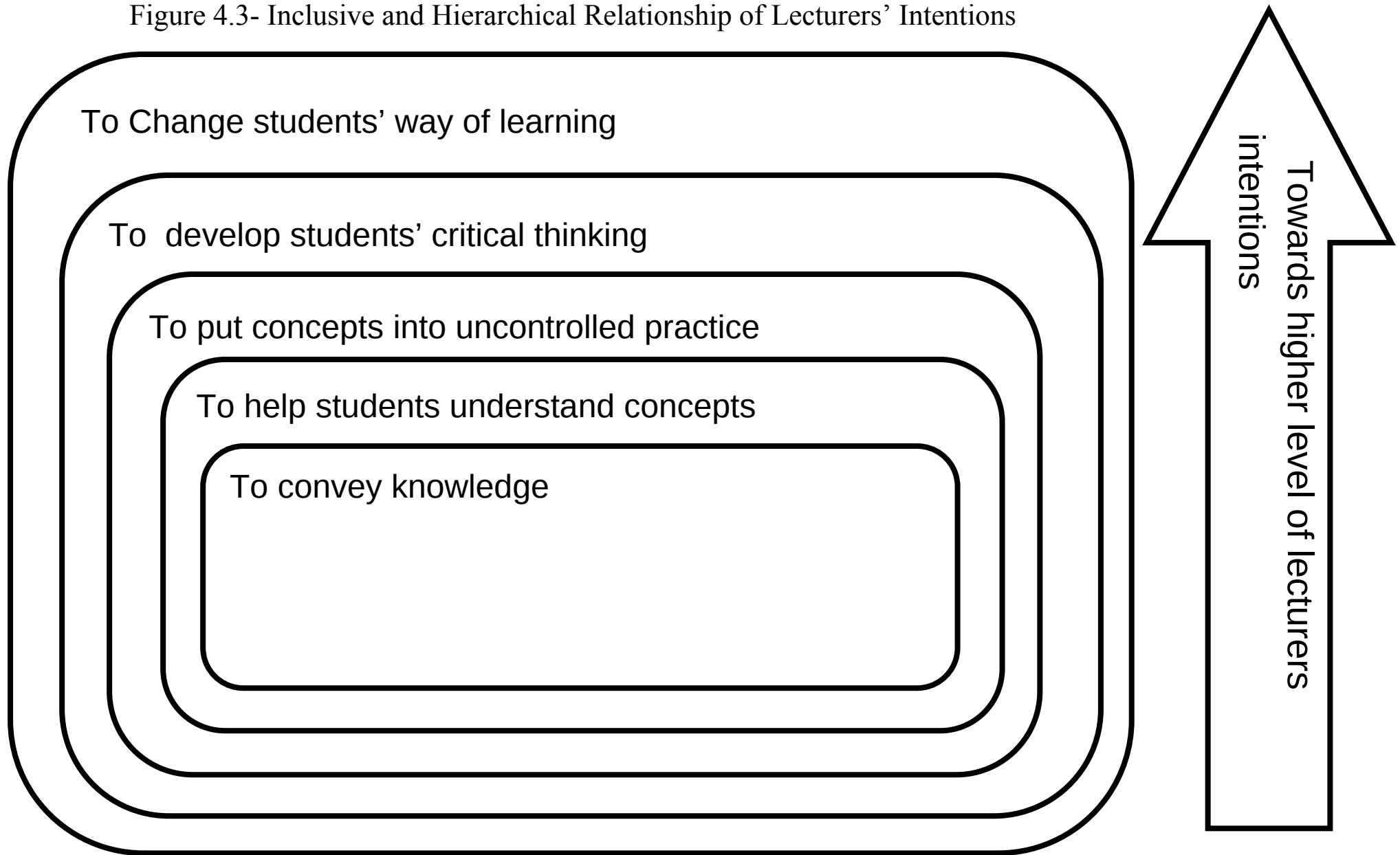
4.2- Approaches to Teaching Adopted by the Lecturers

This second section deals with the second issue related to the approaches to teaching adopted by the lecturers. On the basis of the present results, it is possible to outline five lecturers' approaches to teaching. These were analyzed in terms of the strategies the lecturers adopt for their teaching as well as the intentions underlying the strategies. The intentions were found to range from one in which the lecturers want *to convey knowledge*, to one in which the lecturers seek *to change students' way of learning*. The categories in between include the following intentions: *to help students understand concepts*, *to put concepts into uncontrolled practice*, *to help students develop critical thinking*, *to change students' way of learning*. These categories were considered via four themes of expanding awareness. Table 3.17 (p 204) in addition to figure 4.3 showed the hierarchical and inclusive relationship of these five categories of lecturers' intentions. Broadly speaking, this inclusive relation between the five categories can be expressed as follows:

Lecturers intend to convey knowledge to help students understand concepts in order to put them into uncontrolled practice, to help students develop critical thinking, to develop as autonomous learners.

This indicates that the categories are ordered from less to more complete intentions of teaching. At the lowest level, categories 1 and 2, the lecturer intends to transmit his own understanding and analysis of teaching to students who are expected to receive and reproduce their lecturer's understanding. The shift is then to the intermediate category where the lecturer's intention is to help students put their theoretical understanding into practice to develop their skills in the field. Finally, the most complete intentions, category 4 and 5, focus on students ability to change their misconceptions as well as their way of learning to develop as independent learners

Figure 4.3- Inclusive and Hierarchical Relationship of Lecturers' Intentions



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Similarly to conceptions of teaching and learning, lecturers' intentions are organized in an inclusive hierarchy in which the highest conceptions include aspects of the previous ones. Thus, the intention *to convey knowledge* is the simplest category while the intentions *to help students develop their critical thinking and to change students' way of learning* are the most complex and complete categories of intentions.

Figure 4.4 summarizes the essential and critical aspects of the categories of intentions. The critical aspects are the following: objectives, preparation of content, teaching materials designed and motivation. They represent the critical differences between the different intentions. They also highlight what lecturers should discern and focus on when dealing with a particular category of intentions. For instance if a lecturer intends to *convey knowledge* and aims to change his intention towards *changing students' way of learning*, he needs to focus on the aforementioned critical aspects. In addition, this lecturer needs to be aware of the variation of each critical aspect. For instance, when considering the first critical aspect *preparation of content*, the lecturer needs to be aware that this aspect varies from writing lectures and memorizing them, to designing handouts that include some theory along with an important amount of practice, to selecting authentic materials and designing tasks to be implemented deductively, to preparing topics for presentations and reading articles to be implemented inductively. The latter is one aspect of the most complete category of conception. Table 3.17 (p 204) shows that categories 4 and 5 are the most complete in that the lecturer:

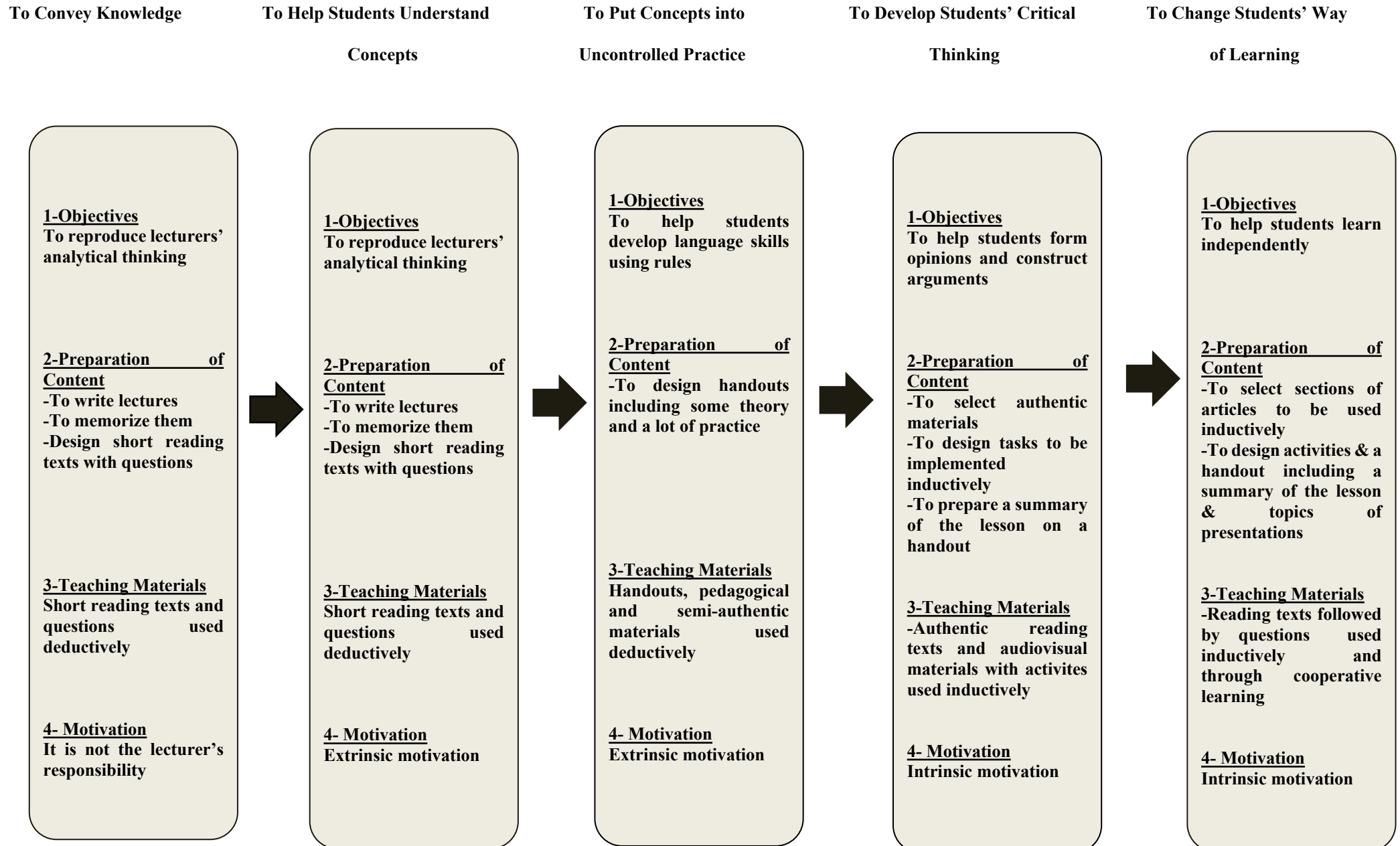
- Helps students develop cognitive strategies in addition to metacognitive ones to become critical thinkers and independent learners.
- Selects updated and authentic teaching materials: audiovisuals, texts, articles.
- Designs tasks that help activate students' schematic knowledge and implement them through group discussions and group work

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-Develops students' intrinsic motivation by sensitizing them to the usefulness of university teaching and learning

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Figure 4.4 – Summary of the critical aspects of lecturers’ intentions



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As far as the strategies are concerned, they ranged from one in which the *lecturer is the focus* to one in which *the student is the focus*. The intermediate category encompasses *lecturer-student interaction*. Table 3.18 (p 228) in addition to figure 4.5 show the hierarchical and inclusive relation between the three categories that represent lecturers' strategies. This inclusive relationship can be expressed as follows:

Lecturers offer lecturer-focused teaching to create student-lecturer interaction in order to encourage students to be the focus of the teaching-learning situation.

This indicates that the categories are ordered from less to more complete strategies of teaching. At the lowest level, category 1, the lecturer takes the entire responsibility for the teaching he offers to students. The latter have little responsibility: they listen, take notes and ask for clarifications. The shift is then to the intermediate category where the lecturer creates a two-way intensive student-teacher interaction to make learners contribute to the situation and develop their practical skills in the field. Finally, the most complete strategy, category 3, focuses on students. They are encouraged to be responsible for their own learning to become independent.

Figure 4.6 summarizes the essential and critical aspects of the strategies. Teaching steps, students' learning styles, assessment, lecturer and students' responsibility for learning, attention. They represent the critical differences between the various strategies and emphasize what lecturers should discern and focus on when aiming to direct attention towards a particular conception. For instance if a lecturer adopts a *teacher-focused strategy* and aims to adopt a more sophisticated category namely, a student-focused strategy, he needs to focus on the aforementioned critical aspects. In addition, this lecturer needs to be aware of the variation of each critical aspect. For instance, when considering the first critical aspect *attention*, the lecturer needs to be aware that this critical aspect varies from directing attention to the class as a whole, to directing attention to the whole class when dealing with theory and students individually when dealing with practice, to individual students and the class as a whole from time to time.

Figure 4.5 – Inclusive and Hierarchical Relationship of Lecturers' strategies

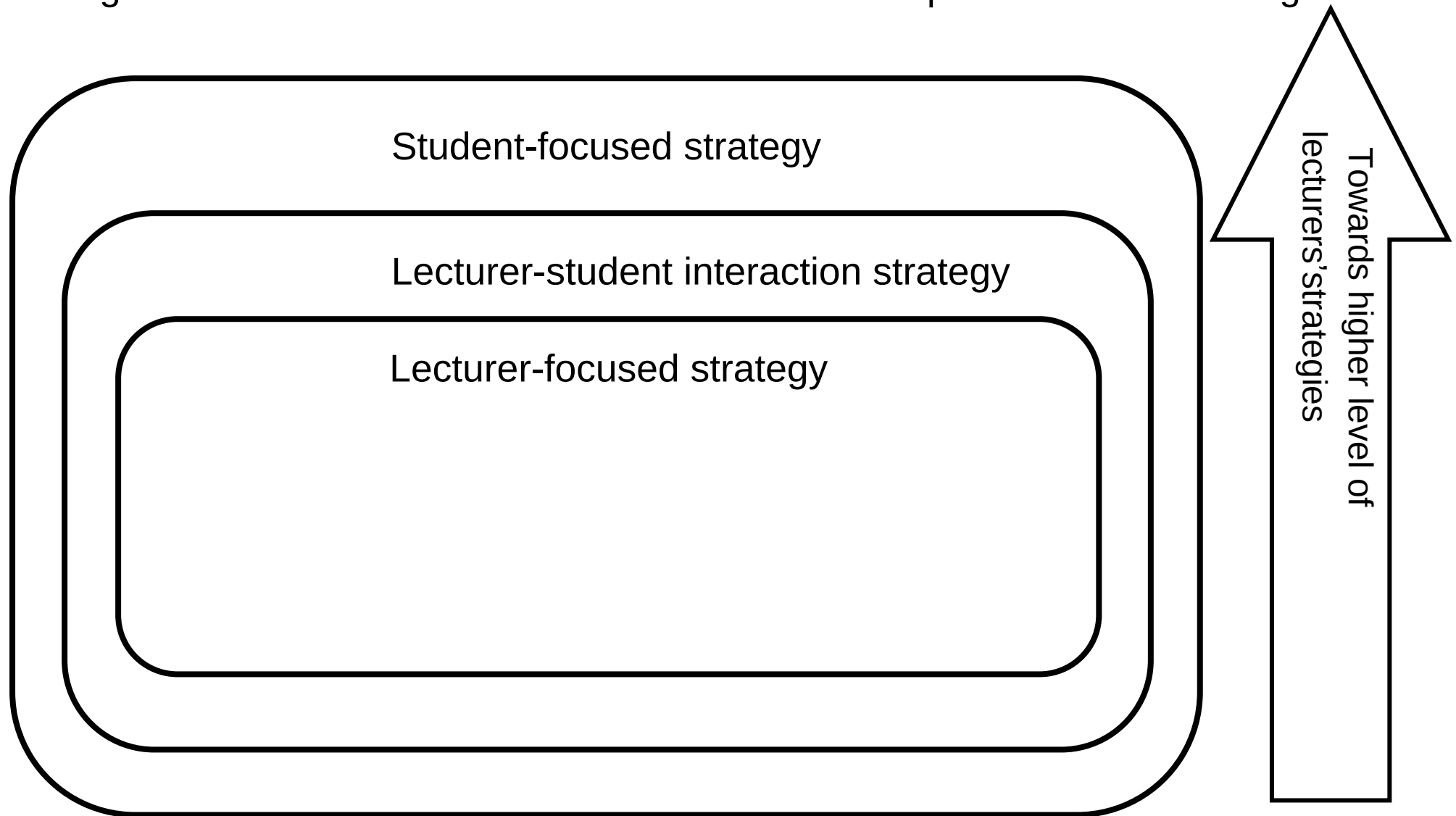
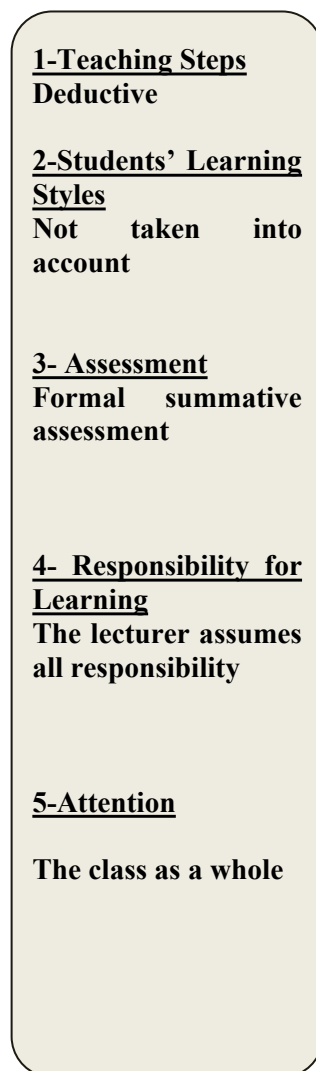
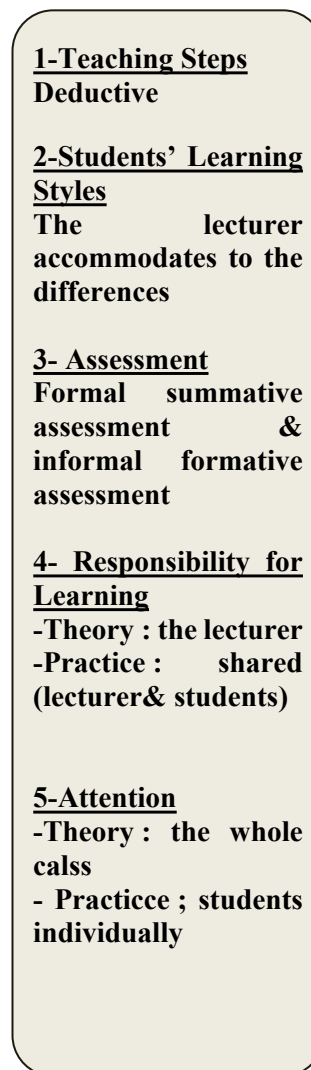


Figure 4.6 Summary of the critical aspects of lecturers' strategies

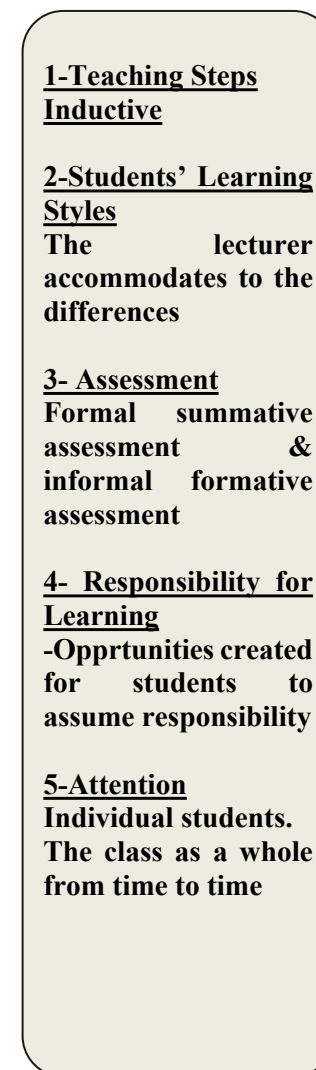
Lecturer-focused Strategy



Lecturer-student Interaction



Student-focused Strategy



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The latter is one aspect of the most complete category of conception. Table 3.18 (p 228) shows that category 3 is the most complete in that the lecturer:

- Implements inductive teaching: implements tasks and activities inductively from the beginning to the end of the class
- Accommodates to differences in students' learning styles
- Uses formal summative assessment along with informal formative assessment.
- Creates increasing opportunities for students to assume responsibility
- Addresses students individually most of the time through group work.

The combination of strategies and intentions yielded five approaches to teaching that are qualitatively different from one another: *lecturer-focused strategy with the intention to convey knowledge*, *lecturer-focused strategy with the intention to help students understand concepts*, *lecturer-student interaction strategy with the intention to put concepts into uncontrolled practice*, *student-focused strategy with the intention to help students develop critical thinking*, *student-focused strategy with the intention to change students' way of learning*. These categories are in line with the findings reported in early studies carried out by Trigwell et al (1994), and Trigwell and Prosser (1996). They identified the following five categories whose intentions are close to the ones obtained in the present study: teacher-focused strategy with the intention of conveying information to students, teacher-focused strategy with the intention that students acquire the concepts of the discipline, a teacher-student interaction strategy with the intention that students acquire the concepts of the discipline, a student-focused strategy aimed at students developing their conceptions, a student-focused strategy aimed at students changing their conceptions. Martin et al (2000) identified an additional category in which the teachers do not only engage students with the discipline knowledge but also in the practice of the discipline with the intention of helping students develop their conceptual understanding. This category is situated between the two last categories that prosser et al (1994) and Trigwell and Prosser (1996) identified.

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Regarding the classification of the approaches of teaching, some dissimilarities are noted between the findings of the present study and those reported in the aforementioned studies. Trigwell et al (1994), Trigwell and Prosser (1996), and Martin et al (2000) classified the approaches into two distinctly different groups. The first group includes approaches A to C which focus either on the teacher or on the interaction between the teacher and the student. This group represents teaching as passing on knowledge. The second group which consists of approach D and E focuses on the students and represents teaching as helping the students develop their own knowledge. Hence, no intermediate category was identified and category C was not considered as an intermediate category which bridges the gap between the two groups but as a category which falls in the first group. In contrast, in the present study the approaches were classified into three groups. The first group encompasses approach 1 and 2 and focuses on either one-way or two-way lecturer-student interaction; lecturers' main intentions are to transmit knowledge and develop students' understanding. The second group includes approach 3, it focuses on two-way lecturer-student and student-student interaction; the lecturers' intention is to urge students to move from controlled to uncontrolled practice. This category marks the transition. The third group positioned at the opposite extreme of the continuum is student-centered, and focuses on intensive two-way lecturer-student and student-student interaction with more student talk than lecturer talk; the lecturers seek to engage students in constructing their own meaning of knowledge, developing critical thinking, and autonomy in learning. The second category marks the transition from the first category to the third one. Interaction between all members of the class is a critical aspect through which students engage in developing their understanding and skills. This occurs gradually, in the theoretical stage when students are under complete lecturers' control, and in the practice stage when opportunities are created so that students become performers under the lecturers' guidance.

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In addition to the phenomenographic interview which aimed at investigating lecturers' approaches to teaching, a classroom observation scheme along with the unstructured observation were used to cross check the results of the interview with respect to lecturers' strategies. Since intentions deal with the way lecturers intend to approach their teaching, they cannot be observed. Hence, the classroom observation aimed at investigating lecturers' strategies only. The findings of the observation confirmed the results of the phenomenographic interview on strategies reported by the lecturers. Similarly to the questionnaire, the classroom observation did not allow to construct the categories but to confirm the results of the interview, knowing that the observation scheme was constructed out of the categories that emerged from the interview. The five approaches to teaching identified in this study are the following:

4.2.1- Category 1: Lecturer-Focused Strategy with the Intention to Convey Knowledge

This approach is one in which the lecturer uses a teacher focused strategy with the intention of conveying knowledge. The teacher reads books and articles related to the topic, analyses, sums up, paraphrases, and writes his lectures focusing on the aspects he considers to be important. Once in the classroom, the lecturer reads his notes and explains to students who are silent most of the time, listen and take notes. Students assume little responsibility in the teaching learning process and interaction is essentially of a one way lecturer-student type. Although the lecturer aims at developing learners' critical and analytical thinking, they receive and cumulate teacher's knowledge and analysis of the concepts of the discipline to reproduce it for the exams. Assessment is formal and summative.

4.2.2- Category 2: Lecturer-Focused Strategy with the Intention to Help

Students Understand Concepts

This approach is one in which the lecturer adopts a teacher focused strategy to help learners understand concepts of the discipline. Similarly to approach 1, the lecturer is responsible for the reading resources, writing his lectures in a simplified way, and presenting them to his students. But unlike approach 1, the lecturer elicits guesses, comments, and answers to make students participate; interaction is two way lecturer-student. The aim is to help learners understand the lecturer's reflection and analysis of concepts, to visualize them, and reproduce them in their own words for the tests and exams. Assessment is summative and formal, motivation is extrinsic

4.2.3- Category 3: Lecturer-Student Interaction Strategy with the

Intention to Put Concepts into Uncontrolled Practice

This approach is one in which the lecturer adopts a lecturer student interaction strategy to help learners to put concepts into practice, and to move from guided to unguided practice. Like approach 1 and 2, it is the lecturer's responsibility to find the information of the discipline and present it to students; the lecturer equips students with all the necessary theoretical rules, guidelines and explanations. But unlike the two previous approaches in which practice is confined to reading texts, answering questions, and filling the gaps, this practice is intensive to encourage students to move from controlled exercises to uncontrolled production. The purpose is to show how knowledge can be used in practice to help learners develop their language skills. The lecturer engages in intensive interaction with students to explain concepts, rules, and to guide them in their practice. A two way student-student interaction is encouraged through group work. Lecturers move from one group to another to assist students while they perform different tasks. Lecturers use external motivators like: authentic texts, and an enjoyable atmosphere. They also

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accommodate for students' differences in that they answer the needs of the extroverted as well as the introverted students. They use formal and summative assessment besides informal and formative assessment

4.2.4- Category 4: Student-Focused Strategy with the Intention to

Help Students Develop Critical Thinking

This approach is one in which the lecturer adopts a student-focused strategy to help learners develop their critical thinking. Unlike approaches 1,2 and 3; the lecturer encourages learners to be responsible and focuses on what they do in the teaching learning situation. Students discover and /or reconstruct knowledge within the teacher' framework. Teaching is presented inductively by the lecturer through tasks and group work. Learners need to reach knowledge by themselves and to form opinions. The lecturers help them develop the necessary skills to evaluate critically a reading text, a literary work or a movie; to identify the arguments; to take position knowingly; to express it in an academic way on the basis of well constructed arguments. Intrinsic motivation is used by raising students' awareness about the usefulness and relevance of university learning as well as the value of knowledge and intellectual skills.

4.2.5- Category 5: Student-Focused Strategy with the Intention to

Change Students' Way of Learning

This approach is a student focused strategy with the intention to change students' way of learning. Like approach 4, the students are made responsible of their learning. It is not accepted that they be passive recipients; they are expected to contribute actively to the learning process which is made inductive. But unlike the previous approach, learners are expected to do more than taking positions, constructing arguments, and changing their misconceptions. They are encouraged to look for reliable and relevant resources, construct their own understanding of knowledge, present it to the class, debate with the lecturer and their classmates, develop their own notes and perform tasks. Opportunities are also created for students

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to tutor each other, to develop their abilities to manage group work and to engage in peer assessment process for the sake of developing their abilities to be supportive fellow students. They are encouraged and guided to change from test-oriented learners to autonomous students; that is to say, to transform into learners who see the importance of knowledge itself rather than the importance of scores. Hence, learners are intrinsically motivated; they are sensitized to the usefulness of learning and the relevance of metacognitive strategies development to build self-confidence and self-esteem. Assessment is formal and summative in addition to being informal and formative. The lecturers notice the presence of different types of students: visual/auditory, extroverted/introverted, students needing translation; they accommodate for these differences.

Lecturers' intentions *to help students develop critical thinking* and *to change students' way of learning* are the highest in the hierarchy of lecturers' intentions while *Student-focused strategy* is highest in the hierarchy of lecturers' strategies. Since the approaches of teaching result from the combination of intentions and strategies, this implies that the students-focused strategy with the intention to develop students' critical thinking approach and the student-focused strategy with the intention to change students' way of learning approach are the most complex and complete approaches. They are characterized by the fact that lecturers:

- Help students develop cognitive strategies in addition to metacognitive ones to become critical thinkers and independent learners.
- select updated and authentic teaching materials: audio-visuals, texts, articles.
- design tasks that help activate students' schematic knowledge and create group discussions.
- implement these tasks via group work
- develop students' intrinsic motivation by sensitizing them to the usefulness of university teaching and learning

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- implement inductive teaching: implements tasks and activities inductively from the beginning to the end of the lesson
- Accommodate to differences in students' learning styles
- Use formal summative assessment along with informal formative assessment.
- Create increasing opportunities for students to assume responsibility
- Address students individually most of the time through group work.

4.3- The Link between Lecturers' Conceptions and Approaches to Teaching

This section aims at answering the third research question: 'Are lecturers' approaches to teaching linked to their conceptions of teaching and learning ?' Table 4.1 shows a close relationship between the way the fourteen lecturers approached their teaching of a particular subject and their conceptions of teaching and learning that subject.

Table 4.1 shows that lecturer A1 who adopted a *lecturer-focused strategy with the intention to convey knowledge* conceived teaching as *transmitting established knowledge*. Lecturer B2 who adopted a *lecturer-focused strategy with the intention to help students understand concepts* conceived teaching as *providing and facilitating understanding*. Lecturers A3, B5, A5, B6, A7 who adopted a *lecturer-student interaction strategy to put concepts into uncontrolled practice* conceived teaching as *applying theory to practice through interaction*, lecturers A2, A4, A6, B7 who adopted a *student-focused strategy with the intention to develop students' critical thinking* saw teaching as *helping students think independently*. Finally lecturers B1, B3, and B4 who adopted a *student-focused strategy with the intention to change students' way of learning* saw teaching as *helping students grow as independent learners*.

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Conception Approach	Transmitting established knowledge	Providing and facilitating understanding	Applying theory to practice through interaction	Helping students think independently	Helping students grow as independent learners
Lecturer-focused strategy to convey knowledge	Lecturer A1				
Lecturer-focused strategy to help students understand concepts		Lecturer B2			
Lecturer-student interaction strategy to put concepts into uncontrolled practice			Lecturer A3, lecturer B5 Lecturer A5, Lecturer B6 Lecturer A7		
Student -focused strategy to develop students' critical thinking				Lecturer A2 Lecturer A4 Lecturer A6 Lecturer B7	
Student-focused strategy to change students' way of learning					Lecturer B1 Lecturer B3 Lecturer B4

Table 4.1 Correlation between lecturers' conceptions and their approaches to teaching

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This indicates that lecturers who adopted a lecturer-focused approach to their teaching of a topic conceived of their teaching in simple ways in that they consider that teaching is about transmitting lecturers' understanding and reflection. Lecturers who approached their teaching from a lecturer-student interaction perspective held a conception of teaching positioned as an intermediary category in which interaction is a key principle to help students move from theoretical teaching provided by the lecturer to free production of language. Lecturers who approach their teaching from a student-focused perspective conceive of teaching in more complete ways. They seek to help students develop their ability to think critically and to learn independently. Thus lecturers who adopted more complete approaches ranked the highest in the hierarchy held more complete and complex conceptions while lecturers who adopted simple approaches ranked lower in the hierarchy adopted simple conceptions ranked lower in the hierarchy. Lecturer who adopted the intermediated lecturer-student approach held a medium conception of the hierarchy.

This is in line with earlier studies carried out by Trigwell and Prosser (1996), and Kember and Kwan (2000). Although these studies investigated lecturers' approaches from their reported practices without observing classes, the findings indicate that lecturers' approaches are strongly influenced by their conceptions. Trigwell et al (1994) found evidence of teaching approaches in interviews with 24 science lecturers. The logical combinations of intention and strategy generated five approaches. A further paper (Trigwell & Prosser 1996) argued that qualitative categories of conceptions of teaching were related to those for approaches to teaching. Their study revealed that university teachers who adopted a student-focused approach to their teaching of a topic conceived of their teaching and learning of the topic in more complex ways. University teachers who approached their teaching from a teacher-focused perspective conceived of their teaching and their students' learning in that topic in less complete ways. Hence, teachers who approach their teaching from a student-focused conceptual development/conceptual change perspective also conceive of teaching and learning of the topic in the context in more complete ways.

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Similarly, Kember & Kwan (2000) found a direction of causality in the relationship between teachers' conceptions and their approaches of teaching.

Kember and Kwan (2000) carried out a research that aimed to investigate the relationship between lecturers' approaches to teaching and their conceptions of good teaching (Kember & Kwan 2000). Seventeen lecturers from three different departments participated to semi-structured interviews. Kember & Kwan (2000) reported that lecturers followed two approaches: content centered and learning centered (Kember & Kwan 2000). The researchers described conceptions of teaching that fell into two large categories of teaching as transmission of knowledge and teaching as learning facilitation. Kember & Kwan (2000) used cross tabulation in order to examine the relationship between approaches and conceptions of teaching. They found a level, of 89.5% of correspondence. The researchers concluded that 'approaches to teaching are strongly influenced by the lecture's conceptions of teaching' (Kember & Kwan 2000:489).

Other studies were carried out by Martin et al (2000) and Hativa et al (2001). These relied on classroom observation to report lecturers' observed practices and are considered by Kane et al (2002) as more reliable. These studies also confirmed important correlation between lecturers' conceptions and practices.

Martin et al (2000) studied the relationship between university teachers conceptions and their teaching practice with respect to the 'teaching of a particular topic, within a specific context' Martin et al (2000:387). Twenty-six university teachers in four discipline areas participated to interviews that focused on what the teachers wanted students to learn and how they intended to teach a specific topic or 'the object of study'. The researchers then conducted two teaching observations. Martin et al (2000) found that the results of the research 'showed no observed inconsistency between the teachers' intentions and their practices' (Martin et al 2000:409).

Hativa et al (2001) conducted a research on 'the beliefs and pedagogical content knowledge of exemplary university teachers regarding effective teaching strategies, the extent to which they use various of these strategies and the relations

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between their beliefs and knowledge to their classroom practice’ (Hativa et al 2001:703-704). Hativa et al (2001) concluded ‘that there is a good, but far from perfect, fit between these teachers’ beliefs and knowledge concerning effective strategies and their classroom practice’ (Hativa et al 2001)

In accordance with the objectives of the present study, an attempt was made to discuss the findings in relation to lecturers’ profiles. Lecturer A1 falls in category 1 of conceptions ‘*transmitting established knowledge*’, and category 1 of approaches of teaching ‘*lecturer-focused strategy with the intention to convey knowledge*’. Lecturer B2 falls in category 2 of conceptions and approaches (‘*providing and facilitating understanding*’, ‘*lecturer-focused strategy with the intention to help students understand concepts*’) . These represent the simplest and lowest categories of the hierarchy. These lecturers do not possess the same background since lecturer A1 holds a magister in civilization while lecturer B2 holds a Phd in linguistics. This implies that the nature of the modules taught are not the same. However, they share in common the fact that they are senior lecturers, they are over fifty years old and have been teaching for more than thirty years. So, these lecturers may adopt a lecturer focused strategy and hold a transmission knowledge conception due to their past learning experiences which have constructed their conceptions or beliefs system. As learners, they were exposed to a type of teaching that supports theoretical teaching of knowledge and regards knowledge as right or wrong. In traditional teaching situations, the teacher keeps control and assumes full responsibility for pedagogical practice; learners assume little responsibility in that they take ready-made knowledge without any questioning.

Lecturers who fall in the third category of conceptions and approaches (‘*applying theory to practice through interaction*’, ‘*lecturer-student interaction strategy with the intention to put concepts into uncontrolled practice*’) show variety in terms of age, degrees held and years of experience, and modules taught (see table 2.1, p 84-85). The lecturers who belong to that group fall within the five categories of age, some hold degrees in literature, others in linguistics and didactics, their teaching experience varies between five to nineteen years, some taught literature and

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civilization modules while others taught the linguistics module. The common point between these lecturers is that they all benefited from theoretical training in language teaching. Lecturers A3, A5, and A7 hold a magister in literature and civilization. During the first theoretical year, they attended many courses in literature and civilization in addition to one course on principles of language teaching and learning. Lecturers B5 and B6 had a more intensive theoretical training in the field of language teaching. Lecturer B5 holds a magister in theoretical linguistics. She attended courses of theoretical linguistics for one year, but then carried out a magister dissertation in the field of language teaching. Lecturer B6 on the other hand holds a magister in linguistics and didactics. She consequently received an intensive theoretical training in language teaching. Moreover, the conceptions and approaches identified with those lecturers were in the context of skill modules: lecturers of that category taught modules such as reading/writing, speaking, grammar, and research paper writing. This suggests that this conception and approach is context dependent, and that it is the nature of the module which requires the lecturer to hold this conception and adopt this approach of teaching. The language skills module in combination with the poor teaching conditions: large groups, small classrooms, lack of teaching materials, no exposure of students to the target language in authentic situations, may require lecturers to perceive teaching as involving two stages. The first one deals with gaining and reproducing knowledge while the second one is concerned with the application of knowledge.

Lecturers who hold conception 4 *'helping students think independently'* and adopt the approach of teaching 4 *'student-focused strategy with the intention to help students develop critical thinking'* share more similarities than differences . They fall in the category of age range 40-50, except for one lecturer who is over 50. They have been teaching for a period of time that ranges between ten to fifteen years, except for one lecturer who has been teaching for more than thirty two years. The majority of these lecturers hold a magister in literature, taught literature, civilization and language skills modules. The modules they taught when this study was undertaken are literature and civilization. One of these lecturers hold a magister in linguistics and didactics,

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taught modules related to this discipline like curriculum design and linguistics. This lecturer holds this conception and holds this approach when teaching critical writing. These similarities suggest that teaching is approached and conceived from this perspective by lecturers aged between 40 and 50. This may be due to their past experience as learners and the type of training they had gone through, which constructed their conceptions or beliefs system. An additional factor that may urge the lecturers to teach from these perspectives is the module itself, namely, literature, civilization, and critical writing. These require to prompt students' reflective and critical thinking, to encourage students to understand issues, create personal meanings, express points of views, take positions and set arguments, to be aware of the different existing opinions, accept differences, and learn to be tolerant. Regarding the training experience, lecturers of this category attended teacher training programs. Lecturers A2 and A4 attended a teacher training program at the University of Delaware. They were required to attend courses on language teaching, to observe classes, and to present a lesson at the end of the training. Lecturer A6 took part to a one year teacher training program delivered by American teacher trainers at the University of Algiers 2. The trainees were first required to attend courses in language teaching. Next, they had to implement the principles of language teaching they learnt during these courses in their own classrooms while the teacher trainers observed them. Lecturer B7 holds a magister in linguistics and didactics. This implies an intensive theoretical training in language teaching.

Lecturers who hold conception 5 *'helping students grow as independent learners'* and adopted approach 5 *'student-focused strategy with the intention to change students' way of leaning'* share strong similarities. The three of them are aged between 30 and 40, hold a magister in linguistics and didactics; they taught language skill modules in addition to modules related to linguistics and didactics such as applied statistics, research methods, and communication in teaching; their teaching experience ranges between five and fourteen years. Some difference is noted between these lecturers with respect to training. They all benefited from theoretical training, however, lecturers B3 and B4 benefited from a practical training in addition to a

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theoretical training. Lecturer B3 attended a teacher training program at the University of Delaware. Lecturer B4 benefited from a practicum of one month. The latter consisted of observation sessions of a secondary school teacher. The latter then coached her during a short presentation of a lesson.

The analysis of lecturers' training experience questionnaire data revealed that the three lecturers of this category have an important theoretical background in the field of language teaching. They are very familiar with theoretical notions like the teacher-centered approach and the learner-centered approach in addition to issues like the summative/formative assessment distinction, and the formal/informal assessment distinction. They reported that the magister curriculum is the primary source of this theoretical knowledge. The latter is perceived as being very helpful in their teaching situation in that it raises their awareness about the complexity of the teaching and learning process. In addition, it allows them to implement new teaching practices in the classroom in order to improve teaching.

This may suggest that the theoretical training these lecturers received in applied linguistics contributed to raise their awareness about the necessity and advantages of developing students' metacognitive abilities to change into independent students who need to assume responsibility for their learning. Those lecturers see their role as that of facilitators who offer and create opportunities for students to look for reliable sources of knowledge, read, interpret, analyze and synthesize knowledge to present it and discuss it with their classmates. Lecturers also encourage ongoing supportive interaction between members of the classroom as cooperative learning and interdependency between members of the classroom are key principles. The fact that these lecturers fall in the same category of age suggests that they have a common past experience as learners which might also have affected their beliefs system.

From the results discussed above, the following findings could be highlighted:

Lecturers who hold the lowest conceptions of teaching and learning, and adopt the lowest approaches were exposed to a traditional teaching focused on the

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transmission of knowledge and did not receive any training in didactics that could have helped raise their awareness about the facilitative learning conceptions and approaches.

Lecturers who hold the highest conceptions and adopt the highest approaches of teaching are aged between 30 and 40. They may have been exposed in their past learning experiences to facilitative learning teaching that focuses on the learner. These lecturers hold a magister degree in applied linguistics and didactics; they all benefited from an intensive theoretical training. The different magister courses on teaching and learning may have contributed to develop their awareness about aspects like learner autonomy, metacognitive strategies, and student-centered approach. These have shaped their conceptions. However, it must be pointed out that not all lecturers who hold a magister in linguistics and didactics fall in the highest category of conceptions of teaching and learning, and the highest category of approaches to teaching. Lecturer B5 for instance fell in category 3 while lecturer B7 fell in category 4.

Lecturers who hold conception 4 '*helping students think independently*' and adopt the approach of teaching 4 '*student-focused strategy to help students develop critical thinking*' are aged between 40 and 50 and involved in teaching modules related to critical writing, civilization and literature. They are more concerned with developing students' cognitive strategies to help them reach critical thinking rather than with developing their metacognitive strategies. The majority of these lecturers (three out of four) hold a magister in literature and civilization. They attended theoretical and practical training programs delivered by expert teacher trainers. However, they did not benefit from any intensive training (magister in linguistics and didactics) in teaching and learning that could have helped have a higher conception of and adopt a higher approach to teaching.

An interesting finding of this study is the correlation between the 14 lecturers' conceptions and their intentions. As illustrated in table 4.2, the categories of intentions identified from this analysis are consistent and close in meaning with

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the categories of conceptions of teaching and learning that resulted from the first analysis.

The results displayed in table 4.2 imply that lecturers' conceptions of teaching are reflected in the way they prepare for their lessons or for their classroom teaching. In other words, lecturers have a certain understanding of teaching and learning which influences the way they intend to teach and the way they get ready for their teaching. This is in line with the findings of earlier studies. Dunkin (1990), Pratt (1992), Norton et al (2005) confirmed the hypothesis of an underlying consistency between teachers' beliefs and intentions at the tertiary level. This consistency was demonstrated both quantitatively and qualitatively.

Conception Intention	Transmitting established knowledge	Providing and facilitating understanding	Applying theory to practice through interaction	Helping students think independently	Helping students grow as independent learners
to convey knowledge	Lecturer A1				
to help students understand concepts		Lecturer B2			
to put concepts into uncontrolled practice			Lecturer A3, lecturer B5 Lecturer A5, Lecturer B6 Lecturer A7		
to develop students' critical thinking				Lecturer A2 Lecturer A4 Lecturer A6 Lecturer B7	
to change students' way of learning					Lecturer B1 Lecturer B3 Lecturer B4

Table 4.2 Correlation between lecturers' conceptions and intentions

4.4- Pedagogical Implications

The correlation established between lecturers' conceptions of teaching and their approaches to teaching implies that lecturers' teaching practices are guided by their conceptions of teaching and learning. This goes in line with the findings of previous research (Kember & Kwan 1997, Trigwell et al 1994, Trigwell & Prosser 1996). Hence, one can argue that a change in conceptions of teaching and learning of lecturers would be accompanied by a change in their teaching approaches as suggested by Bowden (1989), Gibbs (1995), Gow & Kamber (1993), Ramsden (1992), Trigwell (1995). In order for lecturers to adopt a student-focused strategy with the intention to help students become critical thinkers and autonomous learners, an approach in which lecturers' conceptions of teaching and learning are explored and modified towards the most complex conception needs to be implemented in a teacher development program.

Research in belief change showed that experience on its own without the intervention of any other factors such as preservice and inservice training can lead to belief change with both experienced and preservice teachers (Alger 2009, Simmons et al 1999). Marton and Pang (2008), however, reported that two kinds of changes are often described in research: changes due to development or experience and changes due learning. This section is concerned with suggestions to help lecturers develop and change their conceptions of teaching and learning, and approaches to teaching through learning.

The conceptual change approach to teachers' development can be a means to achieve this goal. It can be used with inservice lecturers and preservice lecturers or postgraduate students. The latter receive presently a theoretical training in the field of teaching rather than a practical one. They study courses like: methods of language teaching, teaching language skills, assessing language skills, curriculum design, theories of language acquisition, teacher identity. This is similar to teacher training programs that provide teachers with prescribed skills on different topics as teaching language skills, testing, classroom interaction, lesson planning, textbook evaluation in order to change their teaching practices and improve their students' learning

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outcomes. However, many staff developers have pointed out to the limitations of such approaches in that the participants do not know how to implement these methods in the classroom or use the methods in a mechanical way (Gibbs 1995, Trigwell 1995). Bensemmane-Ihaddaden (2017) carried out a study with seven lecturers in order to explore how lecturers perceive learner-centered teaching and learner autonomy, and how they implement these principles in practice. Among the findings of the research is the lecturers' difficulties to translate the techniques of autonomy-related concepts into classroom practices. The lecturers pointed out to the fact that they are not sufficiently trained to develop learners' autonomy and expressed the need for a teacher professional program. As Bensemmane-Ihaddaden (2017) puts it:

‘... they [lecturers] all suggested the setting-up of a teacher professional development programme to ‘domesticate’ this concept [autonomy]. They generally reject the transmission approach to teaching and support the assumptions and practices associated with the socio-constructivist approach underlying the notion of learner autonomy, but they often meet with so many obstacles that recourse to old practices involving much ready-made knowledge giving and transmission appear to be inevitable.’ (Bensemmane-Ihaddaden 2016:166)

Hence, as an alternative to the theoretical and prescriptive training the lecturers of the department attend, a conceptual change staff development programme can be implemented with preservice and inservice lecturers. It would help preservice and inservice lecturers understand and perceive the critical aspects to identify divergences between two ways of viewing teaching and learning, and two ways of approaching teaching. The foundation of developmental phenomenography which is rooted in the Theory of Variation (see chapter one, p 47) is pedagogical. It aims to apply the outcomes of research in order to help students and teachers to learn, and to expand their thinking (Bowden 2005). The aim is to use the theory of variation to create a learning environment in which students and teachers improve their learning by viewing a given phenomenon differently, in a more sophisticated way. This is to help learners or teachers ‘discern certain aspects of the phenomenon that were previously not focused on or that were taken for granted and to bring those aspects into view’ (Marton and Pang 2008:540). The interest, then, is in what the lecturers have to take into account when they are teaching in the direction of increasing complexity (Marton & Pang 2008).

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Towards that aim the conceptual change staff development program would consist of workshops that would develop lecturers' conceptions from the simplest to the most complex and complete ones. This program would be based on the model for conceptual change program designed by Ho et al (2001) with reference to a theoretical base provided by four theories of change: Argyris & Schon's (1974) theory of transition between theories of action, Posner et al's (1982) theory of conceptual change, and the model of teacher change proposed by Shaw et al (1990). Ho et al (2000) identified the essential elements of these four change theories and designed a model for conceptual change programs which contains these four elements:

'a self awareness process whereby teachers undergo a self-reflection and clarify personal conceptions; a confrontation process in which teachers are brought to realise possible inadequacies in their existing conceptions and/or teaching practices and thus create an awareness for the need to change; an exposure to alternative conceptions to provide a direction and a model for improvement; and a commitment building process to encourage teachers to engage in changes and development' (Ho 2000:147)

On the basis of these components, the workshops would consist of the following stages:

Stage One: Exploring the participants' conceptions of teaching and learning:

A questionnaire administered to the participants can serve this purpose. The researcher suggests that the questionnaire be designed with reference to the themes of expanding awareness that emerged from the phenomenographic analysis of this study and that distinguish between categories of conceptions. These themes of expanding awareness are the following: use of content, control of content, students' prior knowledge, lecturer's role, student's role, and consideration of students' attitudes. Thus questions that aim to examine these aspects should be formulated. This stage stems from the self-awareness process of Ho et al's (2001) model.

Stage Two: Exploring the participants’ reported approaches to teaching (intentions and strategies)

Similarly to the conceptions of teaching and learning, a questionnaire can be administered to the participants. This would include a first part related to intentions and a second part dealing with strategies. The researcher suggests that the first part be designed according to the themes of expanding awareness that differentiate the categories of intentions, namely objectives, preparation of content, motivation and teaching materials designed; whereas the second part of the questionnaire be designed with reference to the themes of expanding awareness that distinguish the categories of strategies; that is to say, teaching steps, consideration of students’ differences, assessment, lecturers’ and students’ responsibility of learning, and attention. This stage is inspired from the self-awareness component of Ho et al’s (2001) model.

Stage Three: Raising the participants’ awareness about the range of conceptions that exist in a group.

Group discussion followed by class discussion should be organized so that participants can be aware of the existing conceptions of their peers. The staff developer should collect the questionnaires, read them, extract the conceptions, rank them and present the results to the participants. Thus they will be able to position themselves on a continuum. This is inspired from the exposure to alternative conceptions component of Ho et al’ s (2001) model.

Stage Four: Raising the participants’ awareness about the range of approaches of teaching that exist in the group.

In order to help the participants position their approaches to teaching on the continuum, a process similar to that used in stage 3 to raise the participants’ awareness about the existing conceptions in the group should be implemented.

Stage Five: Exposing the participants to different models of conceptions and approaches found in the literature

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The staff developers should select outcome spaces on conceptions of teaching and approaches to teaching that resulted from the present study and /or other studies. This stage would be beneficial in case the categories of conceptions and approaches are identified in the group of participants. This is inspired from the exposure to alternative conceptions component of Ho et al' s (2001) model.

Stage Six: Analyzing the aspects of participants' conceptions and approaches

The participants should be urged to analyze and discuss the aspects of their conceptions and approaches to identify possible inadequacies. They should then be encouraged to make suggestions about how to develop them to reach higher and more complete conceptions and approaches in the context of the module (s) they teach or they intend to teach.

Stage Seven: Exposing participants to good teaching practices

Participants can observe classes in the department or videos of lecturers who adopt a high category of approaches based on elaborated and complete conceptions of teaching and learning. This stems from the commitment building process component of Ho et al's (2001) model.

Stage Eight: Designing a lesson

Participants need to develop their conceptions and implement a more complete approach in the context of the module they teach or they intend to teach. They would design a lesson with reference to the more elaborated conception and present it to students. Feedback should be provided by students and staff developers.

GENERAL CONCLUSION

The aim of this study was to identify and analyze the conceptions of teaching and learning held by a sample of lecturers, to investigate their approaches to teaching they adopt, and to examine whether any correlation exists between those conceptions and approaches. The research study was carried out with fourteen Algerian EFL lecturers from diverse academic backgrounds. A phenomenographic interview in addition to a questionnaire were administered to the participants to examine their conceptions. A second phenomenographic interview along with classroom observations were used to investigate the lecturers' approaches to teaching. A lecturers' training experience questionnaire was designed to uncover the teacher training experience of the three lecturers who fell in the highest categories of conceptions and approaches.

The qualitative analysis of the data produced three outcome spaces. The first one reflected the lecturers' conceptions while the second and the third ones reflected the lecturer's intentions and strategies respectively. The intentions and strategies were combined to set lecturers' approaches to teaching. All the outcome spaces were hierarchical and inclusive in nature, and this inclusive relationship was shown through themes of expanding awareness grouping together critical differences between the categories of description. Thus, it could be stated that some of the categories reflected conceptions, intentions and strategies that were lower in the hierarchy and were, therefore, less advanced or less complex, while others reflected conceptions, intentions and strategies higher in the hierarchy, corresponding to a more advanced understanding of the investigated phenomenon.

In terms of conceptions of teaching and learning, the study showed five qualitatively varying ways of understanding the phenomenon, which were considered

via six themes of expanding awareness. The categories are ordered from the simplest one to the most complex as follows: (i) *transmitting established knowledge*, (ii) *providing and facilitating understanding*, (iii) *applying theory to practice through interaction*, (iv) *helping students think independently*, (v) *and helping students grow as independent learners*.

These categories were found to hold an inclusive relationship. The most complex and sophisticated categories include aspects of the previous ones, but not the other way around. In category 1, the teacher lectures while students take notes and ask for further explanations. In category 2, in addition to lecturing the lecturer makes learners participate in the explanations he provides till understanding occurs. In category 3, the lecturer first explains and provides understanding of concepts, and then guides students to practice and develop their skills through intensive interaction. In category 4, the purpose is not limited to help students put theoretical concepts into practice but to help them change their preconceived ideas about the world, form opinions and construct coherent arguments to develop critical and reflective thinking. The lecturer role is not limited to that of provider of information. He is a guide who helps students to reach the information by themselves through interaction and meaning negotiation. In category 5, the lecturer helps students build an understanding of the world around them as the previous category but he also teaches them how to learn in a social and supportive atmosphere.

This implies that the categories that are the lowest are less complete while the highest ones are more complex and more complete. The phenomenographic analysis revealed critical aspects that distinguish between categories of conceptions. These critical aspects highlight what lecturers should discern and focus on when they target a higher category of conceptions. Categories 4 and 5 prove to be the most complete in that the lecturers :

- Help students to correct their misconceptions, evaluate an opinion, form their own opinion on the basis of well constructed arguments.
- Encourage students to develop their metacognitive strategies to learn independently

- Help students to discover knowledge by themselves: to interpret and evaluate materials, prepare lessons, present to their classmates.
- Create an intensive two-way teacher-student and student-student interaction in order to raise students' awareness about the value of cooperative learning: students manage group work, tutor each other, and assess each other.
- Help students develop and use their prior knowledge
- Care about students' behavior in the classroom and react appropriately
- develop students' intrinsic motivation

As far as approaches to teaching are concerned, the data analysis revealed the following five approaches to teaching that are qualitatively different from one another: (i) *lecturer-focused strategy with the intention to convey knowledge*, (ii) *lecturer-focused strategy with the intention to help students understand concepts*, (iii) *lecturer-student interaction strategy with the intention to put concepts into uncontrolled practice*, (iv) *student-focused strategy with the intention to help students develop critical thinking*, (v) *student-focused strategy with the intention to change students' way of learning*.

The student-focused strategy with the intention to develop students' critical thinking approach and the student-focused strategy with the intention to change students' way of learning approach are the most complex and complete approaches. They are characterized by the fact that lecturers:

- Help students develop cognitive strategies in addition to metacognitive ones to become critical thinkers and independent learners.
- select updated and authentic teaching materials: audiovisuals, texts, articles.
- design tasks that help activate students' schematic knowledge and create group discussions.
- implement these tasks via group work
- develop students' intrinsic motivation by sensitizing them to the usefulness of university teaching and learning

- implement inductive teaching: implements tasks and activities inductively from the beginning to the end of the lesson
- Accommodate to differences in students' learning styles
- Use formal summative assessment along with informal formative assessment.
- Create increasing opportunities for students to assume responsibility
- Address students individually most of the time through group work.

The interpretation of the data showed a correlation between the lecturers' conceptions of teaching and learning and their approaches to teaching. Lecturers who adopted simple approaches that are ranked lower in the hierarchy adopted simple conceptions ranked lower in the hierarchy while lecturers who adopted more complete approaches that are ranked the highest in the hierarchy held more complete and complex conceptions. Lecturers who approach their teaching from a *lecturer-focused perspective* conceive teaching either as *transmission of knowledge* or as *providing and facilitating understanding*. Lecturers who adopt a *lecturer-student interaction approach* view teaching as *applying theory to practice through interaction*. Lecturers who approach their teaching from a *student-focused perspective* conceive teaching as *helping students think independently and grow as independent learners*.

The correlation between lecturers' conceptions of teaching and their approaches implies that lecturers' teaching practices are guided by their conceptions of teaching and learning. Hence, in order for lecturers to implement the most complete approaches to teaching in the classroom, they need to hold the most complete conceptions of teaching and learning. Hence, a program that aims at exploring lecturers' conceptions of teaching and learning to modify them in the direction of the most sophisticated conceptions would help lecturers adopt a student-focused strategy with the intention to help students become critical thinkers and autonomous learners. The conceptual change approach to staff development can be a means to achieve this goal. It can be used with preservice and inservice lecturers. It would consist of workshops that would explore lecturers' or students existing conceptions and attempt

to develop them towards the most complete ones. The workshops can be organized according to the stages mentioned in chapter four (p 290)

Lecturers presently attend prescriptive training programs that provide them with prescribed skills on teaching language skills, assessment, and curriculum design. As an alternative to this theoretical training, the conceptual change staff development program can be implemented in the English department. The lecturers would be given the opportunity to explore their own conceptions of teaching and learning in addition to their approaches of teaching by means of questionnaires. Next, they would be encouraged to perceive the critical aspects that distinguish their own conceptions of teaching and learning and their approaches to teaching from more sophisticated conceptions of teaching and learning, and more sophisticated approaches to teaching. Thus the aim would be to create a learning environment for preservice and inservice lecturers in which they would improve their teaching practices by viewing teaching and learning in a more complete way. The preservice and inservice lecturers would be required to discern the critical aspects of teaching and learning, and to focus on them while teaching. Ho et al (2001) investigated the impact of the conceptual change approach on teachers' conceptions of teaching and learning, and on their teaching practices. The findings of this study showed that changes in conceptions are possible and can lead to changes in approaches to teaching. This study comes to the conclusion that changes in teachers' conceptions and approaches to teaching can occur in a short period of time. A further study is needed to evaluate the effectiveness of the conceptual change approach in the English department at the University of Algiers 2 and examine if it can be a promising alternative to the present practices.

Suggestions for Further Research

Further research can be conducted to investigate, on the one hand, the development of lecturers' conceptions of teaching and learning during a conceptual development program, and on the other hand to examine if changes in conceptions bring about changes in lecturers' practices. In addition, it would be interesting to

extend the present study and to include lecturers of various disciplines in order to examine the extent to which the results of the present study are generalizable.

Further research can also aim at investigating the correlation or disjunction between lecturers' approaches to teaching and students' approaches to learning. The ultimate goal would be to examine the effect of lecturers' conceptions and approaches to teaching on students' learning outcomes.

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APPENDIX A: LECTURERS' CONCEPTIONS OF TEACHING AND LEARNING
INTERVIEW GUIDE

- 1- First, what is your background as a teacher?
- 2- Which course (s) do you presently teach?
- 3- Based on your experience so far, how do you see the teaching of your module should be performed?
- 4- How do you expect your students to learn?
- 5- Can you give me a concrete example of something you do in that sense in your classroom?
- 6- What knowledge do you expect your learners to get?
- 7- Can you give me a concrete example?
- 8- Do your learners contribute to the teaching situation with any background knowledge they possess?
- 9- If yes, how? Can you illustrate?
- 10-Which role do you hold during your teaching sessions?
- 11-Can you give me a concrete example?
- 12-What do you expect your learners to do during your lectures?
- 13-Can you give me a concrete example?
- 14-How does communication take place between members of the classroom?
- 15-Can you give me a concrete example?
- 16-Do you take into consideration your learners' opinion regarding the selection of content ?
- 17-Can you give me a concrete example?
- 18-Before we finish, is there anything you would like to add that you have not already mentioned?

APPENDIX B: LECTURERS' APPROACHES TO TEACHING INTERVIEW
GUIDE

- 1- How do you prepare for your teaching?
- 2- Can you illustrate?
- 3- Which objectives do you bear in mind while designing your lessons?
- 4- Can you illustrate?
- 5- Which teaching materials do you prepare?
- 6- Can you illustrate?
- 7- How do you intend to use them in the classroom?
- 8- Can you illustrate?
- 9- Which tasks and activities do you prepare?
- 10-Can you illustrate?
- 11-How do you intend to implement them in the classroom?
- 12-Can you illustrate?
- 13-How do you proceed in your teaching classroom?
- 14-Can you give me an example?
- 15-What do you consider to be important for the students to learn?
- 16-Can you give an example?
- 17-What is your point of focus in the classroom; that is to say, do you deal with each student individually or do you direct your attention towards the class as a whole?
- 18-Can you illustrate?
- 19-Which assessment procedures do you use?

20-Can you give an example?

21-Do your students adopt different learning styles and strategies?

22-How do you deal with these differences if any?

23-Can you illustrate?

24-What is the main source of knowledge or information for your learners?

25-Can you give an example?

26-Is there anything else you would like to say?

**APPENDIX C : LECTURERS' CONCEPTIONS OF TEACHING AND
LEARNING QUESTIONNAIRE**

Dear lecturer,

This questionnaire serves to conduct a study on some Algerian EFL lecturers' conceptions of teaching and learning in addition to their approaches of teaching. We would be very grateful if you grant us a few minutes of your valuable time to fill it as clearly and faithfully as possible.

I- Tick in the box that corresponds with your answer. Whenever a space is given, please provide your answer.

1- Age

20-30 ... ☐

30-40... ☐

40-50... ☐

50+... ☐

2- Sex

Male... ☐

Female... ☐

3- Degrees Held:

(i)

(ii)

(iii)

(iv)

4- How long have you been teaching in the English Department?

.....

.....

5- Which modules did you teach in the past and in which year? How long did you teach each of them?

Module	Year (1 st , 2 nd , 3 rd , 4 th)	Years of teaching

6- Which modules do you teach presently?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

7- Did your teaching experience start in the English Department ?

Yes ☐

No ☐

8- If no, where have you taught before?

.....

.....

.....

.....

.....

9- Which subjects or modules have you taught? (Please mention the year)

(i)

(ii)

(iii)

(iv)

(v)

10-Did you get any training in the field of language teaching or pedagogy?

Yes ☐

No ☐

11- If yes, please mention whether this training was:

theoretical ☐

practical□

II- Please answer the following questions focusing on the teaching of a particular English language course. This may mean that your answers to these questions are directly linked to the specific features of this module and that they are different from the answers you might give on your teaching in another course.

12- How do you understand the concept of teaching?

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13- How would you define the concept of learning?

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14- What do you expect your students to achieve through your teaching?

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15-What is the kind of knowledge your learners should get from your teaching?

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16- Do your students have any background knowledge about the subject you teach?

Yes ☐No ☐

17- If yes, how is it useful in your teaching situation?

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18- Which role (s) do you play in the classroom?

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19-Which role (s) do your learners hold in the classroom?

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20-Which kind of interaction (s) does exist in your classroom?

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21- How is the content of your teaching selected and organized?

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Thank you for your cooperation

APPENDIX D: CLASSROOM OBSERVATION SCHEME**Date:****Module:****Time:****Lecturer**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

APPENDIX E : LECTURERS' TRAINING EXPERIENCE
QUESTIONNAIRE

Dear lecturer,

This questionnaire serves to conduct a study on some Algerian EFL lecturers' conceptions of teaching and learning in addition to their approaches to teaching. We would be very grateful if you could grant us a few minutes of your valuable time to fill it in as clearly and faithfully as possible.

Tick in the box that best fits your answer and give further comment in the space provided.

1- To what extent are you familiar with the following issues?

- Theories of language acquisition

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- Theories of language learning

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- Teacher-centered approach

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- Learner-centered approach

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- The formal/informal assessment distinction

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- The intrinsic/extrinsic motivation distinction

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- Learners' learning strategies

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

- Learners' learning styles

Very familiar ☐

Quite familiar ☐

Rather familiar ☐

2- How did you come to know about the issues you are very or quite familiar with?

Issue	I came to know about it
Theories of language acquisition	
Theories of language learning	
Teacher-centered approach	
Learner-centered approach	
The summative/formative distinction	
The formal/informal assessment distinction	
The extrinsic/intrinsic motivation distinction	
Learners' learning styles	
Learners' learning strategies	

3- Does this theoretical knowledge help you in your teaching situation?

Yes ☐

No ☐

4- If yes, how did it help?

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5- If not, why didn't it help?

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6- Have you received any practical training that helped you implement the
aforementioned issues in the classroom?;

Yes ☐

No ☐

7- If yes, could you describe the practical training you benefited from?

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8- How is this training advantageous for your career as a lecturer?

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9- How do you think teacher training should be improved in the department
of Anglophone studies?

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Thank you for your cooperation

Appendix F: Classroom Observation Accounts

Date: 07/04/2015**Module: Cultural Issues (3rd year)****Time: 10:00-13:00****Lecturer: A1**

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	Ob
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	Ob
	The lecturer accommodates to the differences	
Attention	The lecturer addresses the class as a whole	Ob
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	Ob
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 13/04/2015**Module: Cultural Issues (3rd year)****Time: 10:00-13:00****Lecturer: A2**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob

Date: 20/04/2015

Module: Reading & Writing (1st year)

Time: 8:30-11:30

Lecturer: A3

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	Ob
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	Ob
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 24/02/2016**Module: Anglophone Literatures (2nd year)****Time: 8:30-10:00****Lecturer: A4**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 23/02/2016**Module: Research Paper Writing (3rd year)****Time: 14:30-16:00****Lecturer: A5**

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	Ob
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	Ob
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 18/02/2016**Module: Literary Genres (2nd year)****Time: 8:30-10:00****Lecturer: A6**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob

Date: 29/02/2016**Module: Reading & Writing (1st year)****Time: 11:30-14:30****Lecturer: A7**

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	Ob
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	Ob
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 16/01/2016**Module: Applied Statistics (3rd year)****Time: 10:00-11:30****Lecturer: B1**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob

Date: 22/04/2015

Module: Schools of Linguistics (2nd year)

Time: 11:30-13:00

Lecturer: B2

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	Ob
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	Ob
	The lecturer accommodates to the differences	
Attention	The lecturer addresses the class as a whole	Ob
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	Ob
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 26/04/2015**Module: Study Skills (2nd year)****Time: 10:00-13:00****Lecturer: B3**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob

Date: 10/01/2016**Module: Communication (3rd year)****Time: 11:30-14:30****Lecturer: B4**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob

Date: 23/02/2016**Module: Grammar (1st year)****Time: 8:30-11:30****Lecturer: B5**

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	Ob
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	Ob
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 21/01/2016**Module: Phonetics & Speaking (2nd year)****Time: 11:30-14:30****Lecturer: B6**

Categories	Items	
Teaching steps	Deductive: from theory to practice	Ob
	Inductive: the lesson is a succession of tasks and activities	
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	Ob
	The lecturer creates opportunities for students to assume responsibility	
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	Ob
	The lecturer addresses students individually, and the class as a whole from time to time	
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	Ob
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	

Date: 16/01/2016**Module: Critical Writing (3rd year)****Time: 8:30-10:00****Lecturer:**

Categories	Items	
Teaching steps	Deductive: from theory to practice	
	Inductive: the lesson is a succession of tasks and activities	Ob
Responsibility for Learning	The lecturer assumes all responsibility	
	The lecturer assumes all responsibility for theory and encourages students to assume some responsibility for practice	
	The lecturer creates opportunities for students to assume responsibility	Ob
Consideration of Students' Differences	Students' differences are not taken into account	
	The lecturer accommodates to the differences	Ob
Attention	The lecturer addresses the class as a whole	
	The lecturer addresses the class as a whole when teaching theory, and individual students when practicing	
	The lecturer addresses students individually, and the class as a whole from time to time	Ob
Assessment	Formal and summative assessment : tests and exams	
	Formal assessment in addition to informal assessment used with some constructive feedback	
	Formal assessment in addition to informal assessment used with regular and consistent constructive feedback	Ob

APPENDIX G: INTERVIEW TRANSCRIPTS

The interviews conducted with lecturers on their conceptions of teaching and learning as well as their approaches to teaching generated an important amount of data. The latter consist of (28) interviews transcribed in more than one hundred pages, which can be exploitable for further research. For this reason, the researcher decided to provide only six of these interview transcripts as sample data.

Lecturers' Conceptions of Teaching and Learning

Interview Transcripts

Lecturer A3

Interviewer: I would like to know about your background as a teacher.

Interviewee: I have been teaching for seven years now. My first experience was in the department of history.

So it was dealing with historical texts and understanding of the language and also the content and then in the department of English for six years now, I've taught literary genres, reading and writing, listening and speaking, academic writing and survey of English, African, American literatures.

Interviewer : A rich background then.

I am going to ask a series of questions but while answering them you need to keep in mind the teaching of one module.

Interviewee : So in my case it is reading & writing.

Interviewer : Based on your experience so far, how do you see the teaching of your module should be completed.

Interviewee : Well, I think first it should take more time than it is taking now.

And it should be more centered on the learner. Because we generally don't have time to do the practice in the classroom; we have some class works & so on but most of the practice is done as a homework. This is the main problem for me. I never know whether they have done the home work themselves or ... you know.

Interviewer : OK so for you it is how,... so this is your understanding of teaching; it should be more focused on the learner. So concretely what does this mean for you?

Interviewee : For example, when we teach the reading & writing through some for example reading through some strategies but most of the time students have problems with the language, and reading and writing are not taught in terms of reading & writing. We always have to add some elements of the language. For example : vocabulary, grammar – so the time we devote to the teaching of close

aspects of the language is taken from the time of teaching how to analyze how to write.

Interviewer : And how do you see your role as a teacher ?

Interviewee : For me in the classroom I am a guide.

Not really a guide. I have really to provide the information because students will not do really what they are expected to do. If they have an activity at home they are not going to do it. I mean I provide the information. I provide hand outs, with the summary of the goals we need to achieve at the end of the unit and then we work on that, I guide them to do what they are supposed to do.

Interviewer : Ok and what do you expect your learners to achieve ?

Interviewee : Well I expect them to achieve 70% or 80% of the goals we sat in the beginning of the year. For example, for us, in reading and Writing. In reading, we have 8 strategies to learn. If they are able to have 6 out of 8, it is good. For writing we move from sentence combining to essay. We expect the Ls to be able to write an essay. Even if it is not perfect but at least we expect to have the form, they have the different techniques that we study.

Interviewer : Could you illustrate regarding the techniques and the strategies ?

Interviewee: Yes. For example , we have sentence combinations, different sentence combination. We do eh simple, compound, complex. I expect students at the end of the year not to produce any mistakes when they write an essay, mistakes that are related to sentence combination. Not to produce any mistake would be impossible. So at least as I said 80% of the Or for example we have 5 different types of paragraphs to deal with. I expect them at least to make the difference between descriptive & narrative for example when they read and when they produce. When they are asked to produce a descriptive paragraph, I hope that they will not or that they will be able to see the differences.

Interviewer : Ok. What knowledge do you expect your learners to get through your module?

Interviewee : They are as I've said previously the ability, I mean to acquire vocabulary they did not know before. To read a text but also interpret a text. Not only reading as they would read a newspaper but the ability to analyze. This is for reading , plus the strategies. For the writing, it is to produce mistakes free paragraphs and then essays.

Interviewer : So how do you expect them to gain this knowledge ?

Interviewee : Well, there are different stages. First, they should be exposed to the different rules and then they should be given examples of what a paragraph ought to be, and then the third and last stage is practice through..... a lot of practice. They need a time to be between what they learn & when they practice, through revision, through practice in class. I mean they need some time to assimilate the knowledge they get.

Interviewer : So what kind of practice do you provide ?

Interviewee : For example there are different activities related to the different types of paragraphs or when it is for the essay, when they have to write outlines. For example they have a text, they have to write an outline, or vice versa. They have an outline they are supposed to develop in one paragraph.

Interviewer : Do you have tasks they go through before the final production ?

Interviewee : Yes

Interviewer : Could you describe them ?

Interviewee : When we dealt with the opinion paragraph or t argumentative paragraph. First we dealt with defining it, what it is supposed to contain, why is it different from other paragraphs we studied before? Then we have one example, we read an opinion paragraph. Then we ask them what does it contain that other paragraphs did not? We have an opinion defended by some facts. They are supposed to at least recognize these. And then we move to the organization of this paragraph. What should be put in this paragraph. That the topic sentence should be an opinion for or against, that is debatable & then we need to tell them the difference between a fact and an opinion. They are going to support their opinion with facts, statistics, or personal experiences, experiences with other people and so on ,we deal with the outline, what they are supposed to write in the topic sentence then how do they support? The first supporting sentence needs to have details so we write an outline in class then we show them what we expect. We expect them to produce paragraphs that look like the ones we deal with, activities about the content of the paragraph. For example there are activities about making the difference between facts & opinions, I dealt with activities eh.....

Interviewer : What's the form of these activities ?

Interviewee : Exercises, sometimes grammar exercises, we give them sentences to combine in cause and effects.

Interviewer : Is it fill in the gaps ?

Interviewee : Not really fill in the gaps but they have handouts with exercises, they have to produce sentences and sometimes for example we have ten sentences and they have to write “O” for opinion and ”A” for fact.

Interviewer : Do your learners contribute to the teaching situation with any knowledge they possess?

Interviewee : Yes, well sometimes they give, well, they are required in some exercises to give examples so they speak about their experiences as students or they speak about their everyday life experiences. In an opinion paragraph they need to give opinions they have and to support them.

Interviewer : All right but I mean do they possess any knowledge about writing ?

Interviewee : Some of them possess some abilities in reading and writing. But they are not numerous, about 20% that have the ability to write correct sentences and that only need the guidance of the teacher to produce a paragraph, but most of them need to start from the sentence level.

Interviewer : How do you proceed in the teaching classroom ?

Interviewee : First, I choose a strategy - Eh for reading – for example, I choose a text that serves the strategy I’m going to teach in a session. Then I distribute the text. It depends on the strategy.

Interviewer : Could you give a concrete example about the strategies ?

Interviewee : Yes, for example : scanning, skimming, understanding vocabulary in context : For example interpreting an idea. Eh different reading strategies for example when we dealt with summarizing I took a longer text than usual. I took a text which was two pages and we dealt with the text in the way that we read it, explained the difficult vocabulary & then dealt with the different ideas of the text & so on & so forth & then I introduced the strategy, summarizing the text, I gave them the tools in the form of exercises also: what does summarizing consist in? What do we need to do in order to summarize a long text? Why do we summarize ? The we did it together in class as workshops they did it in groups that was for summarizing – but other strategies are taught differently.

Interviewer : Could you give me an example?

Interviewee : Yes for example for guessing the meaning of words from context , I selected a text which was a little bit difficult for them so there were many words that they could not understand, eh, at the level of 1st years. And eh they were asked

to give equivalent to these words in a given context. It was taken from the text. And generally the activity that I used consisted in giving them one word that can have different meanings in different contexts and they had to select the right meaning of the word in the text, just to show them that a word can have different meanings, and this is one example.

Interviewer: And regarding writing?

Interviewee : For writing, it takes more time. We devote 2/3 of the time of reading & writing to writing and 1/3 of the time to reading because writing requires more time and more practice. Eh example when we deal with punctuation, capitalization eh we need time, to spend time on the rules really, to make sure that students know the rules of punctuation for example. So it is done through handouts eh. For example, for capitalization – Eh we give them a handout that includes all the rules and then we have different activities in which the students have to apply the rules in class and then they have different activities that they do at home and they give them back for the teacher to correct them and we correct them all in class together.

Interviewer ; So, what do you expect your learners to do in class ?

Interviewee : First, they need at least to be able to understand. For example, for the texts they are expected to be able to understand 70% of the text – For example because when they come as 1st year English students, they are supposed to have at least the level in English. They are supposed to be able to produce correct English. No or few grammar mistakes – Eh but for the syllabus, I do not expect them to have any knowledge about reading strategies or for me I need to start teaching from the beginning

Interviewer : But concerning their role what do they do ?

Interviewee : Well, it is Their role is to interact with the teacher. But not only that. They are supposed to do the activities, to do the homework. We use even one aspect which is peer editing, for example, we expect them to exchange paragraphs and correct each other – they are learning but at the same time they need to contribute to the teaching.

Interviewer : Ok. What kind of interaction does exist in the classroom ?

Interviewee : Well questions and answers, sometimes students can, I mean expose their opinion about..... I even ask them, not often..... because I do not know if would be.....eh the communication is between me and them and there are also group works, pair works between students. They help each other when they have problems.

Interviewer : Do you take into consideration your learners' opinion regarding the content you teach?

Interviewee : Yes, sometimes yes, because I talk to them at the beginning of the year and I have for example adapted my reading material according to the liking of my students. For example I select texts that are more likely to be.... Eh to be eh received by students or that students are more likely to be interested in.

I take into consideration the fact that boys like more sports and girls like more romantic I mean movies for example if we are going to work on this. I have also included texts about young people as a social category so they would feel more connected to the text. I ask them for feedback for example, how do they feel about the lesson or they are understanding well – do they want something to be changed ?

Interviewer : Ok. Thank you very much so before we finish this part is there anything you would like to add about teaching and learning ?

Interviewee : Well, these answers. I mean I have spoken about my experience this year. In the context I mean of starting on time. Having few students I have 25 students. So I have been able to do this much, but during previous years when we were less lucky, when we started very late and we had classes of 50 students, I couldn't do half of what I did this year. So this is it. If we want to teach reading & writing properly to do our best we need to start with certain criteria and also there is also the homogeneity of the group. Sometimes we have very good students and students who are average so it is ok. Sometimes we have students who are very very weak in terms of English. They are not even able to distinguish a verb from a noun. So there is a problem of orientation for 1st students at least.

Interviewer : Excuse me, when you said that you had not taught even half of the program was That in terms of quality or quantity?

Interviewee : Both. In terms of quantity we could not finish the syllabus. We could not start dealing with the essay for example. In terms of quality I could not do as much class work, in terms of collecting correcting paragraphs, giving feedback to students and then taking them back again every week. This year with 25 students I can do it. Even in class it was very difficult to make them work in group. When they were very numerous it was time consuming and I mean even the effort I had to do in class was superior to what.....I am more comfortable now with 25 students.

Interviewer : Thank you very much

Lecturer B 2

Interviewer : I would like to know about your background as a teacher.

Interviewee : My background as a teacher, My background before I started teaching.

Interviewer : Before and once you started teaching.

Interviewee : Before I had no Pedagogy. Zero pedagogy. I studied linguistics. I took my degree then I went to France, I wrote a memoire on Chomsky: the concept of semantics, Chomsky's generative grammar, the concept of semantics between 1965, 1969. I do not remember the dates. And then my Professor was a Professor in the theory of enunciation. So I wrote a memoire for the DEA on negation in French, English, Arabic, comparative grammar. Then for the 3^{eme} cycle, I worked on contrastive grammar c'était en Français 'métaopérateur.' Ce qu'on appelle métaopérateur en Français, Anglais, Arabe. I started from Arabic « bel » in Arabic : Je suis partie de cela. I worked on contrastive linguistics, "bel" is metaoperational, what we call metalinguistics. I started with "bel" why "bel" ? "bel" when I was a pupil I remember I noticed that "bel" has different meaning in Arabic yes It is not very fresh in my mind.

I started with meanings in Arabic. And these meanings when you translate them you get their meaning in French so I use translation to get their meaning. But what my professor taught me is that when we acquire, when Arabs acquire "bel", we do not acquire all the meanings of "bel". They acquire the meaning of "bel" in the system of Arabic. So I used translation 1st to find out all the meanings of Arabic like 'en plus', et. 'meme' et 'non pas' and so on. So sometimes "bel" meant "more than" & sometimes it was a negation. How can a met operator mean two opposite things? It is not possible? This means that in the system of Arabic it has one single meaning.

La valeur en système. This is what I discovered. It is how one word goes this way & that way. We start from "bel" and it is different meanings in Arabic. Different meanings in Arabic, we can find them thanks to translation. Why? Because one word "bel" in Arabic it is "bel" but in French it has different meanings. Then how is it possible that these ten different translations refer back to the same word. On fait un aller retour. We go this way & that way. C'est la valeur en système.

Interviewer : And regarding teaching, what is your experience?

Interviewee : Ah teaching . My Teaching experience. What I wanted them is to, well, the 2nd year program was to teach students the chronology of linguistics (the study of language) from the Greeks to Chomsky.

Interviewer : When did you start teaching ?

Interviewee : Linguistics, October 1987. The first year I came to this university they gave me first years. I was a new teacher so I found that very very difficult. But I taught 1st years only one year. Then they gave the 2nd years. And I remember everything was clear in my mind but the problem when you are a young teacher what is in your mind you have to dissect it and make it as clear as possible. This is I found very difficult. Now I can do it. What I wanted my student.... I wanted them to like linguistics as much as I do, un jour j'ai dit à mon professeur; j'ai eu le coup de foudre pour la linguistique, il m'a dit vous au moins vous avez eu le coup de foudre pour quelque chose. Il faut démonter pour le remonter. You see now I speak in the past but 5, 6 years ago I spoke in the present. Now I speak on the past. I like teaching but I do not have this motivation... this I am motivated. They are not motivated. I was happy when I teach linguistics, always. But I do not feel them motivated. I do not know. But I remember I used to tell them I want you to like linguistics as much as I like it, I said that during many years, I remember I used to tell them I fell in love when I was your age.

They used to laugh. Now I do not say it any more. Finished. Because one question I ask. "Do you like linguistics?". Some say "Yes", some say "No". It is true linguistics whether you like it or not. But now I say you are here you have to work. It is true that theory is difficult, theoretical schools are to teach theory is hard, you need pedagogy. This pedagogy I developed it myself. No one taught me. It is very very difficult. Now what do I use? metaphors, I use metaphors.

Interviewer : How do you think the teaching of your module should be performed ?

Interviewee : How do I think? Personally. I mean I speak for myself, as I do with images. It is so theoretical but the only way to catch their attention is to use images. If they don't understand they won't like it. Now the problem is not to like it as I said to you but to pay attention, to pay attention. So I use images. I try to simplify to the maximum as if I were not teaching linguistics. What I want them is to handle the concepts, the evolution of linguistics with the concepts. I tell them I want you to understand what I am teaching you. Is how Plato and Aristotle taught their reflection when they understood grammar. How the philologists developed that reflection.... You are Saussure. I am teaching you how Saussure reflected on language, what is Saussure reflection? What is Chomsky's reflection? So I say it is

a pyramid. Language is so complex. Language has many facets so if I observe all the facets at the same time what I am going to propose is something heterogeneous so what I am going to do. I am going to choose one facet, one concept & focus on it & this concept includes the best. It is langue. Langue because it is what is essential for the production of language.

I cannot describe all the consonants that constitute language at the same time so I choose one and I focus on it. And in this way I propose a homogeneous description of language and it is langue, then I explain langue, I explain why Saussure because a structuralist, why?

He had enough of philology, language is not only history, I speak Arabic I do not know the history of Arabic. Why? what for? So all I need to know to speak Arabic is the langue of Arabic. So langue/parole, why syntagmatic/Paradigmatic? I explain now language is a system why? In this langue we have the syntagmatic/Paradigmatic axes – when you speak one word follows the other. Then each time I produce a word. I've made a choice. So you said “he” but you had other possibilities and so on. So syntagmatic/Paradigmatic. Where the signifier/signified? So we have langue/Parole, this is one dichotomy, 2nd dichotomy is syntagmatic/Paradigmatic, words follow each other but you make five words, five choice so third dichotomy, where is it ? signifier/Signified. It is on the syntagmatic axes. Each time I utter a word, what is it? It is an association signifier/signified. And the last one is synchronic language I can study it like this or like that. And you see everything is included in langue. So everything is included in “langue” et c ça qui fait que “language” is a whole langue. It is a whole And I say the word “whole” what does it evoke for you? They say un rond. Et c'est cela c'est fermé et ça c'est au fur et à mesure. Saussure said language is a whole, un tout. Cela veut dire que c'est fermé et tout et à l'intérieur.

Interviewer : So how do you expect you learners to learn, to get this information ?

T : When I used to have time, for each lesson. I have a text. For Saussure, I have a text. For Chomsky, I have a text. For Bloom Field, a text with exercises. For all lessons except the 1st one, they have a handout and a text, and exercises. I expect them to be able to define the concepts in clear terms. For example. For the test they had a question on creativity. Creativity why Chomsky proposed creativity instead of stimulus – response process that he criticized? They understood that. If there is something they understand & they do not forget is the definition of creativity. So I explain the fascinating thing with Chomsky is this: with finite means you have a non finite production.

This is generative grammar. This is competence. What is competence? Competence you have acquired a finite number of rules, why the number is necessary finite? Because otherwise language is unlearnable. Children are acquiring language before their intellectual faculties are developed. So imagine this a child acquiring.... It would not be a system. Pronouns, demonstratives all from a system. After many years of teaching I tell them I understood something I knew unconsciously, language is order. Order thanks to what rules of morphology, rules of syntax, semantics and ... Now it is like a pyramid : Saussure is here, Chomsky is here. Halliday is here, each one observes an angle. We cannot observe all the angles together we choose one and we focus on it. I tell them this : why the description of this ? You are here, you write the description of this. I am going to collect your description. Many would be very different. You have observed and described.

All of you are right. You have described what you have observed. The same thing for language.

Interviewer : So which knowledge do you expect them to get through your teaching ?

Interviewee : It's ... what It's to understand the contribution that each school or each linguist has offered to the study of language. Now what is linguistics? it is all of that. Pour moi c'est cela. I say in grammar with Mrs X you practice complex NP. Who invented this structuralist approach : Premodifier, post modifier, modifier. It is Bloomfield. With X you practice Bloomfield. In the 1st year there is a lesson on the characteristics of language :There is arbitrariness, creativity, duality of structure. I say who said arbitrariness, when we do the revision at the beginning of the 2nd year. It's Aristotle, then Saussure, language is rule governed & creativity who said this ? – Chomsky – who speak about duality of structure “Bloomfield”. So all of them all these leaders contributed to define language. What is the language? it is all these characteristics.

Interviewer : Do your learners contribute with any prior knowledge to the teaching situation ?

Interviewee : No. Nothing in linguistics. All they can say “language is a system” – “Develop”. They do not know. They can't deal with that.

Interviewer : Do you try to see if they have any prior knowledge?

Interviewee : Oh I do I do. I try to make them speak. I said to them for example last year you have a lesson, characteristics. This is why it is important to know what they did before. When I started teaching before dealing with second year.

I wanted to start with first year before teaching second years. I wanted to have all the years and I taught the four years.

Interviewer : Now when you are in the classroom and lecturing so could you tell me which process do you follow ?

Interviewee : I start by making them guess to keep their attention. I write the 1st letter of a word for instance “Competence”. They make propositions – like a game till they get it. Is it intellectual ? it does not matter as long as they are with me. I want to keep their attention.

Interviewer: Once you have their ‘attention, what do you do ?

Interviewee : Then I dictate the definition. They take notes but when it is a definition I dictate. I wrote a lot on the board. I cannot teach without writing. Without a piece of chalk. I give them the handout at the end of the session but still I have the need to write why? Because they need to see that on the board. We can’t teach about language if we do not give them something written. I can’t understand teachers who work only with handouts.

The handouts illustrate the lesson, the handout is never my lesson. If there is something I have never done, even when I was a beginner teacher is reading the handouts in my class instead of my teaching. If I give the handout to read, they do not need me. They prefer the traditional teaching. Otherwise you lose them, they are no longer with you. So I want them to feel that what is on my board is interesting to them. What I used to tell them. Even when I dictate the definition, many of them, what they do ? They watch the ceiling. When I say write, they write & then again they watch the ceiling. I say what I explain between two definitions is more important than the definition you are writing. Because when you’ll be tested, my questions will deal with what I explain, the reason in the reflection, not the definition. Ok. So I’ll never ask you to give me the definition of this or that, never. I want even if it is a three line answer for a small question, you have a space of three lines. In these three lines, you are tested on how much you have understood of what I explained in class. For example : I never say define the sign but I say what is the relationship signified/signified? They have to develop a relation. What is the relationship ? they have to develop a mini reflection. I want to understand how much they have understood.

Interviewer : What do you expect your learners to do during your lectures ?

Interviewee : I am always very very happy and I feel a satisfaction when they ask questions that show me that they have understood what I said but one point has remained unclear. So this tells me how much they have understood and how much

they have not understood because they are interesting questions & if well I have finished, they tell me I have not understood, please repeat. I never repeat it. But sometimes they ask much questions that I understand that they have been following me but this point has remained unclear. This is my satisfaction.

Interviewer : What do they have to do while you are lecturing ?

Interviewee : I ask questions I ask questions. I write something on the board, I ask the questions. I wait for their reaction.

Interviewer : Why do you ask these questions ?

Interviewee : Why ? Because my that was when I was a young teacher my nightmare was... and is still my nightmare that my students get bored in my class. Some are always bored. They are physically present but mentally they are not with you. So the others whom I feel interested, they want to understand, I don't want them to be bored in my class. I am always watching them, observing them. If they are bored in my class, it means I have succeeded in my teaching. After many years, I still have that in my mind.

Interviewer : Can you give concrete examples about things they do in the class ?

Interviewee : I make them participate with me. I say langue, parole. If I say all the other dichotomies are here, it is a system. It is a container, a recipient. It contains them all. Where are you going to place your syntagmatic/paradigmatic? Where in the place?

They say to me here. And signifier/signified? Where is its place? Concretely? Here/here – c'est fatigant mais je les prends par la main.

Interviewer: Now, what kind of communication/interaction does take place between the members of the classroom ?

Interviewee : When I had time for exercises for instance in morphology, we had exercises on foreign languages, they could work in pairs. But the year is short, I don't have time. Otherwise there is always interaction between me and them, some of them, few participate the others no. but what I don't understand is that those who participate, who seem to understand get bad marks. Yesterday, those who attended the class with me and with you one was always participating & she got a very bad mark. She got 07/20. She said "yes I know I did not work".

They understand in class, I say "yes you understand because what I say is coherent. The words get out of my mouth but when you go home..... What you were tested one we had done it one month before the test. Finished you forgot it so you have to revise it". And they do not revise. They rely on memory, you are going to be tested

on small things so revision is important. They say “yes we haven’t revised”. So understanding in class is not enough. She participates, she understands but she got a bad mark. She said to me “yes I know. I haven’t revised”. I said “it is not my fault.”

“What I do in class with you, when you are alone in front of a white sheet you have to reproduce it”. I say to them, “take a piece of paper, write “sign”, read the definition, hide it and then write your own definition. If you can’t do it, you have not assimilated. You have understood but it is not assimilated. So I say, I have done my share of the work but you have not done your share of the work. We do not read linguistics as we read a newspaper. No linguistics is reflection – you read it many times. The text we did on Chomsky took them two minutes he read two minutes we finished, you know how many times I read it 3, 4, 5 times. It is easy, we do not need a dictionary to understand linguistics, all the words are clear in linguistics – Anything written by Chomsky is crystal clear. But what is difficult is the reflection. So he took more than two minutes to write this text and you, you read it in 2 minutes time. So read it once twice, three times to impregnate yourself with the text as I do – I, the teacher, I do it. So they don’t do their share of the work. I do mine they don’t do theirs. Those who do it get the best mark. There are few. One got 14.5.

Interviewer : Do you take into consideration you learners’ opinions to organize the content of your teaching ?

Interviewee : What they do not like is hand outs in the class. They complained about this at the beginning of the year. I said to them. They said to me... I say” have you understood with the other teacher?” they say “we did not do anything. She was just reading handouts”. And then, I say “if I give you handouts you do not need me”. You can read it by yourselves. And they say all of us got good marks 17,16 – Even if we did not come we got good marks. They say we learnt by heart. I do not call this teaching.

If I use the handout, I give it to them in advance, I ask them to read it and in class you know I take each paragraph, what is important I summarize, or as I did last time. I started 1st paragraph traditional grammar underline the main words and this we are going to develop it.

I give them the handout because they like to have something written. They need them. But otherwise using the handout as my own teaching in the lecture never.

Interviewer : Why do you think they need them ?

Interviewee : Just having something concrete. Something stable – They feel secure it secures them-

Interviewer: Is there anything else you would like to add.

Interviewee: No, no that's all.

Interviewer: thank you very much

Interviewee: you are welcome.

Lecturer B3

Interviewer : I would like to know about your background as a teacher.

Interviewee : Ok, so I have eh I think 15 years of experience, and I taught in private schools and at university – And I have a magister in linguistics and didactics – I have mostly taught

written expression and reading comprehension, but also oral, listening, speaking, and history classes which I think consist of a big necessary background for the student – So I have the tools that I feel are very interesting and enriching for the students in terms of proficiency – And I have started this new module of methodology called study skills - which I have started programming and preparing colleagues to work on the module and I have found that this methodology module is one of the most helpful in terms of tool acquiring and eh For the university requirement basically, that means to teach them now to be academic to obtain the academic necessary proficiency – In terms of learners, I think that the program & the teacher likewise expect a lot from the learners without giving them enough equipment – i.e – the learners have a big big potential that is not well utilized the way we are teaching these days – the learners have a big potential – they can learn, however, their motivation is also one of the lowest – I can say it this way – They do not want to make many efforts and eh as their learning demands eh How can I say this ? But they are not also motivated by their teachers and by the way they are taught. They are not taught I think in a step by step way – they are asked to much in a bulk – instead of being taught in a progressive way because it is hard work, and a big concentration and a lot of research, so a big research which takes time, energy, concentration – It is something which has to be taught also in a progressive manner – It is impossible for students who in high school were not dealing at all with research to come in first year and start right away doing research & repairing their fossilized mistakes Ehm and prepare for the exams and presentation etc – etc –

Interviewer : Which course do you presently teach ?

Interviewee : Now I am teaching reading & writing and study skills.

Interviewer : So, you will be asked a series of questions but if you don't mind could you answer them with reference to one of these two modules?

Interviewee : Ok – It will be study skills.

Interviewer : So based on your experience so far, how do you see the teaching of your module should be performed ?

Interviewee : I think eh that it should be a task – based approach – in study skills, we learn only through doing, particularly for the academic requirements –

Interviewer : So what do you mean by learning through doing ?

Interviewee : It means task – based, activity based essentially in the class – very little lessons – very little teacher talk – Mostly through exercises and problem – solving activities.

Interviewer : How do you expect your students to learn ?

Interviewee : That's a very very good question – eh I expect them to learn little by little – Small results and hopefully getting in a progressive way to obtain a good level of proficiency –

Interviewer : What do you expect them to do to reach learning ?

Interviewee: I expect them to regularity – This is what I privilege in my teaching – I try to emphasize on the fact that it is regularity which is the key to success rather than any other way of learning.

Interviewer : Can you give a concrete example of something you do with your learners in that sense?

Interviewee : Ok – eh well we deal a lot with outlining – because students have a hard time researching information and then classifying it in order to be able to produce it in an essay – so the outlining skill is necessary – So what I do is that I divide the task of outlining into different small tasks – I name these tasks to the students so that they do not lose themselves and the task and I ask them to do it in the same order – And privileging pauses, small break – and privileging a time table. I mean for instance that they are given the weekend – They have 3 days between classes and so I tell them to do two tasks day 1 and to relax and whatever and to do the second tasks day 2 and to relax and the last two tasks day 3 – And then to be more ready the next day.

Interviewer : So, what knowledge do you expect your students to get ?

Interviewee : Well academic proficiency, regularity, rigor – So it is more a way of learning than learning information – It is way of learning information and keeping the information in your mind and of well using it – this is what I wanted of them – It is more important than the information – because information they can get it

through the net, through books – I am not necessary for that - But I am a guide for them to be autonomous learners – this is what I want.....

Interviewer : Could you give me an example ?

Interviewee : Yes – For instance, I use the other modules – The content modules we take some examples from the content modules and I ask them to put this content into...eh.... – I forgot the term – I teach this – Ehm into cards – into small cards – Eh, and these cards I ask them to classify them either by theme or alphabetical order or whatever but in a very very summarized and almost telegraphic manner so that they know that this information can be used again & again with the author & dates of appearance this information.

Interviewer : Do your learners contribute to the teaching situation with any prior knowledge ?

Interviewee : Yes, very often and this is surprising however, it is very vague and not referenced at all and so not academically possibly used, it is useless, so what I try to teach them is that I ask them to get prior information and ask them to contextualize it or to check it if it is in correct – complete, etc.....

Interviewer : Could you give me an example ?

Interviewee : Well for example we were talking about Marco Paulo and they knew without knowing him and so there were some mistakes, for example between Marco Paulo and Christopher Columbus. So I had to put them in to biography cards – Ok – and these biography cards helped them to resituate these historical figures and to redefine the context not to repeat the mistakes again.

Interviewer : Which process do you follow during your lectures ?

Interviewee: The exact steps.

Interviewer : Yes.

Interviewee : Ok, So usually we start with the home works, we never start the lesson without checking that they have either done prior research in the field we are going to talk about or that they have done the exercises I have given them the lesson before – so the home work is the opportunity to check what they have done and to remind them that without their proper work which is 80% of their proper work, no need to expect great results – So it is always a reminder that they have to put personal efforts – Ah, then we attack the activity, I start with because I Always start with an activity and within the activities I give small point by point lectures – It means if I find a grammatical issue, I will deal with it in a 5 minutes time, if there is an informational issue, I will deal with that 5 – 10 minutes time, no more –

then I answer the students' questions, then we move on to another task, and another and another – So the lessons are integrated with tasks followed one after the other. Usually the tasks are connected by a theme – I divide the semester under 2 or 3 themes maximum – Why? because they have to go and check the information and be able to use it in class and work on it – eh so it has to be theme relate so that they know where they are going.

Interviewer : Can you give me an example ?

Interviewee : Ok – For example we dealt with eh ... the theme of racism at one stage eh... they had some historical texts eh... presented in other modules – I also give them texts in class and I ask them to look for any information at home, quotations or may be magazines, articles, whatever – And when they bring that we try to answer essays and we try to outline ideas on that theme giving a particular historical example for : Martin Luther king, Mandela, so we've talked about these important figures? Gandhi, etc and their job was to check the information on these people's life – check which information was important – some of them tried to tell me he was 11 when he left India – or something like that And I say this is something trivial – that what is important is that Gandhi fought for the outcasts and that he was in the parliament and he tried to strive for the independence of India & to be considered as equals etc – So to try to decipher what is the important information about a biography & which information to drop – Things like that for instance –

Interviewer : What do you expect your learners to do during the lectures ?

Interviewee : During the lectures, I expect them to work a lot – And expect them to be busy and not to look at me and wait for my lectures so when they have an activity, they have to start solving it immediately and to work in groups – These are the two things that I try to teach them because in every professional situation, our job depends on the quality of our colleagues work – And I try to teach them that – If the person who is doing the introduction does a raw in the introduction, the body won't be good etc – Everything has a consequence - And if they do not work well they will diminish the general results of their work. Working individually is different from working with colleagues. To work in group in a cooperative and supportive way is important at the university and for their professional lives. I ask good students to work with slow students and to form a group. I think both can learn from group work.

Interviewer : Eh how does interaction take place between the members of the CR ?

Interviewee : Eh well you mean communication, talking with each other ? Well they can talk about the work if it is a group work – otherwise, they are asking

questions to the teacher – they can ask each other questions, they can even look in books, even look on their phones – that’s not really really important – what matters is that they understand the method – It is open, communication – there is no that silence because they can be wanting a word or an idea or something and in class I encourage communication which to laugh with them I say it is forbidden during the exams. I encourage them to help and support each other. Not to be too individualistic.

Interviewer : Can you give me an example of this ?

Interviewee : Well for example if they are developing a paragraph and they lack an idea or they want to express something and they do not know how to do so – they can ask their classmates how would you say that or ? Is this word good or something like that? They can have an exchange or even laugh about it. It is not a problem. I do not banish communication.

Interviewer : Do you take into consideration your learners’ opinion regarding the selection of content ?

Interviewee : No, absolutely not – This is one of the rare moments... Sorry – This is one of the rare elements that the students have absolutely no talking about no decision to make because I consider that it is our job as teachers to guide them and one of the guiding issues is the learning of principles, the learning of value – Ah important things that we are teach are academia and honesty, these things I consider are the teacher’s role to fulfill and therefore are not to be discussed with the students – This is one of the rare elements where we, teachers, we can bring a big value, added value because they can find information anywhere but to know which information to look for is not found everywhere – And this is the big difficulty – If you are an informed researcher or an informed TV watcher, alert eh an informed internet surfer you will know what to look for, what is right, what is wrong, what is good for you etc but if you are not informed, you are not guided, you will fall into the trap of looking at the information without any opinion.... Not only opinion but judgment – This is what university teaches.

Interviewer : This is what you consider to be your role.

Interviewee : Yes, j’allais le dire, this is my role – That’s where I can act.

Interviewer : Is there anything else you would like to add ?

Interviewee : Yes – one thing I would like to add- Before thinking about teaching and learning – I thought that teachers know everything and that learners were very eh.... Eh.... unmotivated and had no will, did not want to work – And they did not want to succeed and things like that – They were very very lazy because I always

heard teachers yielding at us you don't know this, you should know it – Shame on you - stuffs like that – so I always thought that students needed to be pushed and severely marked and the more I enquire and researched learning, the more I understood that the more you push, the more you break the will of people – And if you try to be understanding and if you try to obtain results by progressive, and by explaining very well the method and things like that, you will obtain results. Even if they are not the results you want but you obtain results – And that is a key thing that changed my way of learning, my way of teaching, my way of researching with very much eh....eh how to say this, being much more relaxed – I am more relaxed now than I was in the past. I was very strict – I marked badly my students – And I regret that – because I did not know that I did not have to expect so much of them – So I have changed this – because it is not lowering the level we hear lowering the level – what is lowering the level. I don't think it is by being very severely. I think it by encouraging them to learn & to work and to show them what is to work – I tell them you have to do a homework – what will you do now ? Here are the steps of working – some students tell me I've never sat in a situation of working for one hour or two – I can't – what can I do – I say ok – Take breaks – If you feel you gonna ok do step 1, step 2 – This is one of the things I discovered, that exist in time management in an It is to make micro steps – Not even small steps, like for example recopying the words in the questions and to check their meaning in the dictionary, that's a step – If you can't do something else, have a drink, watch a movie, use your phone then go back to your work – So we've to be more understanding because today not only students are young and totally unaware of what is around then but also the media has transformed people's capacity – there are a lot of things, they are curious -

Lecturers' Approaches of Teaching Interview Transcripts

Lecturer A 3

Interviewer : My first question regarding this part of the interview is how do you prepare for your teaching ?

Interviewee : Each time I move to a different point of the syllabus I used different book and eh I mean not only different books but different fields for example when I need to make a point or to focus on a point on language, I use grammar books for example, but I use mainly two or three books in reading and writing, and from these books I select the material that will help me, the text I need and the strategies I need to develop. I work mainly with books to prepare the handouts for the students but I also prepare a handout for me in which I include more material than for the students for example, for students, I select what would be at their level but for me I develop material that can help me. I read a lot before to be able to select what to give them in class for example and also to refresh my memory on some aspects.

Interviewer : So what do you intend to do with the materials you prepare ... the handouts & so? How do you intend to use them ?

Interviewee : One part of the hand out is concerned with the rules I want the students to get. The material from which they learn and then most of the handout is practice: exercises, topics to be developed, how to develop these topics, examples.

Interviewer : Thank you very much. So could you describe, or I would ask the question differently; how do you proceed in your teaching classroom?

Interviewee : The first thing I do is I set the goals. For me goals are important. For example at the beginning of the year I set the goals of the whole year moving from sentence to essay but in each.... In each session, I start by setting the goals of this class and then I ask the students to remind me what we dealt with last time. So if we are going to continue they summarize what we dealt with. If we are going to start a new point I explain what is the relationship between what we saw before and what we are going to see. For example, cause and effect paragraph, we have finished and now we move to a new type of paragraph that is used in different situations than the previous ones, then we do, not really brainstorming, but I write on the board what students know about the topic. Sometimes, they have misconceptions about the topic that we are going to correct. Sometimes the information is correct. then I start

eh it depends sometimes I give them the handout and discussing or introducing the lesson and then moving to practice.

Interviewer : Ok, what do you consider to be important for the Ss to learn ?

Interviewee : In reading and writing, it is really. Well first the language and in terms of abilities as I said previously to acquire 70 or 80% of what they are supposed to learn by the end of the year, for example at the end of 1st year I expect my students to be able to produce an essay : introduction, thesis statement, different development paragraphs & the conclusion. Now in the second year I know also that the program starts with different types of essays so I need to provide for my students the abilities for the following year to start comfortably. This is what I try For the reading the same thing, there is a number of strategies in order for the students to use in different modules. For eg : in the second year, the ability to analyze literary texts, to analyze civilization texts and so on and so forth.

Interviewer : What is your point of focus in the classroom ? I mean do you deal with each student individually or do you focus on the class as a whole?

Interviewee : 1st, at the beginning I talk to the class, all students when I introduce the goals objectives of the lesson, I explain the type of paragraph with handouts but when we move to practice, for example some students find no difficulties. So they start doing their exercises, they feel comfortable, then I start correcting the exercise they want to answer, they go to the board but some students need more attention so I deal with them individually during this period, they call me or when I notice that one student is not doing the work so I ask about the problem, I explain again for him/her. Sometimes they are more than one student. I take them in group of 4 or 5. I explain eh I deal with the difficulty they have while the others are doing the class work in groups. But for the teaching at the beginning of the class I talk to the whole class and for practice I deal with them in small groups or individually.

Interviewer : I would like to know about the assessment procedure you follow.

Interviewee : Ok, according to the LMD we have one continuous assessment mark and one exam mark. For the exam it is clear one exam at the end of each semester. For the continuous assessment, they are supposed to have a midterm test and at the same time they are and at the same time they are supposed to be evaluated on their progress in class. So for this I use class works and home works eh almost every week they have to produce or do a home work related to what we have learnt that week & then I correct them, I give back the feedback to the student and at the same time I keep record of this, I have an evaluation list, a list of students with an evaluation of each paragraph they have written or each home work they have produced in order for me to be able to evaluate them at the end of the semester, the

continuous assessment, to see if they do the homework and if they have been able to progress from my feedback or the peer feedback. In terms of midterm test, there are different activities. One part on reading & one part on writing. And in each part I try to evaluate or to assess the different points dealt with in class through some activities or through some exercises.

Interviewer : Then do your learners adopt different strategies and learning styles ?

Interviewee : For example, some of my students ask a lot of questions. They need clarifications on almost each point I develop; they are not numerous but they exist so I need to take more care of them.

I suppose that they do not have the background knowledge that some students have. Some students never ask questions but they are the first to answer when I ask the questions so it is easier for them I suppose to understand what I explain. There is also the fact that some students always need to ask their classmates about something even if I try to make it as clear as possible they always need to ask their classmates.

There are also some students who do not ask the questions right away even if they have not understood. They just listen. I don't know if they are shy or they do not feel comfortable but they ask later on when we move to practice, as I explained earlier, and when they are alone they raise their hand & ask the question.

Interviewer : And regarding practice, are there some types of activities that fit some learners more than others?

Interviewee: Yes for example when they are asked to do an activity, some of them are going to write the answers on their copy book. Some take notes on the handout, some of them are lazy I think, they do not like producing writing and so on while they are good at reading activities. They like answering direct questions; others like to write paragraphs because they like to express themselves. It depends on the liking and characters of the learners.

Interviewer : So how do you deal with these differences ?

Interviewee : I am not going to say that I adapt the activities to the liking at the students. It is not really possible because for me 1st they need to do things even if they don't like doing them this is what I always tell them: "if you do only what you like you have no merit as a student" but I try to encourage them I try to I mean to create a certain mood may be in order to feel comfortable. I never how to say it ground them I always try to be understanding with them. Sometimes some students really don't see the necessity of an activity because they have a better level than the others so I just make them do something else which is more difficult & more

challenging for them but I don't adapt the activities no... all the students do the same activities.

Interviewer : Last question what is the main source of knowledge or information for your learners ?

Interviewee: In the classroom?

Interviewer: Yes in the classroom.

Interviewee : Yes it is me and the handouts. I explain a lot of things that I do not put in the handout because I want them to ask questions.

I mention some things that I do not put on the handout but on the handout I put everything that they need. I mean I can give extra information orally and I also sometimes give them titles, I mean I give them a bibliography to use if they want to but I know that most of them do not do it, so I give them the maximum on the handout. I even give them sometimes handouts that we don't deal with in the CR. Just for them if they want more they can have material for them at home.

Interviewer : And outside the classroom what is their source of knowledge, if any ?

Interviewee : Most of them tell me that they use the internet. Sometimes I give them interesting websites that I have already used myself or because it is difficult for students to select a website. I used to send Ss to the university library but it is not possible: the books are at Bouzareah and we are here at Ben Aknoun. But even though they do not really use the library. I have noticed this. It is too difficult for them, they have to wait. Most of them use the internet or when I give them the precise title of a precise book they can find in the bookshop for example, some of them go and get it.

Interviewer : Do you use the information they get from other sources in the classroom ?

Interviewee : Sometimes yes but since not all the students can have access to these sources, I am not 100% sure that all of them can use the internet for example. I do not rely on it; I rely on my material, my handout and what I give in class.

Interviewer : So is there anything else you would like to add ?

Interviewee: No, I do not see anything special I would like to mention, we've covered pretty much every point.

Interviewer : Thank you very much.

Interviewee : You're welcome. No problem.

Lecturer B2

Interviewer : How do you prepare for your teaching ?

Interviewee : I prepare my self ?

Interviewer : Yes, before coming to the classroom.

Interviewee : I must know my lesson. I know it by heart. Not learning – Not learning by heart – I know my lesson – I teach Why – I teach – It is important for me, not to know my copy book when I teach. It is very important – why? Because if I have problems of memorization, why? because the lesson is long so it is very important to know by heart my lesson, to know the examples and So on. It is like I don't know. That was very important.

Interviewer : Which aspects of the lesson are important ?

Interviewee : Everything, the examples, I need to know them by heart, the definitions. Everything. so as to be free so as to be the best in class – If I have problems with my memory, I won't develop my teaching as I want to develop it. Ok, so each time, each lesson is a challenge – When you are a beginner – Even if you are not – During the holidays you forget the lesson, you stop teaching in May, and the same lesson you taught in May, you are going to teach it in may so It is for me We cannot say to students when they take notes, cross it sorry – I did not mean that – It's an error cross it – I'm going to rephrase it again – I can't imagine that. Everything I give them must be right.

Interviewer : What do you do in order to know all these details ?

Interviewee : When I was a young teacher, I had a visual memory – I write my lessons, I write all my lessons. I write I write it once, twice, three time you see – I memorize with my pen – writing – then once I've written it many times, I know I am ready to teach it. Otherwise, I am not ready. I memorize by writing, writing many times – it's a challenge. For the LMD the lessons are shorter – I had to rearrange them, to keep the essential, but I feel everything is essential – this is the problem, so to shorten my lesson I must to abbreviate it but to abbreviate what ? Now a semester is not a semester. So I never have time to finish. I am not going to teach Halliday. I'm going to stop at Chomsky – As far as I'm concerned, it doesn't

matter – what I focus on, what I want is quality not quantity – This is my slogan – quality not quantity – It is not finished. It doesn't matter – But I've done with them, I want them to have understood it. This is what I want – I've not finished, it does not matter – at all .

Interviewer : And how do you proceed in the CR ?

Interviewee : How do I proceed ? When I start I always write something on the board – Always, I need my chalk – I can't imagine a class teaching without Even if I write little. I' am going to write. Students comment, I ask questions, they answer.

Interviewer : What do you consider to be important for you students to learn?

Interviewee : Concepts – If someone says, “what is American structuralism?”, they know... I keep saying to them” imagine..... Someone asks you what are the characteristics of structuralism? You should be able to define what is American structuralism – Otherwise, what have we done? If you do not know what are the characteristics of American structuralism – Bloomfield is an American structuralist – What did he offer to the study of language?”

If they do not know that after all I did, there is a problem – they write definitions, but beyond that, I want them to make the synthesis.... I do it with them – What is America, structuralism? what did he do ?– the best thing to define them is when you have finished Bloomfield for example – you teach Saussure – they compare – It is always a comparison – Otherwise, this is what I do with 4th year – 4th year we are in the philosophy of the school – If you want to understand why Bloomfield is Bloomfield ? why Saussure is not Bloomfield – you compare – I say to them – Both are – a question, I say to them no one asks me why? Saussure & Bloomfield who proposed two different things to - It is different – what they proposed – One proposed the theory, the other one – one is mentalist, the other one is empirical – Both are called structuratis no one asks me the question – I ask myself this question – Saussure a theorist - It is pure theory – Bloomfield is not a theorist – Empirical, he takes a language and he describes it – Pire I say “Saussure is a theorist, you imagine him like this looking up – his eyes up & building the theory in this mind – But Bloomfield, you never imagination like this – He is a descriptivist – He is like this – He has a piece of paper, he has a language like English, he sees the phonemes.”

You see the difference – that speaks to them, one is a dreamer, the other one looks at the paper – And they are both called structuralists, why? No one has asked me that question, never – Because both of them work on how language is organized, is structured.

Interviewer : When you are teaching, do you focus on each student individually or on the whole class ?

Interviewee: No, no, no – I must say it – I can’t – no ehh –

Interviewer : Why ?

Interviewee : I focus on my teaching – they participate I look at them but to say on each of them, no - Many of them, or some of them raise their pen when you say right, ... put it down when.... Just I can’t do it – I think they are adults, if they want to learn, they learn – I am here for them – They are welcome, when they talk, I say look, when you disturb the class you are here and I am very happy to see that the class is full and you are welcome – Now if what I say does not interest you – It is your business – but do not disturb my class.

Interviewer : Now regarding assessment, which procedure do you use to assess your students?

Interviewee : Evaluation? I, again, I evaluate their comprehension I give small questions – but I focus, I focus, I ask the questions in such a way that they cannot find the exact answer in their copy book – this is why the marks are not good – because only those I keep telling them “why I explain?” Otherwise I give them the handout. I give them the handouts for example, for dichotomies but this handout completes my teaching – Otherwise I explain the dichotomies one by one. I keep saying to them what I say is more important than what is written. So they have the handout with the definition of the dichotomy & my definition – Because my definition is simpler. Ok. It is easier.

What I target in my test is comprehension, if they have understood they can answer but otherwise the definitions in the copy book won’t answer.

Interviewer : How many times do you evaluate them during the term?

Interviewee : Twice, LMD, they have the test and the exam.

Interviewer : Do you learners have different strategies and different learning styles?

Interviewee : My students? They learn by heart – A lot of learning by heart – I don’t mark the copy of someone who learnt by heart even if it is good the same way as someone who provides this information but has not learnt by heart – If it is correction – I give a better mark –

Interviewer : Learners who do not learn by heart, how do you think they learn ?

Interviewee: They have understood – And, but they have assimilated so as to be able to use my teaching and the handout to write correctly their answers – When you have not assimilated what do you do ? You reproduce what is in the handout – the others use the handouts in their own words – they build their own answer – I appreciate that – because there is learning and assimilation , assimilation.

Interviewer : What is the main source of knowledge for your learners?

Interviewee : What I give them. I give them bibliography- A long time ago, they used to do copies. I say to them if there is one book you needs is linguistics by Lyon , Language and Linguistics. That book I am sure he wrote it for foreigners. It is clear – you can't find clearer than that – They used to photocopy, I used to tell them buy it – If you can't, borrow it and photocopy – At the end of the session, they used to take the photocopy and ask me questions to enrich their understanding –

Interviewer : We have come to the end of the interview – Is there anything else you'd like to add ?

Interviewee : I would like to have the time to more time to teach. I would like to have the time I used to have when we used to start the year on October the 5th - I remember- I had enough time for the theory, exercises, texts, study I had time – Why? because we need time for assimilation - this time I do not have it – It is assimilation, assimilation, assimilation – I tell them what I want you by the end of this year – If you hear “generative grammar”, a friend of yours who has missed the class, asks you ‘what is generative grammar?’, you should be able to explain to him what is generative grammar. If you can' t do it, there is a problem. You have not assimilated. This is what I want them to be able to do.

Interviewer: Thank you very much.

Interviewee: You are welcome.

Lecturer B3

Interviewer : I'd like to know how you prepare for your teaching ? How do you get ready ?

Interviewee : As I told you I think of a theme – Something I consider to be important something they deal with in the content modules... I see for instance a theme they did not like this year, I drop it – I try to revise in terms of themes and I prepare some texts or some elements to deal with in class so may be if I find some questions or some exercises, a little bit in books or on the net ... etc. sometimes on TV, sometimes, I glimpse from everywhere, I gather things and I design tasks and then usually, well, as we do the same things years after years outlining, quoting, direct and indirect, academic referencing so I generally, well, try to change things so that it is not monotonous for myself and I see the students I have with me – If they grasp things easily I do several tasks, if they are slow, I give them examples, ready made stuffs as a reference – And if I see they are quick and everything .

I am going to be more officious and try to do some research presentations – Depending on the students I have in front of me –

Interviewer : Do you design your own teaching materials ?

Interviewee : Yes, this is a new module, so we had to design the whole syllabus, it's methodology – So it's vague, you can have a lot of things, so we've been given some elements by the lecturer who opened this new module – and so we've limited some chapters – So in the 1st year, it is more concerned with isolated exercises – In the 2nd year where I teach it is more a global activity that we are dealing with – It is for the aim of the essay writing, or presentation doing, research paper preparing and with all the tasks in between.

Interviewer : How do you proceed in the teaching classroom?

Interviewee : I try to teach, we start with the homeworks, then we start with tasks, a series of tasks and in each task, we have a small point of lecture and I give a home work for the next session and I answer their questions regularly.

Interviewer : What do you consider to be important for the students to learn ?

Interviewee : What is important is the how more than the what and to contextualize every single information they learnt in order to be able to reuse it – when appropriately needed.

Interviewer : What is your point of focus the classroom ? – I mean do you deal with each student individually or do you?

Interviewee : No I deal with groups, small groups of four or five – This is how I focus in class – And within the groups I try to target individuals – Mostly, one thing that I focus on is that I do continuous control very very regularly even if I do not mark a paper – I always pick up some works randomly – So individuals are always expecting me to take their works and to mark them – This is the bad side of me.

Interviewer : This is the next question actually – You have anticipated – I would like to know about the assessment procedure?

Interviewee : So we have the exam, continuous control but personally because it is a task based learning so it is continuous assessment .i.e, every session or almost every session I take some of their papers – I always give them something to do so either I mark their home work or one exercise of their home work – or something they have done in class – This is how I assess the individuals and students are always in the expectation. That's why they work and they do not talk too much

Interviewer : So do your learners adopt different learning styles and strategies?

Interviewee : Do they adopt? Yes they are different. It depends on different student's profiles – Ehm, some students are regular and hard work and handing when I give something. Other students are shy, they want to work and do not how to do it. I push them to participate, I show them how to work to be autonomous. This is the majority of students, I try hard to help this category and make them have different study habits – And there are those who are lazy, who do not want to do it, straight to the point, they are pushed because they have to get their diploma. So they are the least motivated. But their strategy is to wait and see, they wait until the last minute – Their way of learning is chaotic but they get to learn because there is always an exercise on the table. Some are visuals, others are auditory, so I try to deal with all these differences.

Interviewer : Among those who are motivated, Do they learn differently?

Interviewee : I am trying to think about it – I need some time.

Interviewer : Eh, I don't think so, it is actually very homogenized – It is actually a problem because I think, it is because of their history in high school because they were so used to rote learning so they come not only with the same kind of

background in terms of knowledge but they also come with the same background in terms of skills, very weak learning skill and un-autonomous learning, so what they know to do best is to learn what they have been given and what is weird is that they try to learn what I tell them, they try to memorize the outline we do – It is really rote learning reminiscent –

Interviewer : What is the main source of knowledge or information for your learners?

Interviewee : They try to copy class notes and internet.

دراسة مفاهيم التدريس والتعلم للمحاضرين وعلاقة هذه المفاهيم بمناهج التدريس المعتمد عليها: منهج فينومينوغرافي

ملخص

يهدف هذا البحث الى دراسة مفاهيم بعض محاضرين اللغة الانجليزية كلغة اجنبية للتدريس والتعلم الى جانب دراسة مناهج التدريس التي يعتمدون عليها. يسعى هذا البحث ايضا للاستفسار عن الارتباط المتواجد بين مفاهيم التدريس والتعلم من جهة و مناهج التدريس من جهة اخرى.

اجريت الدراسة مع اربعة عشر محاضرين اللغة الانجليزية في قسم دراسات اللغة الانجليزية بجامعة الجزائر 2. يقوم هؤلاء المحاضرين بتدريس مواد متنوعة والمتمثلة في: الاستماع والتحدث, القراءة و الكتابة, القواعد, القضايا الثقافية, مدارس اللسانيات, الاحصائيات التطبيقية, الكتابة النقدية, اساليب التدريس, كتابة الابحاث, والادب الانجليزي..

تم خلال هذا البحث استعمال مقابلات فينومينوغرافية الى جانب استبيانات من اجل دراسة مفاهيم التدريس عند المحاضرين. كما تم استعمال مقابلات فينومينوغرافية ومخطط الملاحظة لدراسة مناهج التدريس التي يعتمد عليها المحاضرين. تم ايضا تصميم استبيان للتعرف على تجربة المحاضرين في التعلم و التدرب على التدريس.

حللت البيان الناتجة عن المقابلات باتباع الاسلوب الفينومينوغرافي . اما بالنسبة للبيانات الناتجة عن الاستبيانات , تم تحليلها با تباع طريقة تحليل المحتوى

اشارت نتائج هذا البحث عتي ان محضرين هذه العينة يعقدون خمسة مفاهيم مختلفة للتعليم والتعلم و خمسة مناهج مختلفة للتدريس.

كما اشارت نتائج هذا البحث الى وجود علاقة قوية بين مفاهيم المحاضرين للتدريس و التعلم و المناهج المعتمد عليها في التدريس. هذا يعني ان مناهج المحاضرين في التدريس تتشكل من خلال مفاهيمهم للتدريس و التعلم. و هذا يدل على ان ينبغي تدريب بشكل مختلف. عوضا من التدريب النظري التقليدي الإلزامي يقترح من خلال هذا البحث تدريب يرتكز على تطوير فاهيم التدريس و التعلم من اجل مساعدة المحاضرين عتي تحسين ممارساتهم التدريسية