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**Investigating EFL High School Algerian
Teachers' Views about Method-based Pedagogy
and their Conceptions of Research**

**Thesis Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Magister in Linguistics and Didactics**

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Academic Year:

2020-2021

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Declaration

I hereby declare that the substance of this dissertation is entirely the outcome of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date:.....

Signed:.....

Dedication

I dedicate my work to:

my loving parents,

the memory of my grandmother,

my brothers and sisters,

my teachers and inspectors and

all my friends, especially Lamia, Amel, Imene, Wassaq Karima and Souad

Acknowledgements

This research comes at the end of a long journey during which I was supported by many people. I am greatly indebted to all of them for being a source of encouragement and inspiration.

First, I would like to express my deepest gratitude to my supervisor, Doctor Siham Bouzar, for her constructive feedback and invaluable guidance and support. I gained a lot from her discussions, respectful critique and flexibility. My gratitude goes also to my previous supervisor, Professor Safya Cherchalli. Her comments and suggestions helped me structure many of my thoughts.

I also would like to express my appreciation to the jury members: Prof F. Hamitouche, Dr S. Bouzar and Dr L. Silhadi for their time and efforts.

My thanks go to my former tutors on the magister programme: Prof F. Bensemmane, Prof F. Hamitouche, Dr Y. Boukhedimi, and Prof K. Khaldi. I learnt a lot from their seminars which contributed to constitute the novice researcher I am today.

Next, I would like to thank the teachers and inspectors who participated in this study for their collaboration and patience and the school headmasters who gave me permission to enter the Lycées whenever I had to meet teachers and inspectors.

I am highly indebted to my family, especially to my mother and my father whose continuous support made this thesis possible.

And my thank you must also be expressed to Radia, our post-graduate studies secretary, for her kind reception and readiness to help almost all the time.

Overview

This small-scale study tries to investigate the views and attitudes of Algerian EFL high school teachers towards the usual claims about method and their awareness of the significance of research as an alternative to method. The concept of method prompts my interest for it is the aspect dominating the language classroom, yet teachers seem skeptical of its usefulness in addressing classroom practice. In addition, classroom realities trigger my attention to the notion of research as a potential alternative. In fact, many educationists have been interested in this area of research and they emphasize that a change is necessary. Four research questions were raised around a major one to address these issues and two research tools were used: teachers' questionnaire and inspectors' interviews. A sample of twenty-two Algerian EFL high school teachers from different places was randomly chosen to respond to the questionnaire, and the interviews were conducted with four EFL high school inspectors from three different districts in Algeria to try to have an idea about distinct places. The analysis of the results revealed that the participant teachers do not fully believe in method, which paired up their assertion regarding the absence of a best method. In addition, the participants show a moderate level of reading academic research, which they think, partly promotes their professional development. As for teachers' voices in designing ELT, the participant teachers are rarely invited to take part in such decisions. And inspectors revealed that the reform is made by specialized committees; mainly university teachers. Concerning conducting research, the sample showed a moderate attitude towards being research-engaged. They welcome the role of teachers as researchers though they appear to be lost about how this will work in practice. The findings also revealed that learners are better engaged in the research process being partners in the teaching/learning process. The contribution of this study might be knowledge-increasing in the sense that they highlight EFL Algerian high school teachers' views of the usual claim about method and expand the research to news areas; the move towards a more teacher –research approach as an alternative.

Key Words: method-based pedagogy, post-method pedagogy, teacher research, Language teaching and learning, teacher development.

List of Abbreviations

- **AR:** Action Research
- **CNP:** Commission Nationale des Programmes
- **EFL:** English as a Foreign Language
- **ELT:** English Language Teaching
- **EP:** Exploratory Practice
- **GSD:** Group Spécialisé de discipline
- **L2:** Second Language
- **PR:** Practitioner Research
- **Q:** Question
- **SLA:** Second Language Acquisition

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General Introduction

Despite the continuous changes in the Algerian educational system, teachers tend to be struggling to cope with classroom practical problems and the teaching of English in Algeria does not seem to reach the desired level. A usual claim is the fact that these changes are mainly grounded in the constant reshaping of method and fail to address classroom practice and deal with the myriad of the social and cultural factors which exist in the language classroom. As a matter of fact, there is no strong previous research which explicitly attests of the problem. The only report, perhaps, that addresses the uneasiness with altering methods at a continuous pace, in the Algerian context, is the one by Medjahed (2011). According to her, having gone through the grammar translation method, the direct method and the audio-lingual method, we then opted for the competency-based method which has been adopted since September 2005 in spite of the many problems it creates inside the classroom. The author (op.cit) hints to the remarkable expectation with the adoption of such series of methods neglecting perhaps many other possible changes. Also, my personal experience as an EFL high school teacher both in pre-service and in-service training reminds me of how much Algerian EFL teachers are skeptical, for instance, of how to operate in the light of the newly initiated method, the Competency Based Approach (CBA). One has to note further that teacher training programmes usually provide instruction that is tightly related to methods only.

Similarly, the same problem has been well documented in many countries. In Brazil, Allwright and Hanks (2009), for instance, argue that the world of language teaching has therefore been full of competing methods resulting in highly prescriptive teacher training programmes meant to train teachers to use the dominant method of the day though method has proved to be useless basically because of the realization that classrooms are not identical and idiosyncratic (Allwright& Hanks, op.cit). Accordingly, the dynamic nature between teachers and learners (Allwright& Bailey, 1991) makes it impossible to study the co-produced language lesson experimentally and quantitatively only, as Second Language Acquisition (SLA) research has long been doing. Furthermore, in view of the field study by Tekin (2013) on teachers' views

of method in Turkey, a strong opposition to the concept of method as well was revealed.

Hence, searching for the ‘best method’ is unlikely to provide solutions to classroom problems. This conclusion is backed by Pennycook’s assertion (1989, p. 597. Cited in Kumaravadivelu, 2006) that methodological solutions are misconceptions which have weakened rather than promoted our understanding of language teaching. Since then, serious doubts about the concept of method were raised (Clarke, 1983; Stern, 1985; Nunan, 1989; Richards, 1990; Allwright, 1991; Jarvis, 1990).

Based on the above doubts, it comes clear now that the problem of method is common amongst many parts of the world, and Algeria is not an exception. Therefore, a major change, elsewhere in countries like Turkey, Canada, Argentina, Brazil, Saudi Arabia, etc. to bring about improvements has been a resonant call for moving beyond the concept of method and adopting a post-method pedagogy. The latter is thought to be a viable solution to the problems that method created for both language teachers and learners as pointed out by Khatib (2012) and has been firstly called for by Kumaravadivelu in 1994. Accordingly, efforts have been directed to improve classroom life rather than focusing solely on improving teaching methods.

A growing interest in persuading and preparing teachers to be research-engaged instead of their conventional role (Borg, 2009) has come to the fore as a helpful post-method paradigm. We therefore need to develop teachers' research skills that will help them view the language classroom with broad guidelines rather than a set of techniques allowing for a better understanding of classroom realities. As a matter of fact, many networks and communities of practice have begun to built up, in Turkey and internationally, which are supportive of the further development of teacher research (Burns, A; Dikilitas, K; Smith, R., & Wyatt, M, 2017). However, neglecting learners as partners in this new approach is said to be unfair and to leave a gap unfilled of classroom reality about which learners can add a lot. It has often been suggested that learners are active and show constant reactions to the surrounding events (Cherchalli, 1988, p.4). Therefore, their roles are significant. To this end, on one hand, many scholars have focused on advising teachers on how to do research as an alternative postmethod pedagogy (Allwright& Bailey, 1991;Nunan, 1992;

Freeman,1998; Burns, 1999; Brown& Rodgers, 2002). Allwright (1991), for example, investigated and introduced the concept of Exploratory Teaching as a form of teacher research in Brazil that teachers can pursue in their own classroom settings and which goes within the process of teaching and learning.

On the other hand, others, such as Shkedi, 1998; Everton, 2000; McNamara, 2002, and Ratcliffe et al, 2004 (as cited in Borg, 2009), Borg, 2009; Mouhanna, 2009 and Benegas, 2017 postulate that the focus should be first on examining teachers' views about research to ensure the promotion of teacher research engagement. In their view, 'the more we understand teachers' attitudes towards research, the more the initiatives to promote teacher research engagement are likely to succeed'. (Borg, op. cit, p.359).

Yet, despite all the above discussed views on the opposition to method-based pedagogy and the widely spread teacher research movement, during the last decades, as an alternative to it (Yuan, Sun, & Teng , 2016), EFL decision makers in Algeria still tend to believe that there is a 'best method' waiting to be discovered someday. Thus, an outstanding question here is: why are we Algerians still lagging behind? Concomitantly, a concern should be directed towards examining teachers' views about method-based pedagogy and their current conceptions of its alternative, teacher research.

Aims of the study

The aim of this study is to investigate teachers' views regarding whether method is still helping to enhance language teaching and learning and how much they are interested in the notion of teacher research as an alternative comes at the heart of conducting this study.

Thus, the present study is designed basically for the pedagogical purpose of examining teachers' views about method-based pedagogy and the interest in teacher research as an alternative. This is preminent for we want to try to have insights about their constant claims regarding method and the possibility to move on to a teacher research approach as an alternative to method-based pedagogy. Besides, understanding what teachers think of research, whether they are engaged with and/or in research, and whether they are aware of the significance of doing research (teacher research) is vital if we want to initiate any teacher research framework in the Algerian context.

Significance of the Study

My interest in the topic stems first from my teaching and learning experiences. As an EFL teacher at high school, I felt rather skeptical of the Algerian educational decision-makers ongoing change of English language teaching methods. Most of the time, EFL teachers were bombarded with a tremendous instruction on how teaching should proceed. Yet, the fact that this instruction is prescribed for teachers by outsiders undermines their value resulting in numerous shortcomings which are now a reality hampering the teaching-learning process and which teachers cannot deny or ignore. Thus, this study might be helpful at least in voicing their real views about method-based pedagogy and their readiness to adapt a more teacher-research perspective to go beyond the limitations of teaching methods.

My motivation grew further as a learner when Pr. Cherchalli's subject '*focus on the classroom*' stimulated my interest in the idea of encouraging teachers to be research-engaged and produce research instead of being consumers of research. During her course, Cherchalli (2010) introduced Exploratory Practice (EP) as a post-method pedagogy with broad guidelines that EFL teachers may adopt to deal with the complexity of the language classroom. We [the magister group] then had the opportunity to learn about EP as a teaching practice that promotes teacher research engagement and as an attempt intended to open the door for teachers and learners to get together and take crucial part in researching their own practices. This is with the overall aim of better understanding classroom practice, and thus improving classroom life.

This interest is also sustained by the common fact that whenever teachers hear the term 'teacher research, they tend to pay no attention to this and tend to be reluctant to take any initiative step. This is at a time when teacher research-engagement is growing in popularity and is incorporated in Second and Foreign Language Teaching contexts in many countries as mentioned earlier in this introduction (Borg, op.cit). Accordingly, I found it cogent to explore the Algerian EFL teachers' perception of research and to investigate their awareness of the need to move on towards a more teacher research paradigm. Teachers' role as researchers is likely to promote their sense of sharing

professional responsibility and leads them to think locally and produce better understanding of their classroom practice. This work is also helpful at least for there are, according to the present state of my knowledge, very rare studies addressing this area of the movement from method-based pedagogy to post-method pedagogy in Algeria.

In sum, this study, then, seeks to understand EFL Algerian high school teachers' conception of method-based pedagogy and research as an alternative which helps them to cope with the problems created by method and to grow as professionals. It also demonstrates their views concerning the constant alternation of methods and the main change agents.

Research Questions

Our research is motivated by one major research question from which four research questions are derived. They essentially address the examination of two issues: whether teachers think "method" is still of great importance in improving ELT that it has become the core of any ELT reform and what conceptions of research they hold. Therefore, the present study attempts to answer the following research question based on demonstrating the four sub-questions below.

1. What are the conceptions of method-based pedagogy and teacher-research as a post-method alternative held by EFL High School teachers?
 - a. How do teachers feel about the implicit promises of the latest method (s)?
 - b. Who do they think should be the change agent in their teaching practice?
 - c. Do they have ways to develop professionally?
 - d. What attitude do they have towards reading/conducting research?

Structure of the Research

The study contains four (04) chapters. The first chapter reviews studies related to the discontent with method-based pedagogy and the growth of post-method pedagogy, focusing on teacher research and mainly Exploratory Practice (EP) as the most convenient teacher research framework. The second chapter presents the research methodology and procedure followed to collect and analyze data. The third chapter displays the results obtained from the research tools used in this study. In the fourth chapter, attempts are made to discuss and interpret the findings in the light of the

research questions and the literature review. This last chapter also highlights the limitations and the pedagogical implications of the results followed by suggestions for further research projects.

Chapter One

Views about the Concept of Method and the Growth of Postmethod Pedagogy

Introduction

Successive changes of teaching methods do not seem to be helpful (Kumaravadivelu, 2006). Teachers continue to condemn the applicability of the imposed methods in the language classroom. Such unhelpfulness created the need for a post-method pedagogy. Thus, many frameworks of post-method pedagogy have been initiated and they all call mainly for a teacher-initiated research pedagogy that is localized and determined by the teacher. In this chapter, the theoretical underpinnings of the limitations of the concept of method are reviewed and studies on the shift from method-based pedagogy to post-method pedagogy are reported. The chapter ends with a discussion on teacher-research with a special focus on the Exploratory Practice framework (EP) as the most convenient suggested model of teacher research.

1.1. Discontent with the Concept of Method

Language teaching methods have been promoted at different times as the ‘best’ way to teach a foreign language. Following this, prior to the 1990s, language teaching was mainly conceived in terms of *method*. The latter, as pointed by Ellis and Shintani (2013), served as the essential aspect of conceptualizing language teaching and the organizing principle for language teaching. As pointed out by Kumaravadivelu (2003)

method has a direct impact on every conceivable component of language teaching including curriculum design, syllabus specification, materials preparation, instructional strategies, and testing techniques (p.25).

Viewing method as such has had a big influence on every component of the teaching and learning system. This is true in many countries including Algeria. Indeed, since the Competency-Based Approach has come to the scene, a steady stream of books on competency-based curriculum, competency-based methods, competency-based tasks, competency-based testing, and so forth have been designed by the Algerian ministry of education.

Researchers' major concern was then to answer the dominating question 'what is the best method for language teaching?' To serve this question, about eleven methods have been introduced successively. Some of these methods have continued to be used worldwide (Grammar Translation Method), whereas the popularity of some others was relatively short-lived (Audio-lingual Method). Each method prescribed a set of learning procedures rooted in a particular theoretical conceptualization of the nature of language and language acquisition, based on linguistic and applied linguistic research (Ur, op.cit). This means that the principles guiding teachers in selecting procedures are dictated by a particular method recommended by researchers and theoreticians.

Altering methods aimed at providing a new path of language teaching (Kumaravadivelu, 2003). Almost every established method claimed to be better than the previous one. Yet none could prove its optimal quality and was recommended as the most appropriate for EFL convincingly. In this regard, Rivers (1991) cogently argues:

what appears to be a radically new method is more often than not a variant of existing methods presented with the fresh paint of a new terminology that camouflages their fundamental similarity. (Rivers, 1991, p.283. Cited in Kumaravadivelu, op.cit)

Because of their identifiable features, it appears that these eleven methods were only different appellations for the same substance. Therefore, the primacy of method has been questioned and many scholars in the field of second language (L2) teaching started to feel skeptical of the concept of method in general.

Since 1989, several voices have been raised in opposition to language teaching methods and 'method has come then under attack as both impractical and theoretically unsound' (Ellis & Shintani, 2013, p.36). Accordingly, many theoretical discussions as well as field studies have addressed this discontent with method. In fact, Pennycook was the first scholar who attacked the primacy of method in 1989 basically because of the top-down process used worldwide to prescribe teaching methods and impose them on teachers. Later on, method has received a series of criticisms, especially from scholars like Prabhu (1990) who emphasized the 'teacher's sense of plausibility' as the optimal criterion to choose any methodology, Allwright (1991) who rejected the fact that the broad interactive events happening inside the classroom are limited to a set of

narrow techniques, and Kumaravadivelu (1994) who calls for a more teacher voice as well.

More recently, Tekin's field study (2013) in Turkey proved to be one of the vital studies on teachers' views of method that yielded a strong dissatisfaction with the focus on method and therefore an absence of a 'best method'. In addition, Soomro & Almalki's (2017), while dwelling on evaluating the effectiveness of method-based pedagogies, posit that participants were doubtful about the concept of method.

As a matter of fact, these discussions have focused almost exclusively on the limitations of the method-based pedagogy in solving the substantial issue of teacher and learner autonomy' (Ousseini, 2013, p.1), along with the complex interactive phenomena going on inside the classroom.

Besides, Language teaching (LT) research (Smith, 1970. Cited in Kumaravadivelu, 2003; Prabhu, 1990; and Kumaravadivelu, op. cit) shows that the search for the 'best method' has been fruitless mainly because method is only one aspect of the dynamic and complex system of teaching and learning. As stressed by Kumaravadivelu (2003, p.165):

method is too inadequate and too limited to satisfactorily address issues, such as teacher cognition, learner perception, societal needs, cultural contexts, political exigencies, economic imperatives, and institutional constraints, all of which are inextricably linked together.

Referring to the quote above, method is only one aspect that embodies a set of techniques about teaching. Thus, regardless to it, the above mentioned issues, which permeate the process of teaching and learning, are various and crucial. Noticeably, method, in any case, cannot be the critical variable in successful teaching and there is no need to perceive it as the centre of the language teaching process.

Furthermore, Referring to Prabhu (1990), the teaching context is another vital factor that undermines the value of method, as being the essence of the teaching and learning operations. Prabhu (op.cit) stresses the role of the teaching context in manipulating what is even '*best*'. For him, the teaching context embodies numerous variations that highly influence what is '*best*'. That is to say, as Kumaravadivelu (2003) argues, the search for a universally applicable method is nonsense. In the same token, Ellis and Shintani (2013, p. 39) perceive method as limited as long as 'it ignores the

sociocultural milieu in which teaching takes place'. In addition to these, Tekin (2013), in his field study, goes further to consider it a 'utopia' to follow a particular method due to the several contextual factors and teaching situations, for example, dealing with large and heterogeneous classes, the arousal and maintenance of students' motivation and interest, lesson planning, and so on. The aforementioned scholars emphasized the limiting nature of method in addressing the variety of the contextual factors and the sociocultural constraints mentioned earlier in this section.

One further evidence for the opposition to 'method' is the fact that the term '*best*' is even ambiguous. And as such, there is no consensus on what '*best*' may mean. There are, in fact, many interpretations: does '*best*' refer to the teacher, the learners, or the learning outcomes? (Prabhu, 1990). Thus, achieving a "best method" becomes quite impossible since the term '*best*' itself is misinterpreted. Furthermore, even comparing, analyzing and assessing methods to look for the best one has proved to be a challenging task. This is evident by reference to the Pennsylvania Comparison Project conducted in the 1960s when the project leader, Smith (1970), declared how 'the results were personally traumatic to the Project staff.' (Smith, 1970, p.271. Cited in Allwright & Hanks, 2009, p.111). This is true in the sense that the project staff had expected 'audio-lingualism', being the most recent language teaching method at the time, to prove to be conclusively the best, which was not the case.

The absence of a best method is also justified by the fact that there is only some truth to every method (Prabhu, op.cit). This means that each method is partly valid. And, hence, no method can be best. Methods are limited in their approaches to explain and accommodate unpredictably numerous learning needs and teaching situations that teachers confront in their everyday professional lives. So, to reach a certain degree of validity, teachers need to implement more than one single method and perhaps even to go beyond the aspect of method itself.

The last but perhaps the most salient limitation of method of a particular interest to this study is the fact that it deprofessionalizes teachers by discouraging innovation and *reflective teaching* (Ellis & Shintani, op.cit). This leads to "overroutinization, the enemy of teaching", as claimed by Prabhu. Teachers are busy implementing the techniques and following the procedures dictated by the adopted method.

LT scholars seem therefore to be aware of the total absence of a best method. Stern (1985) and Mackey (1965), as referred to by Kumaravadivelu (2006, p.164), for instance, have come to realize that 'the profession of teaching went over successive expeditions searching for the best method that has never been insight'. Thus, they have decided to stop following after the concept of method for some time because of the serious shortcomings it has.

Noticeably, in spite of all the research evidence above about the limiting and limited nature of the concept of method, and its declared unhelpfulness, 'method' is still predominant in professional discourse and continues to be the essence of language teaching and the main course in language education programmes all over the world". kumaravadivelu (op.cit, p. 24). Accordingly, more focus is put on what teachers should know about "method", especially in teacher seminars taking place during the school year. Mushrooming of methods was also demonstrated by Waters (2012. Cited in Ur, 2014) who emphasized the fact that teachers continue to straddle what he calls 'methodism' despite the growing concerns against it. Therefore, the question needs to be asked here is: why, given the research evidence earlier, do so many people still trust the concept of method as a promising aspect for successful language teaching?

Ur (2014) is perhaps the only scholar who clearly cited the major reasons for this over interest in method. For him, this can only be justified by referring to three main facts: maintaining power in the hands of the traditional authorities (universities and ministries), rather than handing it over to the practitioner, conceiving method as the most suitable basis upon which training content and materials design can be made and the fact that practice should grow out of a clear set of theoretical concepts and assumptions and not by interaction between theory and practice.

It should be pointed out here that there has been discrepancy amongst LT scholars concerning the claim that 'methods are dead'. Some of them like Allwright (1991), Prabhu (1991), and Brown (2002) have declared the death of method for a while as long as it has proved to be limited and unhelpful. Some others, however, like Bell (2007), think that it is too early to contend the death of method. The first position, in fact, calls for a need to lose sight on the concept of method as long as researchers' efforts should go beyond methods to address ways on how learning takes place and

how teaching supports and fosters it. This is what Prabhu (1991) calls '*teachers' sense of plausibility*'. Through his notion, Prabhu comes to value teacher's own efforts. When the teacher is active looking after new ways that cause learning to take place, h/she is highly involved in the teaching operation. In other words, 'having the teacher involved in his/her teaching means avoiding the enemy of teaching, that is overroutinization and never a bad method' (Prabhu, 1990, p.174). The second position, however, though skeptical of language teaching methods, see that we still need to wait so as to reach the target of a best method. They seem to be optimistic about the existence of a 'potential best method'.

In fact, whether methods are dead or put aside for a while, a change has come into consideration. As a result, revolutionary trends in education have appeared (Osseini, op.cit). And some scholars started to offer alternatives to method-based pedagogy in different forms. Noticeably, many post-method pedagogy frameworks, as we will discuss in the following section, were suggested to embrace the limitations of method-based pedagogy.

1.2. Post-method Pedagogy

After repeated dissatisfaction with the concept of method and Prabhu's statement 'there is no best method', both ELT researchers and practitioners have reached a heightened awareness that no single method, even an eclectic one, can ensure successful language teaching. This is true because, as stated by Allwright and Bailey (1991), whatever "method", the classroom is managing itself due to the fact that the relationship between teaching and learning is far too interactive to be able to be grasped easily through set of techniques embodied in a certain method.

Following this cognizance, ELT educationists, like Macédo (1994. Cited in Kumaravadivelu, 2003, p.32), suggested that we should abandon a single recommended language teaching method, and adopt instead an anti-methods pedagogy, notifying that such pedagogy should be principled, localized, determined by the teacher and informed by reflection on experience and critical understanding of the socio-cultural context that guides our practices so as to free us from the beaten path of methodological certainties and specialisms .The author seems to underline the view

that the language classroom is a social entity and to cope with its social demands, we need to develop a better and deep understanding far from method constraints.

Thus, an innovative trend was waving as stated by Khatib (2012). This new trend in LT profession should look for an "alternative pedagogy to method which is not limited to a certain set of techniques, rather than an alternative method" (Kumaravedivelu, 2003, pp.32-33). And it was out of this awareness that 'the post-method condition' has emerged to nudge the LT profession away from the limitations of the notion of 'method'.

Post-method pedagogy was then proposed by Kumaravedivelu in 1994 mainly as a response to the experienced deficiencies of the method-based pedagogy that we discussed formerly. The 'need to find out a real way of teaching that informs the complexity of the pedagogic operation' (Prabhu, 1990, p.175) was one further drive. In view of that, it has become necessary to search for an unconventional option that allows teachers to plan and shape the way they teach by themselves and not by following a range of artificial principles, which are commonly far away from their own complex context. Adding to these factors, 'the technicist model of teacher education too gave rise to post-method' (Kumaravadivelu, 2001. Cited in Khatib, 2012).

Since then, post-method pedagogy has been regarded as promising as stated by Khatib who contends: "the notion of post-method pedagogy was deemed a viable solution to the problems that methods created for both language teachers and learners." (2012, p. 22). One has to note, in this very point, that post-method pedagogy should concern both teachers and learners. He seems to be conscious that learners cannot, in any way, be discarded from the teaching/learning operation.

Post-method pedagogy has been also considered a more preferable option because of the serious questions it raised. These questions, in fact, address LT researchers, teachers, learners, their roles and the way they handle their roles. Post-method pedagogy, first, questions researchers' and teachers' views of language teaching and teacher education. And as such, it calls for a need to restructure them (Kumaravadivelu, 2006). Accordingly, researchers and teachers should be aware that pedagogy does not comprise only issues like classroom strategies, instructional teaching aids, curricular objectives and assessment. A wide range of historiopolitical

and socio-cultural knowledge that directly or indirectly manipulate second language education are also to be taken into account (Prabhu, 1991). That is to say, such pedagogy should not be limited to specific set of procedures about how teaching should proceed.

Furthermore, post-method pedagogy also questions the roles of teachers and learners. It then urges to refigure them. Teachers should actively participate in the construction of meaning; their thinking and decision-making are essential and valued. By this, the innovative trend raises another quest regarding the traditional dichotomy between theorizers and practitioners. For a long time, it has been noted that the two partners too often dismiss each other (Hanks, 2013, p.27). Yet, post-method pedagogy empowers teachers whereby they can "theorize what they practise and practise what they theorize" (Kumaravadivelu, 2001, p.545. Cited in Khatib, 2012, p.23). So, in post-method pedagogy, there are, as pointed by Hanks (op. cit), intentions to promote equality. The latter has long been a problematic issue in Language teaching.

As for teacher education, post-method pedagogy teacher education programmes invite the individual language teacher to find his/her way to best teaching practices instead of imposing methodological concerns (Khatib, op. cit). In this regard, it allows a move from the classroom to workshops where they reflect upon their classrooms, think, and discuss their experiences to construct a practical knowledge. As a matter of fact, Algerian teacher training programmes, though focusing on methodological concerns, tend to encourage teachers to find ways to improve their teaching practice. This means that innovative approaches in ELT on the part of the teacher will only be welcomed.

Thus, on light of the above discussion about the underlying assumptions and beliefs concerning foreign language practice, the post-method pedagogy comes to be a more flexible approach which seems to help transcend the serious limitations of method.

Regarding the conceptualization of the "post-method condition assumptions ", many conceptualizations have been suggested by researchers. Yet, they all seem to agree upon such a 'three-dimensional system' as proposed by Kumaravadivelu in 2001. In the light of this system, post-method pedagogy is composed of the following three parameters: "*particularity*", "*practicality*", and "*possibility*".

With the parameter of *particularity*, post-method pedagogy ensures that language pedagogy is based on 'context-sensitive knowledge' (Ellis & Shintani, 2013). In other words, there is a call to second language (L2) policy makers and administrators to consider more the local context (Khatib, 2013). This parameter highly ties in with Prabhu's (1990) first argument of 'the teaching context' when defending his statement 'there is no best method'. The post-method pedagogy should therefore be based on "a particular teacher working with a particular group of students who want to achieve a particular set of objectives in a particular context and who are immersed in a particular socio-cultural environment" (Kumaravadivelu, 2006, p.171).

This element of *particularity* therefore favours local, specific needs that are not intended to be widely generalized and are created in a bottom-up dynamics through '*teacher's reflective teaching*'.

It is worth pointing here that in the Algerian situation, there seems to be no consideration to the parameter of *particularity* in the continuous changes in approaches, syllabi, and textbooks when reforming the educational system. As noted by Medjahed, "one of the shortages and the negative aspects of the CBA is that the theoretical suggestions are not appropriate to the Algerian context." (2011, p. 74).

With regard to the component of *practicality*, the novel pedagogy emphasizes "teachers' practical experience". There is a call for teachers to start work to generate theories of practice that will help them teach and their learners learn in a most successful way. It becomes clear here that this constituent of *practicality* urges teachers to activate their 'sense of plausibility' that we discussed earlier in this section. Teacher's practical experience, however, seems to be undermined in the Algerian ELT scene. Indeed as explained by Bouabdesselam (2001, p.102. Cited in Medjahed, op. cit)

the educational system is still highly centralized, although several suggestions have been voiced by skilled teachers, and are still being attempted towards decentralization. In vain, the general education policy is ultimately decided at the top (2010, p.75).

Based on this parameter of *practicality*, the philosophy of *teacher research* is thus highly valued. This is initiated through teacher's practical experience which is one

issue raised in this study that seeks to examine whether Algerian teachers have a voice in ELT decision making.

As far as the parameter of *possibility* is concerned, post-method pedagogy calls for the recognition of learners' and teachers' subject positions including their class, race, gender and ethnicity, and for sensitivity toward their impact on education (Chen, 2014). For him, the awareness learners bring to pedagogical settings is not only influenced with what they learn from the classroom, but is cultured by a broader social, economic and political environment in which they grow up. The importance of awareness of the sociopolitical factors is then stressed. Therefore, there is an emphasis to help learners resist social inequality. Khatib states that "L2 teaching and learning is not just grasping new linguistic and cultural knowledge; it is a site of struggling between the old and new identities for teachers and learners alike" (2012, p.25). This statement echoes Kumaravadivelu's (2003) idea that within the parameter of *possibility*, both teachers and learners are autonomous in the sense that they are actively working to transform themselves by resisting social disparity.

It seems that the three parameters discussed above shape and are shaped by one another and are tightly related to each other. They together constitute the conceptual foundation of postmethod pedagogy.

Field studies on teachers' awareness of the post-method pedagogy are rare. Tekin's (2013) qualitative study can be considered as a vital investigation on EFL teachers' views of post-method pedagogy. Tekin, in his second research question, investigated the awareness of eleven novice EFL Turkish primary school teachers of post-method pedagogy. The results revealed that all but one of the participant teachers were unaware of the post-method pedagogy. They highly mixed it with eclecticism. And even the participant teacher who seemed to be aware of the post-method pedagogy could not know how to relate it to her teaching practice.

We can conclude from all the aforementioned discussions on post-method pedagogy that it puts the teacher at the center of the pedagogic operation and values his/her practical experience. It highly stresses the need for teachers' own efforts. In this respect, post-method teachers are autonomous. *Post-method teachers autonomy*, as defined by Kumaravadivelu, requires

a reasonable degree of competence and confidence on the part of teachers to want to build and implement their own theory of practice that is responsive to the particularities of their educational contexts and receptive to the possibilities of their sociopolitical conditions (2001, p.548).

The above definition raises the issue of how post-method considers the teacher as an autonomous teacher. According to Kumaravedivelu (2001), postmethod pedagogy recognizes the teachers' willingness and ability to use their previous and current knowledge to teach and act autonomously. This, as argued by Wallace (1991), fosters teachers' ability to know how to develop a reflective approach and how to monitor the effects of such changes. Teachers have to embark actively on a continual process of self-development in order to break away from the constraints of the concept of method. Accordingly, teacher research comes to be an emergent concern in post-method pedagogy that enables teachers to construct their own theory of practice (Kumaravadivelu, 2006). And therefore it looks as if a place for teachers in the research process has now become visible because, after all, it is the teachers who know their learners and the classroom context best. In this regard, we will review the literature on teacher research as the most optimal framework of postmethod condition in the next part.

1.3. Teacher Research

The following section is meant to review the concept of teacher research as an alternative to method and to discuss the research related to this paradigm. Reviewing how and why the notion of teacher research has been initiated and introducing Exploratory Practice as its most suitable framework seem to be helpful at this stage. This is to see what we can learn from existent literature about this concept and how it may be best investigated.

1.3.1. The Meaning of Teacher Research

As a matter of fact, the term 'teacher research' has been used as synonymous with many other labels in the literature like practitioner research, action research, collaborative inquiry, critical inquiry, and self-study. This study will be using mostly the term "teacher research".

Following its varied appellations, the term 'teacher research' is attributed thorny definitions. We are drawing here only on the most relevant ones to our study. According to Ousseini (2013), Cochran-Smith's & Lyte's (1993), 'teacher research' is the most widely referred to by scholars. They perceive 'teacher research' as a 'systematic, intentional inquiry by teachers about their own school and classroom.'

Building on this definition, 'teacher research' is any investigation by teachers that is methodical in the sense that it is integrated to the process of teaching. This is pursued along with the school and the classroom as its main subject of research.

Hanks' (2013) recent definition is highly compelling and workable. She defined 'teacher research' using the appellation 'practitioner research' in her MA thesis as:

teachers and learners conducting purposeful, systematic and critical inquiries into their own practices, in their own contexts, with the aim of extending understanding (s) of educational process and human behaviours (unpublished dissertation. p.15)

What Hanks' definition is adding to the one cited by Cochran-Smith and Lyte above is mainly learners as co-researchers. It too stresses the overall aim of teacher research, that is the development of understanding (s) of both the process and the practitioners (teachers together with learners) inside the educational arena. It is worth mentioning here that it is this practical definition of 'teacher research' introduced by Hanks that we seek to integrate into Algerian classroom settings.

1.3.2. The Rationale behind Teacher Research

Engaging teachers in research has been a focal point in educational policy in several international contexts (USA, UK, Canada, Turkey, Croatia, Sudan and Hong Kong) as acknowledged by Borg (2009). The question 'why teachers should do research' is urgent to answer before any discussion on teacher research is initiated. Literature on this area shows that there are many motives underpinning this current regard in teacher research.

First, according to Kumaravadivelu (2001), teacher research has come to life as an alternative post-method pedagogy typically as a result of the conflicting reality between theory and practice since teachers, for long, have been implementing curriculum described by outsiders. Related to this, Ousseini (op.cit), pointed that the rationale behind teacher research is mainly grounded around the rampant question

'how can an outsider understand how teaching and learning take place than an insider'? Valuing teachers' understanding of what is happening inside their classrooms comes very clear out of Ousseini's quest. He undermines academics' prescriptions to classroom realities far from the scene. He then backed up his view by recalling Farrell's statement (2007, p.117) which asserts that since language teachers live in their classrooms each day and know up close what works well both for them and their learners, they are the main subjects to have the inside view of their world.

Related to this, teacher research was sought to help teachers "to move out their submissive position and to take a much more innovatory, as opposed to implementary, role in curriculum development" (Gurney, 1989, p.15. as Cited in Borg, 2009). This is perhaps to bridge the considerable gap between theory and practice thanks to teachers acting as theorizers.

One further motive for the interest in teacher research as an alternative tool is stemmed from the profound effect on teacher's professional development. This is evident in the results revealed from Atay's (2008) field study in which four participant teachers described 'teacher research' as a pure professional development activity. This acute specification of the nature of teacher research is eminent in the sense that, as declared by Oja and Smulgan (as Cited in Atay, 2008, p.140), when teachers act as researchers, they grow professionally as they become more flexible and more open to new ideas.

To sum up, the concern in teacher research as an alternative to method is growing in popularity. This interest is mainly because it is a tool for teachers' professional development, a beneficial aspect to the whole operation of teaching and learning due to the sound pedagogical decisions that teachers get, and a transit for teachers to a more innovatory role, which is a decision-maker in curriculum development instead of the conventional role: implementers of prescribed methodologies. Thus, it is all too common to find numerous publications which address the aspect of teacher research (see for instance, Cochran-Smith & Lytle's, 1993; Atay, 2008; Borg, 2009; Mouhana, 2009; Hanks, 2013; Ousseini, 2013, Benegas, 2018; et al.).

1.3.3. Origins and Conceptualizations of Teacher Research

A historical account of the origins of teacher research shows that *Action research* (AR) is seen as the ancestor of teacher research (Borg, 2010). According to Borg (op.cit), after AR has disappeared from the educational realm mainly in the USA in the 1950s and 1960s, teacher research emerged and took place in the UK and USA in the 1970s as an attempt to democratize education and to make it a more collaborative process.

More specifically, in language teaching (LT), Prabhu was the educationist who put the ground for the notion of teacher research as an alternative to method-based pedagogy through his notion of 'teachers' sense of plausibility' in his paper in 1990. An analytic view of Prabhu's notion yields an implicit call for teachers to act as researchers and look for ways that both support their teaching and promote the learning process. Allwright and Bailey (1991), however, were the first to stress explicitly the significance of teacher research. Through their literary work '*focus on the language classroom*', they highly emphasize their aim to develop a teacher research perspective. Since then, numerous publications and field studies on the importance of conducting research on the part of teachers have appeared.

As for the conceptualizations of teacher research, many models have been initiated. The first of these was Action Research (AR). During the mid-to-late 1980s, AR was proposed as a viable alternative for academic research. Yet, it has soon come to be unhelpful. According to Brown (2002), AR is unsatisfactory for three main reasons: increased time commitment, lack of distance from the research situation, and conflicts between researching and teaching roles. By the same token, Allwright advocated that action research cannot represent a viable alternative to academic research since it 'was so hugely demanding on teachers' (2005, p.355), and as such it had, like academic research, the potential to lead to burnout.

These criticisms led researchers, mainly Allwright, to rethink the whole situation and to propose Exploratory Practice as a new conceptualization of teacher research. Since then, Allwright's Exploratory practice (EP) has been the most striking conceptualization of teacher research (Borg, 2010).

Therefore, in the following section, we are going to discuss some of the main field studies related to teacher research to know how this area was investigated, what tools were used and what results were obtained.

1.3.4. Insights from Findings

Many field studies have been conducted to investigate teachers' attitudes towards and conceptions of research, such as McDonough and McDonough (1990); Macaro (2003); Allison and Carey (2007); Atay (2008); and Borg (2009). What these studies had in common was the shared objective: investigating teachers' views of research. Their samples and methodology, however, were different.

The most relevant work to this study is the research conducted by Borg in 2009. This work is outstanding in the sense that the author first investigated English language teachers' conceptions of research before inviting them to be engaged in any research project. Similarly, the present study does not involve teachers in any research work. Properly, it essentially examines the state of research in Algerian ELT to have an insight on whether Algerian EFL teachers are aware of the significance of research, as an alternative to method-based pedagogy, to inform classroom practice in general and the potential to be engaged in research.

In this regard, Borg examined the views of a large international sample (505 teachers of English) from thirteen countries around the world. What research is and how they read and do research were Borg's main research questions. For him, answering these two questions is central if we want to develop a teacher research perspective. Thus, he used a questionnaire that was filled in by the whole sample, and conducted a face-to-face interview with only a sub-sample (12 teachers) who volunteered to follow up the interviews so as their questionnaire responses would be explored in more details.

After the transcription of the interviews, Borg analyzed them by mapping teachers' interviews onto the section of the questionnaire they related to. These sections, as he clarified, provided the broad categories for analysis.

The obtained results showed that teachers perceive research as being the conventional scientific research. The findings revealed too that they had from moderate to low levels of reading and doing research. Most of the teachers, who do not

read and do research or do it but not as a continuous process, mentioned the limited time and knowledge and access to material as the main barriers.

Another sound field study is the one by Atay in 2008. Atay's study is peculiar in that the drive was peculiar: the unsatisfactory nature of the Turkish in-service education and training programmes. It has come to be clear for Atay that education programmes are limited as they do not provide teachers with opportunities to be actively involved in their development and to reflect on their teaching experiences. He then presented a programme for Turkish EFL teachers in which he provided them first with theoretical knowledge related to teacher research. In the second phase of his study, Atay invited teachers to think of research themes, develop research questions, and take action to answer them.

Initial results showed that teachers had a positive attitude towards research though they felt reluctant to conduct research. The findings, after teachers were involved in conducting research, revealed that the programme was highly effective as it had a positive impact on teachers' professional development. And as such, it can be utilized in schools and universities as an attempt to engage teachers in the practice of conducting research.

One further study is Benegas' research 'towards understanding of EFL teachers' conceptions of research: findings from Argentina (2018). Benegas' work (op.cit) is similar to this study in that it addresses a major issue in my research and it uses the same research tools (quantitative data from the questionnaire and qualitative data from the interviews). Yet, it is to some extent different from this work in the sense that the questionnaires were all completed online with 622 EFL teachers and the interviews were conducted through Skype with subgroup of the sample (40 EFL teachers). As a matter of fact, the results revealed from the Argentinean EFL teachers echoed Borg's (2009) findings. This is true in that they do conceive research as an important aspect which carried out by other professionals rather than teachers (teachers' marginalization to research). The value of research appears as relative (neither it is a part of their teacher's job nor of their professional development). Remarkably, they cited the following barriers as obstacles preventing them from doing research: the working conditions, nature of teaching posts and salary issues.

The above reported studies are not without weaknesses. Concerning Borg's study, though he could use a large sample when gathering quantitative data through the questionnaire, he failed to use the whole sample or even half of it for collecting the qualitative data using the interview. He rather used a limited number of teachers who could explore their responses to the questionnaire further. The work by Benegas has the shortage of having used online questionnaires and conducting interviews through Skype. Though this would prove true for most scholars, it may run the risk of collecting invalid data by other scholars. As for Atay, her study missed the sound ground on which she based her work. That is, the inadequacy to start engaging teachers in research without investigating their views of research. Accordingly, the present study seeks to focus on this very point of examining first teachers' views of research before any call for them to be research-engaged.

1.4. Exploratory Practice as a Form of Teacher Research

Because this study aims to suggest Exploratory Practice (EP) as the fittest model of teacher research that integrates research into pedagogy, reviewing previous research on EP was thought to be necessary.

As a reaction both to academic research and Action research, Exploratory Practice has been developed over the last 15 years as a form of teacher research (Allwright, 2005a). Starting from the 1990s, Allwright began to doubt the way he was doing as an academic researcher, especially when he had been invited to help Brazilian people raise their research profile. He then came to realize that

the classroom based SLA research was clearly taking up far too much staff time to be worth pursuing, and it was also requiring staff to learn research skills that were not likely to be helpful in their lives as teachers (Allwright, 2005a, p.354).

In fact, what he was doing added to the staff's busy professional lives instead of being supportive to them or integrated into them. He, then, recognized that they no more needed research skills but some help in getting back their "sense of having a life" in their classrooms before burnout.

Again, the proposed Action Research model, as mentioned earlier in this section, came to be too a non viable alternative to academic research to Allwright. He saw that, in practice, Action Research was simply a new name for the same substance. In so

being, Action Research simply reiterated the demand from teachers to develop research skills taken from the academic repertoire (Allwright, op.cit). Thus, moving to Action Research, as Allwright (2005) concluded, was not going to help.

It was the add on nature of both academic research and Action research that essentially led researchers to look for another model. Allwright was the first to think of a way to integrate research into pedagogy which, as a matter of fact, is a major concern in this study. He, then, drew a list of design criteria to serve this end. In this list, there is an interest in giving access to practitioners, teachers and learners, to develop directly through their involvement in the research work without waiting for a third person to produce a report.

EP, therefore, started in large part as an attempt to have pedagogy done in a way that incorporated a research perspective (Allwright, op.cit).

As for the definition of EP, many interpretations exist for the term Exploratory Practice. This variety stems from the fact that researchers perceive EP from different angles. And here they seem to be complementary in the sense that some definitions highlight the nature of the EP practice itself, whereas some others illustrate the procedures that the EP approach follows. Yet, they all depart from the same principle, prioritizing quality of classroom life.

Common to definitions of EP is the idea of an approach that allows teachers and learners to understand life in their classrooms. One often cited definition is that offered by Allwright (1994, p.03) and his colleagues in the Exploratory Practice Centre at Lancaster University. For them, EP is:

an indefinitely sustainable way for classroom language teachers and learners, while getting on with their learning and teaching, to develop their own understandings of life in the language classroom.

EP is then a classroom practice that teachers and learners adopt to deepen their understanding of classroom issues. In section '1.5.3', we will discuss why it is necessary to work for understanding.

EP is also looked at in terms of being an array of guiding principles. In this respect, Allwright (2003) and Tajino& Smith (2005) introduce EP as being, essentially, 'a set of guiding principles that help teachers and learners plan and explore classroom-

based research questions, or 'puzzles' in order to better understand life in their classrooms'.

A crucial point worth mentioning about Exploratory Practice is that 'it emphasizes that research is done for the service of teaching' (Achour, 2008, p.23). To this end, doing research should not block or burden teachers; rather it makes the process of teaching enjoyable. It does so in the sense that data are collected with minimal or no disruption to normal classroom teaching and learning using classroom activities.

This description of Exploratory Practice (EP) is highly stressed in Rose's MA thesis (2006, p.11) who accentuates the fact that EP is a way of classroom research done by both teachers and learners through the use of usual classroom tools. It is not meant to be conducted by imposing something onto the classroom. And as such, the author (op.cit) typically appoints to daily classroom activities such as, the small group discussions that she adopted as an investigative tool in her MA thesis.

Most importantly, EP prioritizes the primary aim of the English language classroom, which is to support the study of language. Allwright believes EP is, first and foremost, about getting "pedagogy done in a way that incorporates a research perspective" (2005, p.356).

Furthermore, the Rio de Janeiro group at Brazil agreed that EP is unique in that it emphasizes a natural integration of research and pedagogy. It uses existing pedagogical practice as a research tool, and it takes teacher and learner puzzles about classroom events as its starting point for pursuing an understanding about what happens in classrooms. This goes along with "the fundamental aim of EP that is, trying to understand the quality of life in a given teaching/learning situation" (Allwright, 2003).

1.4.1. Exploratory Practice Principles and Fundamentals

Allwright and Hanks (2009) state that Exploratory Practice has emerged, as a philosophical paradigm, from the debates for many years about how EP can help practitioner researchers avoid the ethical and epistemological problems researchers have identified with previous research models: academic research and action research. Allwright argued that we no more need to focus on the technical aspects of research

methods. Yet we need a properly principled basis for the overall conduct of research as an ethical and epistemological matter.

Accordingly, Kumaravedivelu (2006, p.195) adds:

EP is premised upon a philosophy that is stated in three fundamental tenets: (a) the quality of life in the language classroom is much more important than instructional efficiency; (b) ensuring our understanding of the quality of classroom life is far more essential than developing ever “improved” teaching techniques; and (c) understanding such a quality of life is a social, not an asocial matter, that is, all practitioners can expect to gain from this mutual process of working for understanding.

Consistent with these philosophical tenets, Allwright (2009) postulates seven basic principles. As for the first and the second principles, they give prominence to working primarily to understand the ‘quality of life’ as it is experienced by language learners and teachers. Seeking ways to improve life in the classroom is seen less important.

Hanks (1998, p.1. Cited in Lang, 2009, p.34) argues that "the first principle is a dominating theme which encompasses all the other principles in promoting research which makes life more liveable". As pointed out by Allwright (2003), when teachers and learners work cooperatively, on the questions they identify, they develop mutual understandings that will enable them to decide if practical change is necessary, desirable, and or possible.

Besides, principles 3, 4 and 5 are concerned with the social aspects of teaching and learning and stress the idea that “everyone should have the opportunity of reaching whatever level of understanding they are capable of, however ‘deep’ or ‘shallow’ that may be” (Allwright and Hanks, 2009, p.151).

They also enhance the idea that "students and colleagues can be co-researchers working for each other's development" (Rose, 2006, p.14). Involving everybody to work and bring them together is a serious attempt to resolve the teacher/researcher issue (mentioned earlier in this chapter on p.13) and bring collegiality between teachers and learners.

The sixth principle is very much concerned with looking at developing understandings as an ongoing process that is neither confined with a specific project nor a particular period of time. Developing teachers' understanding of their classrooms

was first introduced by Allwright (1991, p.196) when he stressed that "we cannot expect to reach understanding one day. We have to work continually for increased understanding". But working continually for understanding is never an easy task for teachers and learners to do. For Allwright and Hanks (2009), any hint of overload may discourage people from even trying. And thus was the need to one further principle to make the research process more sustainable. This announced integrating the work for understanding fully into existing curricular practices is a way of minimizing the burden and maximizing sustainability.

This last principle is practical and provides a way of realizing the sixth principle while also reassuring learners who become (co-) researchers that they will not lose out on classroom learning time. To summarize the above mentioned principles, table 01 below is used.

| | |
|--|--|
| <u>Quality of life in the classroom</u> | |
| ▪ Principle 1 | Put Quality of Life First |
| ▪ Principle 2 | Work Primarily to understand Classroom life. |
| <u>Social Aspects of Teaching and Learning</u> | |
| ▪ Principle 3 | Involve Everybody |
| ▪ Principle 4 | Work to Bring People Together |
| ▪ Principle 5 | Work also for a Mutual Development |
| <u>Developing Ongoing Understanding</u> | |
| ▪ Principle 6 | Make the work a continuous enterprise |
| ▪ Suggestion 1 | Minimize the Extra Effort for all Concerned |
| ▪ Suggestion 2 | Integrate the 'work for understanding' into the existing working life in the classroom. |

**Table 01: Exploratory Practice in Six Principles and Two Practical Suggestions
(adopted from Rose, 2006, p.14)**

As for the fundamentals of the EP approach, three main aims have been determined. Exploratory Practice targeted first prioritizing the quality of life of our learning/teaching environment above any concern for instructional efficiency. To develop our understandings of the quality of learning/teaching life instead of simply

searching for ever-'improved' teaching techniques is the second aim of EP. Finally, the EP approach seeks to recognize the fundamentally social nature of the mutual quest for understanding, in which both learners and teachers can develop (Adapted from: www.prodait.org).

I now turn to an area which is tightly related to this research: developing a better understanding of classroom events. This is through discussing the existent literature so as to find an answer for why we should work to develop understanding.

1.4.2. Working for Understanding is Paramount

Work for understanding is an emergent theme in language teaching. To justify this interest, referring first to Allwright's quote seems to be helpful. For Allwright (2010), as long as understanding is necessary in our life, it should be so in our profession. Allwright (op.cit) contended:

if working for understanding is a natural part of life it is also a natural part of learning, something we already integrate into everything else without being conscious of it, and without trying to develop our ability to do it more productively (2010, p.3).

This means that understanding in language teaching and learning is significant just as it is part and parcel of our life and it is innate in humans.

To explain why work for understanding is vital, we also recall Allwright's (1991) interesting view that is, being an effective language teacher needs working continuously for increased understanding. Allwright (1991, p.196) stressed that "promoting understanding should be the overall goal of the English language teacher for enhanced effectiveness."

Following Ashour's view of the complexity and deepness of the classroom, developing understanding is crucial. For him, "the gathering of a group of learners with a teacher in a place called classroom would be, corollary, complex and rich of experiences" (2008, p.17) and accommodating to such complexity needs a good teacher. As it is widely known, Allwright and Miller (2007. Cited in Ashour, 2008, p.19) consider that the quality of a good teacher is looked at by many teachers as learning new methodologies and techniques that may or may not fit all learners.

Ashour (2008) and Nunan (1993) agree with Allwright (1991) that trying to better understand how these methodologies and techniques work in the classroom is more important than learning new 'tricks and techniques'. And one way to do this is through being involved in researching the classrooms.

Developing understanding of the EFL classroom is also vital in the sense that classrooms are social. Thus, as pointed out by Breen (1991, p.215. Cited in Givé & Miller, 2006), working to attain a local understanding is a wise and fundamental step that precedes any pedagogical change and /or solving EFL classroom problems. The social nature of the classroom makes it a necessity to deeply understand what is happening before any remedy is attempted.

It is only when a thorough understanding of an already identified problem is gained that a reasonable solution can be proposed. Allwright (op. cit) added that the elaboration of practical suggestions that have a good chance of success stems from a research initially to develop precisely the sort of thorough understanding needed. But who is going to pursue this understanding? In his discussion of this important quest, he writes:

the problem I have identified is surely an urgent one, for learners everywhere. Can we afford to wait until the 'researchers' have finished their work and come up with some practical suggestions? In addition, can we really trust 'researchers', however long we give them, to reach the sort of understanding that is really going to be practically useful to the people who are actually in the classroom - the teacher and the learners?

The above quotation stresses the fact that searching classroom problems should be done by the practitioners themselves who are taking action inside the classroom. This is mainly because the need for an immediate explanation urges people inside the classroom to do the task and do not wait for outsiders to provide the necessary solution once they are free.

It was at this point that the idea of bringing teachers and learners together to try to understand their practices came to the fore. Teachers and learners are now seen to be the actual producers of research. This adjusted role for classroom participants has been first introduced by Allwright (1998, p.12) who proposes:

Wouldn't it make more sense to try to bring the two enterprises [learners and teachers] together, so that the classroom participants are

themselves engaged in doing their best to understand what is happening to them, and in coming up with their own understanding-based suggestions as to how they might make classroom life 'better' for themselves?

Action for understanding, according to Allwright, will automatically provide a firm foundation for any 'improvements' that investigation suggests are worth trying. However, according to him, there are some outcomes that we should not expect any work for understanding to offer; these encompasses conclusive experimental things, technically generalisable findings and solutions to pedagogic problems (for instance, new teaching techniques) for general adoption.

It seems reasonable then to assume that practitioners seek understanding because it is a necessary step before any change is undertaken. Once practitioners explore their classroom practices and gain a satisfactory understanding of them, they are capable enough to decide if any change is demanded.

1.4.3. Conducting EP

The asset of EP principles discussed above meant to guide specific practices. The latter are what teachers (and potentially learners too) will use so as to investigate the areas of learning and teaching they wish to explore by using familiar classroom activities as the investigative tools. Allwright (2000. Cited in Kumaravadivelu, 2009, p.196) outlines many practical stages to help teachers get started with the implementation of Exploratory Practice. These imply the following procedure.

EP starts by identifying a puzzle through finding something puzzling in a teaching and learning situation. This involves simply raising a 'why' question about an issue that the practitioner feels that it needs to be understood. For example, if there is a problem of unmotivated learners, a question as 'why my learners are not motivated?' would be the first thing to do.

The exploratory teachers need then to reflect upon the puzzle s/he has determined. It involves thinking about the puzzle in order to understand it deeply without actually taking any direct action. For example, if there is a problem of large classes, it may be beneficial to look for individual differences (see page 1) among the learners rather than think of ways to overpass these differences by taking any direct action.

After reflecting on the puzzle, monitoring to gather data is the following stage in an EP approach. This is by paying special attention, if necessary, to the issue that is puzzling the teacher, in order to understand it better. For instance, keeping notes while learners are engaged upon group work, instead of spending time circulating to directly oversee their work, would be one way of monitoring. The EP teacher may then take direct action to generate more data by using classroom activities such as group work

The data collected need to be considered, and decision on what to do next is necessary. This takes place by determining whether there is a sufficient justification to move on, or whether a further period of reflection and more data is needed.

After an adequate understanding is reached, the move on to protest or to change via action research is what comes next. This involves discussing with students, or adjusting expectations, or protesting about the state of affairs, or actually doing something to alleviate the situation, or taking a critical pedagogic stance.

When an adequate understanding of the puzzling issue is reached and if found an improved “quality of classroom life”, sharing these benefits with others is the last stage in any exploratory work. Getting feedback from others is also important. This may be done in the form of workshops, conference presentations, or publications.

Conclusion

Many limitations have been incorporated to the concept of method since the 1990’s and a growing concern against teaching methods has been raised. A need to find out an optimal way of teaching that is free from the method-based restrictions was emerged. In response to this, some scholars started to offer alternatives to the concept of method in different forms.

Noticeably, the focus was put on the fact that the principles guiding teachers in selecting procedures should not be embodied in any particular method prescribed by outsiders; academic researchers or theoreticians, but should be rather a pedagogy shaped by pedagogical considerations and local factors, and determined by the practitioners. Accordingly, many scholars called for a more teacher research approach where teachers are required to adopt a researcher role and develop a better understanding of the deep and complex nature of the EFL classroom. Exploratory Practice (EP) has been proposed as the most convenient post-method teacher research

model mainly because it transcends the repeatedly voiced reasons for not doing research. Furthermore, it is suitable for it goes within the process of teaching/ learning. This leads to social transformation, which is the overall aim of English Language Teaching (ELT) in Algeria.

In short, this chapter highlighted the growing opposition to the language teaching methods. It too reviews the theoretical research and field studies about the movement towards post-method pedagogy and the interest in teacher research, which is the focus of the present study. The following chapter will present the research design and the methodology used to try to answer the research questions.

Chapter Two

Research Design and Methodology

Introduction

This chapter provides details of the methodology followed to collect data for analyzing the research questions. It presents the rationale and design, the subjects, the data collection procedure, the research tools. Finally, the data analysis methods that I used to analyze data are illustrated.

As mentioned earlier, we intended to explore EFL Algerian teachers' views of method and research. Thus, the present study reports on these two particular aspects to find out the conceptions of teachers by questioning the teachers and their actual trainers, inspectors.

2.1. The Rationale and the Methodological Approach

For my topic of research, I have chosen to focus on examining teachers' views of method-based pedagogy and the possibility to move on to a more teacher research approach as an alternative which needs more interest. I chose this because I wanted to know how teachers perceive the constant over interest in method detected in the Algerian educational reform and to qualify the need to initiate any teacher research paradigm as an alternative.

After completing reading some of the basic studies and previous research on the topic, I opted for focusing on four distinct areas which are basic if we want to have a clear picture about the scope of this study: method based pedagogy, teacher development, the ELT decision makers and the interest in teacher research. The major research question: "what are the conceptions of method-based pedagogy and teacher-research held by EFL High School teachers?" is set to explore teachers' conceptions of method-based pedagogy and teacher research. I put the first research question, "how do teachers feel about the implicit promises of the latest method (s)?" so as to know how teachers feel about the implicit promises of the latest teaching method (s). Besides, the second question, "who do they think should be the change agent in their teaching practice?", tries to look for the change agent in teaching practice. And to know if teachers are adopting ways to develop professionally and what they are if any is sought through the third research question: "do they have ways to develop professionally?".

Finally, I aim to discover teachers' attitudes towards research by answering the last question: "what attitude do they have towards reading/conducting research as a teacher professional development tool?"

The present study reflects the design of Creswell (2003) known as the 'sequential explanatory multi-method strategy'. This is a design which "is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data" (Creswell, 2003, p. 2015). And we did this by means of triangulation which embodies 'the use of two or more methods of data collection in the study of some aspect of human behaviour'(Cohen & Manion, 1994, p.233. Cited in Bell & Opie, 2002, p.176). Specifically, I opted for a survey approach in which largely quantitative data on the aforementioned areas were first gathered through a questionnaire for teachers. Then, we utilized a semi-structured interview with a sample of four inspectors that explores further the issues raised in the questionnaire and collect qualitative data.

This multi-method approach seems to be most appropriate to this small scale research as the questionnaires and interviews are used as supportive to each other. The fact that we are seeking teachers' views which can essentially be described in words pushed us to adopt a qualitative method. These kinds of data are descriptive in character (Walliman, 2011, p. 72). Thus, the qualitative data were expressed in words mainly through the interview transcripts and the responses to the open-ended questions to allow for greater insights into the participants' views. However, though dealing with people's opinions which are a form of data that seems to be remote from quantitative measures and cannot be accurately measured or counted, we were able to treat the questionnaires responses as quantitative by using a set of choice of answers (closed format questions) and then counting the numbers of the various responses (Walliman, op.cit).

2.2. Research Tools

Two research tools were used in this study as an attempt to approach the research objectives. Accordingly, using a questionnaire and an interview as inter-related was thought to fit the overall aim of this work. Asking questions through questionnaires is a particularly convenient instrument to collect quantitative data which we can also use

for qualitative data (Walliman, op.cit, p.97). Questionnaires, though time consuming to be designed, are advantageous because they are commonly conceived as a very flexible tool that has a structured format and quick to administer to far geographical areas. The latter is the case in this study. Besides, conducting structured interviews is more suitable for questions that require exploring to get detailed information (Walliman, op.cit, p.99)

Using the questionnaire with teachers instead of the interview is justified by the fact that the teachers' views are the target of the present study. And a lengthy questionnaire with detailed questions and precise options would help them more to reveal the needed information than the interview. The latter was not opted for to be used with the teachers also because it was not possible to record the interview with twenty-two teachers.

Conducting interviews with inspectors was for many reasons. First, we needed an interview as a fundamental complementary data collection tool to support and complement the information generated through the questionnaire. This is due to the fact that meeting subjects face-to-face is flexible and helps to collect detailed reports about the researched issues. In addition, choosing inspectors' as such for the interview was with the aim that they are the main teacher educators. And as such, they thought to be a good source to further explore teachers' answers to the questionnaire as long as the aim of this study is teachers' views.

Therefore, the two data collection tools were used as complementary throughout this research. They tackle almost the same aspects from the perceptions of two partners: teachers and inspectors.

2.3. Subjects

A group of twenty-two EFL teachers aged between twenty-two and twenty-nine from twenty high schools participated in this study. These teachers work in the following places where I found access to: Ain ElHadjel (02), Sidi Aissa (03), M'sila (02), Algiers (04), Constantine (02), Batna (01), Oumelbouaghi (01), BouSaâda (02), Sidi Bel Abbès (01), Oran (01), Bordj BouArreridj (01), and Sétif (02).

Also four (04) inspectors participated in this research. These are inspectors in charge of inspecting and training high school teachers from three cities: 01 from

M'sila, 02 from Algiers, and 01 from Sétif. Their inspection experience ranged from zero to four years.

Selecting randomly the participants from various schools and regions helped us gain a view of the EFL Algerian teacher from different places all over Algeria. It too gave an opportunity for many teachers to share opinions and express attitudes. This random choice from different regions may ensure somehow reliability and validity of the study in the sense that the results would be the same if tried out in the same regions in Algeria. It is also worth mentioning that the participants were selected according to their willingness to participate.

Generating data from teachers and inspectors from different regions was mainly to know whether the situation is a common one shared by teachers in different schools in Algeria or it is just the status of EFL teaching in a specific region in Algeria.

2.3.1. Teachers' Questionnaire

This section illustrates the design of the questionnaire, the way I piloted it and how it was administered to collect data.

2.3.1.1. The Questionnaire Design

A questionnaire for this study was designed to obtain empirical evaluations on teachers' attitudes towards the implicit promises of the latest teaching methods, their attitudes towards the originator of change in Algerian ELT, their professional development, and their attitudes towards conducting research.

Accordingly, twenty-five items were designed. Both closed and open items were used to collect the necessary information to contribute to this study.

The questionnaire consisted of twelve closed-ended questions, ten open-ended questions, one semi-closed question, and two rank-order questions. In the open-ended questions, the subjects were required to respond in their own words and provide more details on the issues raised in this research, whereas closed-ended questions had options which were determined according to the scope of this study. Closed-ended questions were included because they restrict the answer mainly to the addressed issue and they are easier to administer and to analyze. They are also more efficient in the sense that a respondent is able to complete more closed-ended items than open-ended items in a given period of time. The semi-closed question, however, was used to

provide the respondent with one further choice in case s/he wants to add any additional factor. Regarding the rank-order questions, they were used so as to order the given options according to their degree of importance.

2.3.1.2. Piloting the Questionnaire.

Once the questionnaire has been constructed, we went through the piloting stage. The aim was to check out the questions' potential usefulness and relevance, and the population's reactions to them. We wanted too to check the wordings of the questions and if they were free from technical terms.

Thus, we piloted the questionnaire to gauge the teachers' responses to it. Four English secondary school language teachers were randomly chosen to answer the survey. All in all, there were twenty-seven items. Sixteen questions are closed, ten are open, and one is semi-closed. The pilot study, then, showed several shortcomings and therefore the questionnaire needed to be restructured. For example, a number of the pilot respondents criticized the length of the questionnaire and found some questions ambiguous. Others have not provided the information sought. Some other questions, though prepared with much care, seemed a little bit awkward or ill-formulated. Consequently, a more comprehensible reformulation or alteration seemed necessary. The questionnaire was then shortened to twenty-five items instead of twenty-eight. The unhelpful questions were omitted and the ill-formulated and ambiguous ones were restructured and simplified. It was then hoped that there would be no risk of lack of understanding and a non-response on the part of the participants.

2.3.2. Inspectors' Interview

This section is meant to illustrate the design of the second research tool, the inspectors' interviews. The pilot stage that I tried out so as to reflect on the interviews' questions and the recording process is also presented here.

2.3.2.1. The Interview Design

Though teachers' questionnaire is crucial to this study, relying solely on it would not have given deep insights about the topic of our research. According to Allwright and Bailey (op.cit), the main advantage of the interview is the fact that it is an opportunity for participants to report for themselves their experiences and what they think about them. Following this, teachers' are part and parcel of the inspectors' experiences about

which they can reveal sound views. Accordingly, a semi-structured inspectors' interview was used to elaborate on the information yielded by the questionnaire results and to produce detailed accounts that the questionnaire might have concealed. The semi-structured interview type was opted for being the most convenient one to collect qualitative data. Thus, a pre-planned questionnaire around the research questions areas was used. It used mainly open-ended questions with only one close-ended question. However, the inspectors were not given the freedom to talk about whatever comes up.

The ultimate goal was to obtain a broader picture of the research topic through verbalized responses of the teachers' own educators. The interview was also opted for because it gave us a great deal of flexibility. This is evident in the fact that though we prepared the main inspectors' interview questions beforehand, we were able to change the wording while conducting the interview when necessary.

It should be reiterated that the aim of this study is basically to reveal EFL secondary school teachers' views of the issue of method as an important way of improving language learning and of research as a teacher development tool. It was thought that the inspectors' interview would be a suitable data collection tool along with the teachers' questionnaire since inspectors are expected to be familiar with teachers and their powerful status makes them an important source of information.

The inspectors' interview questions were too designed along the research questions and aims of the study after having had answers from the teachers' questionnaires. Fourteen questions were prepared, ranging from general to specific, and four inspectors were randomly selected to be interviewed. The inspectors' verbal responses were recorded. The first question was general, in which inspectors were invited to talk briefly about their experience as EFL inspectors. Question 2 in the interview focused on the content of teacher training. Questions 3 and 4 probed the Algerian EFL teacher's profile. Question 5 stated the originator of change in the Algerian ELT. Questions 6 and 7 were meant to find out if the designed ELT met classroom practice. With questions 8 and 9, we sought to explore teachers' views of the necessity of changing Algerian ELT. Questions 10, 11, 12, and 13 sought to reveal what inspectors thought about teachers' attitudes towards research. As for question 14, it was an open one to

add comments that might help the present study; inspectors were left free to comment and add up any further ideas and information related to the scope of this study.

Regarding the interview questions design, the items were all open-ended except one which was closed-ended. By this, we aimed to let the respondents free to express their responses in their own words so as to have a detailed account on the issues raised in the present study. Compared to the questionnaire, the interview was easily designed. This is because the risk of experiencing difficulty in the item structure was reduced as long as we would have the opportunity to immediately reformulate the question and express it differently thanks to the flexibility of the face-to-face interviews.

2.3.2.1. Piloting the interview

The interview was first tried out with two EFL inspectors working in two different regions: M'sila and sétif. The aim of piloting was to obtain evaluation on the length of the interview, the relevance of the questions, their clarity and to test the recorder and its sound quality as a preparation for the main study. During the interview, a laptop having a recording property was used. The two pilot participants were asked to give feedback on their interviews and mainly on the content, flow and clarity of the questions.

Piloting the interview lasted for about two weeks because we had to arrange appointments in advance then travel to the interviewees since the interviews were conducted individually. During the interview, the recorder was used effectively and there was no particular technical problem.

Thus, on the basis of the shortcomings of the pilot study, some changes were made to the interview in the main study. The interview questions were slightly modified. On the basis of the inspectors' responses to the pilot study, the clarifying of the interview questions allowed a better coverage of different issues on the topic of our study. Moreover, some questions were deleted since they proved to be irrelevant to the scope of this study. For some other questions, however, we needed to refine only the way of asking them. This is mainly because the way we asked them seemed to narrow the inspectors' responses.

After slightly modifying the interview in the light of the pilot study results, the interview was conducted with four other EFL inspectors.

2.4. Reliability and Validity of the Study

Bell (1987, pp.50-51) refers to reliability as the extent to which a test or procedure produces similar results under constant conditions on all occasions. As far as the questionnaire is concerned, this study followed Bell's suggestion and was checked at the stage of question wording and piloting. When designing the questionnaire, many drafts were produced after re-testing the questionnaire in an attempt to achieve reliability.

Concerning the interviews, reliability can also be ensured by mechanically recording data (Nunan, 1992, p.61). Accordingly, the interviews were audio recorded to preserve the primary data.

Having the data relate to what the researcher thinks s/he is describing is what Anderson & Arsenault (1998) refer to as validity. We kept struggling to reduce validity tendencies in various ways. For instance, the pilot respondents' feedback was used to refine some items. Besides, to achieve some degree of content validity, both the questionnaire and the interview included a variety of questions on the views of EFL Algerian teachers and inspectors regarding research.

Anderson & Arsenault relate external validity with the sampling problem and the generalizability of results. I tried to maximize external validity through approaching teachers from different regions and schools to share the study rather than one high school.

2.5. Data Collection Procedure

The data were collected through the two research tools referred to earlier in this work: teachers' questionnaire and inspectors' semi-structured interviews.

With regard to the administration of the questionnaire, it is important to point out that during the course of our investigation, travelling to different high schools was the major problem that we faced. At first, I thought that this questionnaire would be directly handed and explained to all participants. However, for the above impediment, I could do this with only fourteen teachers, while I was obliged to e-mail the remaining eight questionnaires.

I met teachers individually at their schools either in the staff room or in the inspector's office. Each time I met a teacher or two (in some cases), I handed in the

questionnaire and explained the scope and purpose of the study. Some issues were raised by the participant teacher (s) and I was present to provide the necessary explanations and clarifications, using mainly English language. Arabic language was also used when necessary, especially to explain some notions that some participants could not identify, such as "teacher intuition".

Filling in the questionnaire took from 30 minutes to 55 minutes as I observed and/or they told me, because, as stated by most of the participants, the questionnaire needed time to carefully reflect on the questions. Once the teachers had completed filling in the questionnaires, I collected the questionnaire for the analysis stage.

As for the e-mailed questionnaires, I adopted Dorney's (2003) 'advance note' strategy since it was necessary to explain in advance the purpose and scope of the study for the eight teachers to whom we e-mailed the questionnaire. This strategy, as explained by Dorney (op. cit), promotes positive participant attitude as long as the participants would have been informed in advance about the study's scope and aim.

Thus, I had e-mailed a summary of one page to the eight participant teachers a week before the questionnaires were sent. Some teachers raised questions related mostly to the meanings of some notions. At this stage, clarifications were made directly using Facebook accounts or the messenger. And I received the questionnaires at different times over a period of two weeks.

All in all, collecting data from the questionnaires was in a period of two months as long as meeting teachers was on a non-regular basis. This is because teachers were from different places and arrangements with them were fixed depending on their free time.

Concerning the collection of data through interviews, the inspectors received an e-mailed advance note in which they were informed that the interviews will be recorded and they also received a summary on the topic of our research. The conducting time of the interviews was arranged according to the inspectors' schedules. The interviews were conducted after obtaining inspectors' permission and were conducted in English. A laptop having a recording property was used as a recorder during the interviews and a note book was used to take some notes during the interviews. The participants, date and length of the interviews are shown in Table 02 in the next page.

| Interview Participants | Date of the interview | Length of the interview (minutes) |
|-------------------------------|------------------------------|--|
| Inspector (01) | April 2013 | 31:28 |
| Inspector (02) | April 2013 | 55:55 |
| Inspector (03) | May 2013 | 10:24: |
| Inspector (04) | May 2013 | 27:58 |
| Total: 04 | / | Total: 02:05:45 |

Table 02. Date and Length of the Interviews

As table 2 shows, four inspectors participated in this interview at appointed times; interviews lasted between ten to fifty-five minutes and altogether it took two hours and five minutes.

Concerning meeting interviewees, we could meet and complete the interview with one inspector a day. Thus, the interview data were collected in four days; yet these were not successive. Sometimes, we had to wait even weeks to meet the other inspector.

2.6. Data Analysis

This section presents the methods of data analysis followed in this study to analyze the data generated by the use of both the teachers' questionnaires and the inspectors' interviews.

To analyze the quantitative data generated mainly by the teachers' questionnaires, I adopted quantitative method of data analysis. Thus, the close-ended questions were analyzed following a quantitative analysis using frequency distribution (presented as a table presenting percentages) and the measure of central tendency.

As for the two (02) rank-order questions (Q1& Q2) in the teachers' questionnaire, they were analyzed using the measure of central tendency: the *Arithmetic mean* (μ). The latter helps to calculate an average value for a set of values. It is the sum of all the measurements over the number of observations in the data set.

Concerning the qualitative data generated basically from the interview and the open-ended items in the questionnaire, I adopted Miles and Huberman's (1994) suggestion so as to treat them, categorization and theme-based analysis. The suggestion embodies three steps of analysis: data reduction, data display, and conclusion drawing and verification. After they had been transcribed in full through

listening to the verbal recorded inspectors' responses using the notes that I took during the interviews to add any missing information if any, data were then mapped onto the questionnaire areas they related to (the areas that provided the broad categories for analysis). Data were reduced through coding, clustering and summarizing. The compacted data were then arranged into tables to gauge the relative significances of different factors. Subgroups were formed after classifying data. Finally, the resulting categories and sub-categories were used to elaborate on the quantitative analysis of the questionnaire areas (faith in method, the change agent, teacher professional development and interest in research).

Conclusion

To address the four research questions of our study and provide a clear picture of the situation, triangulation was adopted by analyzing the collected data from the two research tools as inter-related and supportive to each other. The interview was mainly used to explore further and back up the information yielded by the questionnaire to add any missing information.

A detailed questionnaire which is composed of twenty-five items was administered to twenty-two teachers from different regions along Algeria. It was meant to give teachers opportunity to express their ideas and perceptions in the light of the research questions.

Finally, interviews were conducted with four inspectors working in four different regions along Algeria. They aimed at highlighting teachers' responses to the questionnaire. They too enabled us to compare their consistency with teachers' responses. The procedure of the study was also described in detail in this chapter so as to shed light on the process through which we collected data for the present study.

Chapter Three

Presentation and Analysis of Data

Introduction

In this chapter, we attempt to report and analyze the findings of the study obtained through the procedure described in the previous chapter. Tables and graphs are used to present the results and then followed by data commentaries and quotes when necessary.

The data generated by the two research tools are yielded and analyzed thematically rather than chronologically according to the research questions and the themes raised in the literature review. Consequently, the analysis is organized according to the following categories: views of the concept of method, change agents in ELT, and teacher professional development and the interest in research. For each category, questions resulting from both questionnaires and interviews are presented and analyzed.

3.1. Background Information about the Participants

Providing information about the people participating in this study is quite necessary. Therefore, the following section will provide the background information about both participants: teachers and inspectors depending on their responses to the set of questions addressing this.

3.1.1. Background information about the teacher participants

The questionnaire was initiated with the six questions below that sought to gather general background information about the informants.

- Sex: Male . Female .
- Age: between: 22 and 29 . 30 and 39 . 40 and 49 . 50 and 59 . 60+ .
- Years of teaching experience: 0-4 . 5-9 . 10-14 . 15-19 . 20-24 . 25+ .
- Number of Students in the Class: 20-30 . 31-40 . 41-50 . 50+ .
- Did you receive any training in teaching English since you started your teaching?
a) yes. b) no.
- Are you happy with your teaching? (explain)
a) very happy b) happy c) not so happy d) very unhappy

The items above yielded some background information about the sample. In fact, our sample was dominated by female teachers (68.18%) aged between twenty-two and twenty-nine (54.54%).

Out of twenty-two teachers, 45.45% had a teaching experience which ranged generally from zero to four years. The rest had an experience ranged from four to twenty. The majority (72.72%) of them had from thirty-one to forty students in the class. As far as their training is concerned, most of the participants (68.18%) said that they were trained while the rest had no training (31.81%) as shown in figure 01 in below.

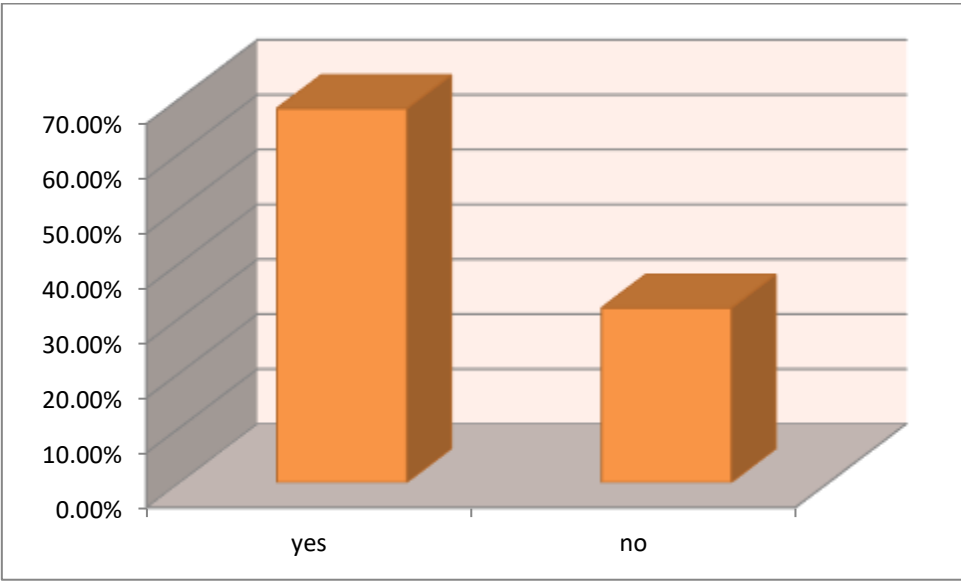


Figure 01: the Trained Teachers

When asked what they feel about their teaching, their answers varied from one teacher to another resulting in the rates shown in table 03 below. It is worth mentioning here that the options 'very happy' and 'happy' are fused while analyzing this question because they seem to be close options.

As can be seen from table 03 below, the majority of teachers (63.63%) feel happy or very happy about their teaching. Eight teachers only (36.36%) are not so happy with their teaching. They feel discontent about the reality of their teaching process.

| Very happy/happy | not so happy | very unhappy |
|-------------------|----------------|---------------|
| 14/22 (63.63%) | 8/22 36.36% | 0/22 0.00% |

Table 03: Teachers' Feelings about their Teaching

In explaining their responses, 81.81% of the teachers justified their answers while the others (13.63%) gave no explanation for unknown reasons. We could summarize their explanations as shown in table 04 below.

Most teachers feel happy since they face no particular problems in their classrooms with their learners. They justified their opinion by the good results they obtain, the fact that they are updating themselves constantly by reading e-books, and the efforts they put to improve their teaching and make it enjoyable. To explain their dissatisfaction with their teaching, the eight teachers condemn themselves for relying solely on the textbook without doing any further research. Others claim that both large classes and mixed ability classes are a challenge for them as EFL teachers. And as such, they are required to work hard to control them.

| Response | Happy/very happy | not so happy |
|-------------|--|--|
| Explanation | <ul style="list-style-type: none"> - have no problems - updating: researching by reading e-books. - doing my best to make my teaching effective and enjoyable. - good results. | <ul style="list-style-type: none"> - not doing any further research. - I rely on textbook only. - large classes. - mixed ability classroom is a problem. |

Table 04: Teachers' Explanations

3.1.2. Background information about inspector participants

It should be reiterated that with the aim of having a better understanding of teachers' responses to the questionnaire, a semi-structured interview was used with four high school EFL inspectors from four different districts: Algiers, Elkoba, M'sila, and Sétif. They were asked to reflect and share opinions as regards faith in method and the interest in research in general.

The inspectors' interview questions varied from general to specific as explained earlier. The general items were used to collect information about their background. Whereas, the other items focused more on their views concerning research. (see Appendix 02, p.99).

The respondents' experience ranged from two to five years. As educators, they provide teachers with the necessary instruction and some hints from their experience to help them achieve the goal of teaching English as a foreign language in the Algerian school.

3.2. Teachers' and Inspectors' Views on the Concept of Method

According to the data gathered from the questionnaires and the interviews, the views of method are expressed by reference to both "educational system focus on method" and "teachers' faith in method".

When asked about the usual content of teacher training sessions, fifteen teachers out of twenty-two, the trained teachers as previously mentioned in the fifth question of the background information section of the questionnaire answered this question. They cited various issues. Their responses are shown in table 05 in the following page. The rest seven teachers did not have any teacher training.

As table 5 in the next page shows, most of the trained informants (73.33%) inferred that, during their training, they received instruction related to the adopted teaching method and its implementation. About 26.66% of them said that they were trained by inspectors on how to prepare lessons and examinations. Equally, the same number of teachers (26.66%) reported that they had teacher training about the use of teaching materials and Information Communication Technology (ICT). As to students' needs, only 20% of the teachers said that they were trained how to adjust their teaching so that it fits their learning needs. Another important aspect was stated by only ONE teacher (6.66%) who reported that reflecting on teacher experiences is a common aspect in teacher training.

| The Training Aspect Teachers | Teaching methods and their implementation | Preparing exams and lessons | The use of teaching materials and ICT | Adapting teaching to students' needs | Reflections on teachers' experiences |
|------------------------------|---|-----------------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| T1 | | | | ✓ | |
| T2 | | | ✓ | ✓ | |
| T3 | ✓ | | | | |
| T4 | | ✓ | | | |
| T5 | | ✓ | ✓ | | |
| T6 | ✓ | | ✓ | | |
| T7 | ✓ | | | | |
| T8 | ✓ | | | | |
| T9 | ✓ | ✓ | ✓ | | ✓ |
| T10 | ✓ | ✓ | | | |
| T11 | ✓ | | | | |
| T12 | ✓ | | | | |
| T13 | ✓ | | | ✓ | |
| T14 | ✓ | | | | |
| T15 | ✓ | | | | |

Table 05: Teacher Training content

To build on the teacher participant's responses to the above question, inspectors were also asked the same question. All of them (100%) said that didactics (TEFL theories and approaches) is the main focus of their in-service training sessions. Only 01 inspector (25%) added other two areas of focus, which are: teacher development and information days. For him, there are three profiles of training in Algeria: teacher development, teacher training (dealing mainly with TEFL theories and approaches), and information days where teachers are informed about new official documents.

From these results, method seems to be the centre of EFL teacher training programmes. Less importantly, however, is training teachers in both preparing examinations and lessons and considering learning needs. Interestingly, a very small space is offered to train teachers to engage in reflective practices as an important source of professional development.

The focus on method was also verified through question 05. And in so doing, teachers were also asked to express their degree of agreement with statement (a) in (Q5) that says: The focus of ELT change in Algeria is most of the time on 'teaching methods'.

Ostensibly, the majority of teachers (63.63%) agree that *Algerian ELT change embodies mainly changing the method of teaching*. Additionally, three of them (13.60%) emphasized their agreement by opting for 'strongly agree'. Only five of the respondents (22.72%) declared their disagreement. According to them, when changing Algerian ELT, policy makers change other aspects rather than only the adopted teaching method. The answers teacher participants gave are presented in table 06 in the below.

| Degree of agreement | Strongly disagree | Disagree | Agree | Strongly Agree |
|------------------------------------|-------------------|------------------|-------------------|------------------|
| Number of Teachers (percentage) | 0/22 (0%) | 5/22 (22.72%) | 14/22 (63.63%) | 3/22 (13.60%) |

Table 06: Teachers' Views about the Focus of Algerian ELT

To gain insights about teachers' 'faith in method', Q1 in the questionnaire was used. This is to find out how much method is important when qualifying the good EFL teacher. The answers the twenty-one teachers gave (as one teacher did not answer this question) are displayed in table 07 below. (See Appendix 1, p.94)

| Item | Item (a) | Item (b) | Item (c) | Item (d) |
|-----------|--------------|--------------|--------------|--------------|
| Rank mean | $\mu = 3.09$ | $\mu = 1.86$ | $\mu = 2.77$ | $\mu = 3.00$ |

Table 07: The Most Important Quality of a Good Teacher

It is worth mentioning here that to analyse this question, we used the 'Arithmetic Mean' μ . The latter is 'the average; the sum of all values of the items in a series divided by the number of items' (Singh, 2006.p.286). According to the answers provided by teachers, 'adapting easily to new prescribed methods' is the most important characteristic ($\mu = 3.09$) of a good EFL teacher. 'Investigating his/her teaching process on a regular basis' is considered to be the second significant ($\mu = 3.00$) skill when describing a good EFL teacher. Having good examination outcomes was ranked the third important quality of a good teacher ($\mu = 2.77$). The respondents considered that finishing the syllabus in time is the last quality ($\mu = 1.86$) they may consider when qualifying a good EFL teacher.

These results show that adapting easily to new prescribed method (s) comes at the first rank in terms of what makes a good EFL teacher. Teachers investigating his/ her teaching on a regular basis is ranked as the second important quality as highlighted in figure 02 below. Unexpectedly, teachers are not qualified mainly depending on their speed to finish the syllabus in time. Their usual worry about syllabus completion is maybe due to authority constraints only.

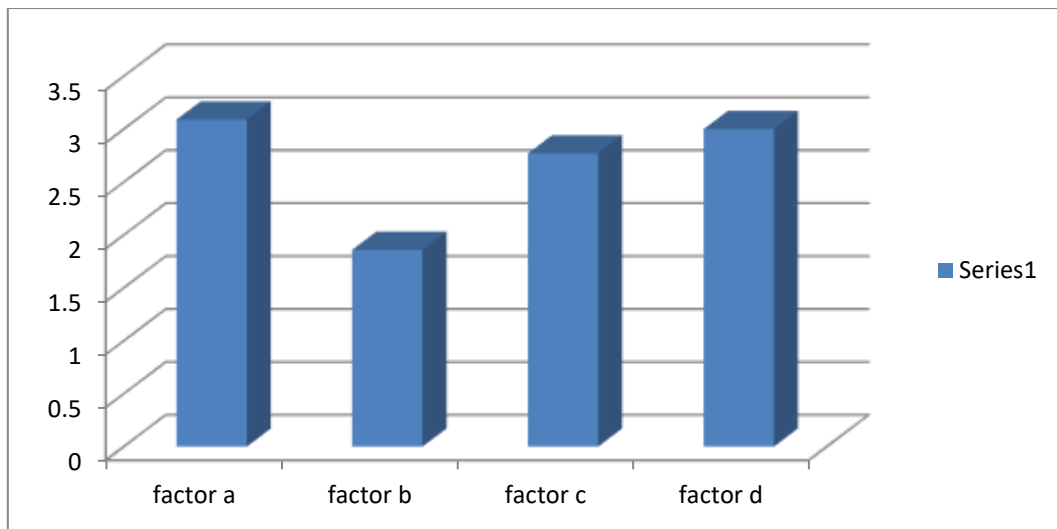


Figure 02: The Most Important Quality of a Good EFL Teacher

When teachers were asked to provide any other factors that make a good teacher, 54.54% (twelve teachers out of twenty- two) of the respondents answered and proposed many different features that can help identify a good EFL teacher. Their views are quoted in table 08 in the following page. The other teachers 45.45% (ten out of twenty-two), however, seemed to be satisfied with the options we gave about the qualities of a good EFL teacher. Accordingly, they added no other qualities.

Teachers' suggestions fall into many areas of interest. As table 8 shows, 50% of the teachers (T1, T2, T5, T6, T8 and T12 out of twelve) postulated that a good teacher should *adopt* and *adapt*. For them, a good teacher adapts his/her teaching according to his/her learners' needs and differences. 25% of the informants out of twelve (T1, T4, and T7) suggested that a good teacher considers the *socio-affective side* of his/her learners and has a good contact with them. As for teacher *command of the English language*, only 16.66 % teachers (T1 and T9) regarded this as a proficiency that a good teacher needs to have. Equally, 16.66 % of them (T7 and T11) suggested that a good teacher is the one who *reaches his/her already set objectives* by the end of each

lesson. Finally, 16.66 % of the teachers (T2 and T8) emphasized the aspect of *reading research*, and/or *researching* as an essential skill for the EFL good teacher.

| Teacher | The suggested ideas concerning the good teacher |
|---------|--|
| T1 | "Having socio-affective skills, proficiency in English, good mastery of the subject matter, and has the necessary knowledge of pedagogy". |
| T2 | "A good teacher exchanges experience with others, reads about different research on teaching, and tries new methods and techniques. A good teacher should adopt and adapt." |
| T3 | "A good EFL teacher is aware of the difference between teaching English and teaching other subjects." |
| T4 | "A good teacher is the one who has good contacts with his/her learners." |
| T5 | "A good teacher is able to adapt the teaching methods to the students' needs." |
| T6 | "A good teacher has the ability to adapt his/her teaching facilitator according to the students' abilities of learning; a good communicator." |
| T7 | "A good teacher is the one whose initial established objectives are well-attained by the end of his task as a teacher; considers some aspects of need/situational analysis and psycho pedagogical ones." |
| T8 | "A good EFL teacher is a continuous researcher and eclectic." |
| T9 | "A good teachers masters language." |
| T10 | "A good teacher is a good motivator for his/her learners." |
| T11 | "A good teacher achieves the lesson outcomes." |
| T12 | "A good teacher is selective and adaptive." |

Table 08: Teachers' Suggestions of the Most Striking Qualities of a Good Teacher

In relation to this, the participant inspectors' views regarding the qualities and competencies of a good EFL teacher varied. Their views are quoted in table 09 in the next page.

It is clear from the table that 75 % of the respondents emphasized the common competencies: *mastery of language, class management, adaptation of the different teaching approaches*. Only 25% of them said that a good teacher is one who limits himself/herself to applying what is in the syllabus. Equally, 25% of them mention the competency of *looking for the best ways to teach and motivating students*. In other words, he raised the importance of the teacher reflect about his/her teaching and trying to find ways to better his/her teaching.

| | |
|-------------------|--|
| Inspector (01) | "a good EFL teacher is a good class manager and a dedicated one". |
| Inspector (02) | "an effective teacher masters first the language, masters and adapts the different approaches, and limits himself to applying what is existent in the syllabus." |
| Inspector (03) | "one who is always looking for ways to transmit the message, makes his/her learners appreciate the session, motivation is very important." |
| Inspector (04) | "s/he should have two things: personal qualities and professional competencies. S/he knows how to deal with the learners and has a sort of mastery of the language." |

Table 09: Teachers' Views about the Qualities of a Good EFL Teacher

Adapting to teaching approaches appears as the most striking skill a good teacher may have by most teachers and inspectors as stated above. Interestingly, along with method, many other issues were raised by teachers and inspectors concerning good teaching. They seem to believe that teaching methods are vital. Yet, teaching is more than a method. *Teachers' efforts to adapt* their teaching according to their learners' needs and differences was perceived more significant than just adopting easily the new prescribed methods.

In the third question (Q3), teachers have also been questioned to identify the most helpful aspect to improve teaching and learning in their classes. (For these aspects, see Appendix 1, p. 94). Their views are presented in table 10 below.

| Items | Item (a) | Item (b) | Item (c) | Item (d) | Item (e) | Item (f) |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| Rank/mean | $\mu = 3.55$ | $\mu = 2.45$ | $\mu = 4.09$ | $\mu = 4.36$ | $\mu = 4.55$ | $\mu = 3.68$ |

Table 10: Teachers' Views about the Most Important Factor that Improves their Teaching and Learning

The results above indicate that the most important factor which can improve language teaching and learning is 'small class' (*factor e*, $\mu = 4.55$). Interestingly, training in new teaching methodologies was ranked the second important aspect (*factor d*, $\mu = 4.36$) that is likely to better the process of teaching/ learning. The informants considered that having better access to new technologies, the third significant element (*factor c*, $\mu = 4.09$) that should be taken into account if we wish to improve teacher's teaching practice. Surprisingly, adding intuition and experience to the prescribed method was ranked the fourth interesting feature (*factor f*, $\mu = 3.68$) to

take into account as a helping aspect to language teachers. This indicates teachers' unawareness about the need for teachers' own skills and knowledge for promoting learning. The least interesting aspects are the interest in textbooks and materials (*factor a, $\mu = 3.55$*) and fewer tests (*factor b, $\mu = 2.45$*). Figure 03 below highlights these results.

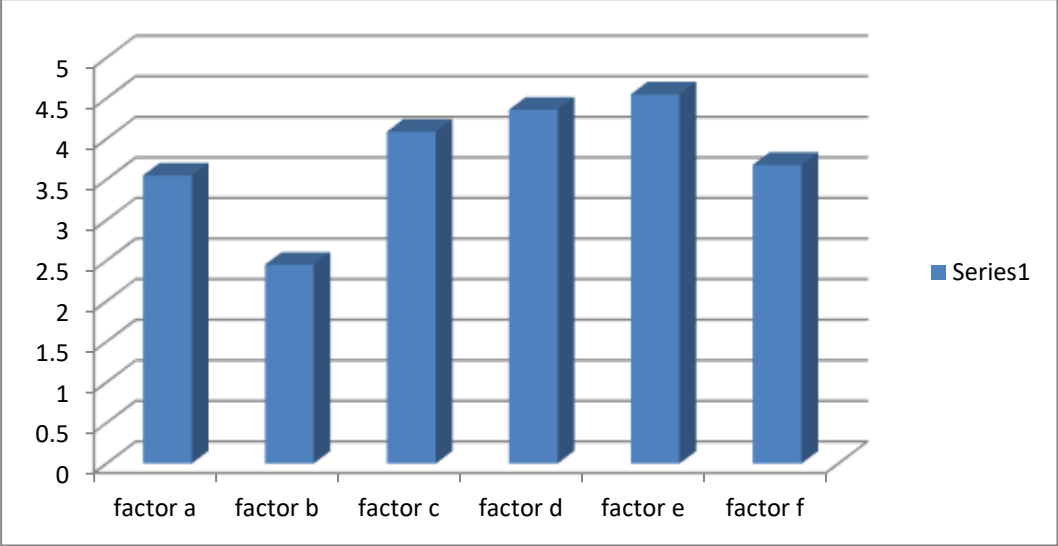


Figure 03: Teachers' Views about the Most Important Factor that Improves their Teaching and Learning

From these results, one can note that though teachers argue that training on method is important, operating in small classes is even more important. This may indicate that large classes are highly disturbing the process of teaching and learning.

For the purpose of eliciting teachers' feelings regarding the implicit promises of the latest teaching methods, question two in the questionnaire tried to reveal how they feel about the prescribed method they adopt. Their responses are presented in table 11 below

| Response | very faithful | partly faithful | not faithful at all | total |
|----------------------------------|---------------|-----------------|---------------------|-----------|
| Number of teachers (percentage%) | 6/22 (27.27%) | 16/22 (72.72%) | 0/22 (0.00%) | 22 (100%) |

Table 11: Teachers' Faith in the Used Method (s)

The results reported in table 11 above clearly show that the majority of the informants (72.72%) feel partly faithful to the methods they use whereas only 27.27% of them really trust those methods. This might be a sign of the unhelpfulness of method and its limiting nature in addressing their classroom realities. Figure 04 below summarizes the extent to which teacher are faithful to the method used. And here the practicality of "method" is questioned.

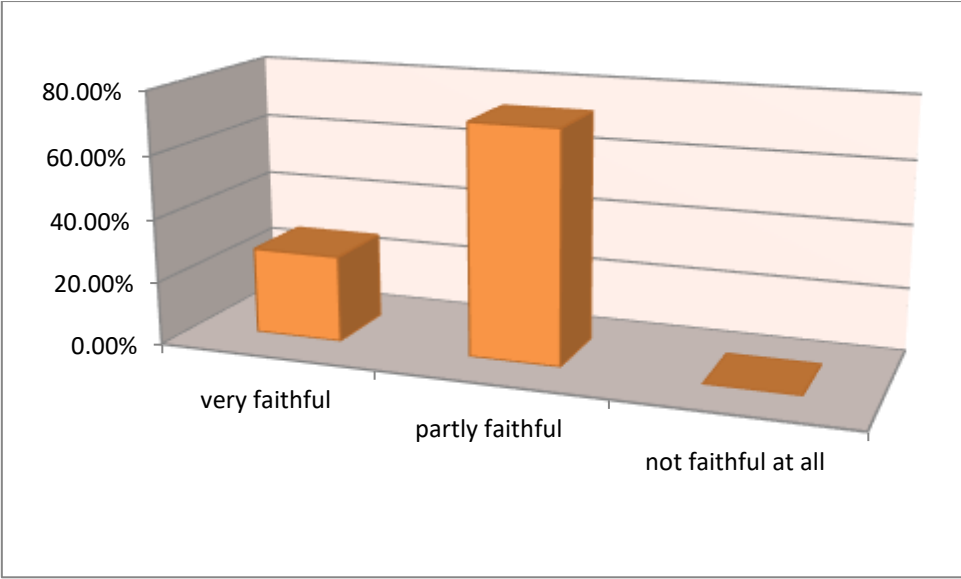


Figure 04: Teachers' Faith in the Used Method (s)

Related to this, question 7 also tried to explore teachers' views concerning the sufficiency of such instruction (methodological solutions) for their classroom practice. Table 12 below presents the informants' answers to this question.

Table 12 below displays teachers' views about the sufficiency of training teachers on methods for their development as EFL teachers. A large proportion of the participants (72.72%) said that giving instruction only on methods partly helps teachers to develop professionally. Additionally, 27.27 % of them said that this is definitely insufficient.

| Yes | No | Partly |
|-------|--------|--------|
| 0/22 | 6/22 | 16/22 |
| 0.00% | 27.27% | 72.72% |

Table 12: Teachers' Opinions about the Sufficiency of the Content of Teacher Training

Teachers were also asked to explain their choice regarding the sufficiency of the content of teacher training. To do so, they provided various reasons shown in table 13

below. It should be pointed out that 31.81% of the participants provided no reasons. It seems that these teachers cannot determine the reasons why teacher training is limited. It appears that the actual words that are presented in the following table may serve making clear the reasons behind the limited content of teacher training in focusing on method for both ensuring learning and the professional development of the EFL teacher.

To justify their claim concerning the limited content of teacher training, teachers raised interesting issues. All in all, their views fall into the complexity of the EFL classroom and the interactive nature of the teaching/ learning process.

| Response | partly sufficient | Insufficient |
|--------------|--|---|
| Explanations | <ul style="list-style-type: none"> - " We need to consider the applicability of the method itself within our overcrowded classes." - "It is never the method that ensures the final outcomes, but the circumstances and classroom situations." - "There are still other stepping stones to go through." - "The diversity of the needs." - "Teaching involves more than methods." - "teacher needs theory and practice." - "Being a professionally developed teacher requires some personal characteristics that are not prescribed in methods." - "Method alone is not enough, we should have training strategies as well as teachers' research skills." - "Teachers should be also trained on modern technologies." - "we need to train teachers abroad to see what is happening elsewhere." - "Teachers need to do their best to better their teaching, not only rely on training on methods." - "The adaptation is very important." | <ul style="list-style-type: none"> - "Teaching and learning are human experiences after all. Languages are flexible and so should be the ways to learn them." - "The failure in not a matter of method. It is related to other classroom realities, such as the crowded classes, the socially untenable students, the poor facilities, etc." - "Teaching is not only theory, it is practice too. Teachers learn more in practice." |

Table 13: Teachers' Explanations Regarding the Limited Content of Teacher Training

In the same line of thought, to give their views concerning the sufficiency of teacher training for teachers to develop as professionals and cope with the complexities of the EFL classroom, all the inspectors (100%) said that it is still insufficient; and 50% of them went further to justify their views. Only 25% of them said that 'a teacher sometimes needs his own techniques to deal with his groups', while the same number (25%) stated that 'teachers need to conduct their own research and respond to their own needs. They sometimes have personal needs to do research in order to improve their own practice.'

Based on the responses of teachers and inspectors, it comes now to be clear that both of them attest to the insufficiency of teacher research. They justified such paucity in content by reference to teachers' need to develop research skills which enable them to cope with the complex interactive nature of the EFL classroom.

Furthermore, in question 5, teachers also made clear their faith in method through statement 'b' that says: the focus on a given method is the key towards successful ELT in Algeria. Table 14 below shows their agreement and /or disagreement.

Most of the teachers (63.63 %) expressed their disagreements with the given statement. For them, method cannot be the key towards successful teaching. Interestingly, 22.72% of the teachers emphasized this disagreement by opting for 'strongly disagree'. Whereas, only three teachers (13.60 %) out of the twenty-two informants agreed with this view. They still perceive the focus on method as the promising direction to succeed in their career as EFL teachers.

| Degree of agreement | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|--------------------|-------------------|----------------|
| Number of Teachers (percentage) | 5/22 (22.72%) | 14/22 (63.63 %) | 3/22 (13.60 %) | 0/22 (0%) |

Table 14: Teachers' Views about the Method Being the Key Aspect towards Successful Teaching in Algeria

As a continuation to teachers' faith in method, question six 6 inquired about teachers' beliefs of the existence of a best method. In fact, the majority of the respondents (86.36%) reported being fully aware of the absence of a best single

method. Only three of them (13.63%) still believe that there is a best method that they can adopt to better their teaching and learning process.

As regards their preferences concerning the improvement of Algerian ELT and teacher training, three of the inspectors (75%) expressed great desire to put more efforts and improve English language teaching and teacher training programmes in Algeria. They favoured both the change and the exchange, especially with the neighbouring countries since they have similar contexts. They mentioned, for example, Tunisia and Morocco. As for the third respondent (25%), he reported that 'all that we need is simply motivating teachers and helping them to take initiatives because they need to trust their competencies in order to ensure good performance.'

3.3. ELT Main Assessor and the Originator of Change

Through Q14 and Q15, we sought to know the usual assessor of teachers' classrooms and the type of feedback they receive. Teachers cited many assessors as presented in table 15 in the next page.

It is apparent from the table that above half of the teachers (59.09%) has the inspectors as their main assessor inside their classrooms. While nine of them (42.85%) said that they follow a self-evaluation process for assessing their classrooms. As for peer and learners assessment, five teachers (23.80%) opted for this. They receive feedback on the efficacy of their teaching/learning process either from their learners or from their colleagues. Furthermore, one teacher said that he receives feedback from his headmaster. And here I think that the provided evaluation would not address the subject of English as such but rather general comments that can be given to any other teacher. Finally, one informant stated having no assessor at all.

A recurring conclusion from the above findings might be the fact that inspectors are the major and common evaluators for EFL teachers teaching/ learning process. The most frequently provided feedback, as stated by most participants, includes comments on classroom management most of the time. They added that they obtain less feedback related to lesson plan and mastery of language

Teachers are also acting as assessors for their own classrooms, but with a lower rate. Learners and colleagues are equally important when involving them in the

evaluation stage. It rarely happens that teachers are teaching with no evaluation. They seem to believe that teaching cannot go without any assessment procedure.

| Assessor teachers | Inspector | The teacher | Learners | Colleagues | The head master | No one |
|----------------------|----------------|----------------|----------|------------|--------------------|--------|
| T1 | | ✓ | | | | |
| T2 | ✓ | | | ✓ | | |
| T3 | ✓ | ✓ | ✓ | ✓ | | |
| T4 | | ✓ | ✓ | | | |
| T5 | ✓ | ✓ | | | | |
| T6 | ✓ | | | ✓ | | |
| T7 | ✓ | | | | ✓ | |
| T8 | ✓ | ✓ | | | | |
| T9 | ✓ | | | | | |
| T10 | ✓ | | | ✓ | | |
| T11 | | | ✓ | | | |
| T12 | ✓ | | | | | |
| T13 | ✓ | | | | | |
| T14 | ✓ | | | | | |
| T15 | | ✓ | ✓ | ✓ | | |
| T16 | | | ✓ | | | |
| T17 | | | | | | ✓ |
| T18 | | | | | | ✓ |
| T19 | | ✓ | | | | |
| T20 | ✓ | ✓ | | | | |
| T21 | ✓ | ✓ | | | | |
| T22 | Gave no answer | | | | | |

Table 15: The Main Assessors of Teachers' Classrooms

When asked about the frequency of their participation in designing EFL syllabi and textbooks in Q12, fifteen teachers (68.18%) revealed that they *never* share decisions when constructing syllabi and textbooks. Closely linked to this, two teachers (9.09%) declared that they are *rarely* invited to share decisions. Equally, other two teachers (9.09%) stated that they *sometimes* do. Only three informants (13.63%) said that they always participate in such decisions.

Tightly related to this, Q13 was an attempt to try to identify the originator of change and decision maker (s) of ELT instruction in Algeria. Two teachers did not answer this question. The remaining twenty teachers' responses to this question fall into three categories as shown in table 16 below.

Table 16 below demonstrates that thirteen teachers (65%) reported that the ministry of education is the decision maker when constructing syllabi. 30% of them said that it is mainly experienced teachers and inspectors who decide about syllabi and textbooks. What is striking is that only ONE teacher (5%) revealed that teachers themselves are responsible for this design.

By the same token, all the inspectors named the GSD (Group Spécialisé de Discipline) and the CNP (Commission Nationale des Programmes) as the main responsible bodies for deciding about English Language Teaching (ELT) in Algeria. These bodies encompass few high school teachers, inspectors and university lecturers. When asked about the focus of those two bodies, only two interview respondents answered. They said that ELT in Algeria focuses on helping students to acquire competencies and preparing them to integrate and exchange culture by mastering the English language.

| Category | Ministry of education | Experienced teachers and inspectors | Teachers themselves |
|--------------------|-----------------------|-------------------------------------|---------------------|
| Number of teachers | 13/20 65% | 6/20 30% | 1/20 5% |

Table 16: The Designer of EFL Syllabi and Textbooks

The above responses revealed by both teachers and inspectors can only lead us to conclude that teachers who are actually acting inside the classrooms and who are the closest to the learners are not the people in charge of designing what they are operating on. A very small space is offered to them. This may indicate that teachers' efforts are undermined.

3.4. Teacher Professional Development and Research

When inspectors were asked if teachers are working to develop professionally, only one respondent (25%) answered 'yes'. For him, all teachers are updating themselves by ready-made lessons from the Internet, and through seminars and school coordination. The three other respondents (75%) said that not all teachers are working to develop as language teachers. Their views were categorized in figure (05) in the next page.

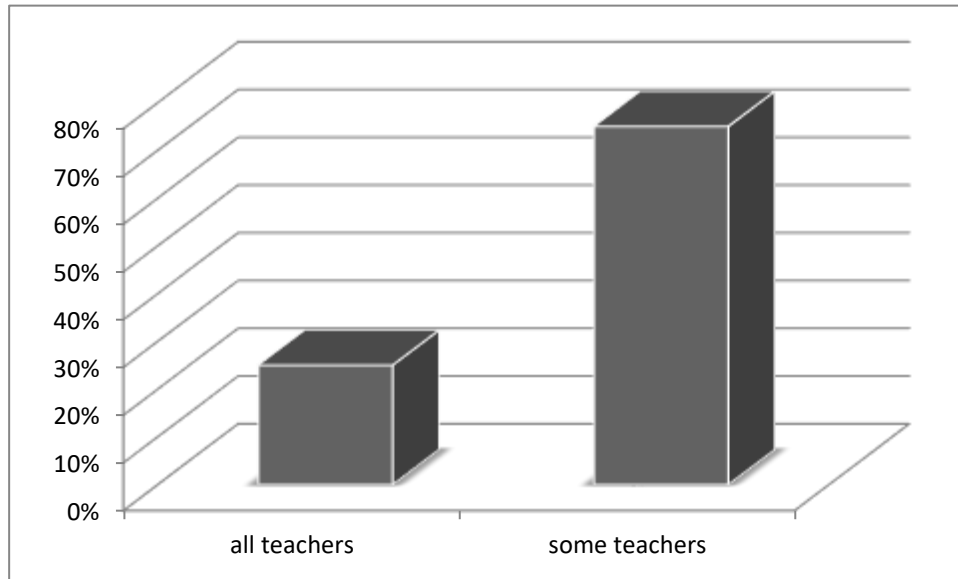


Figure 05: Views about Teachers Working to Develop Professionally

Respondents of the interview said that some teachers are really trying to be professional; this is the category of Algerian teachers who accept and cope with the change. As far as the way teacher development is pursued, 75% of the respondents mentioned seminars, conferences, trainings abroad in some English speaking countries. While the other respondent 25% stated professional development through research via what he called 'pedagogical side'. The latter consists of many teachers who are committed to doing research with the aim of bringing some change and better ways to EFL teaching. And as an example, he mentioned the use of ICTs. The results on the ways teachers follow to grow professionally are presented in figure 6 below.

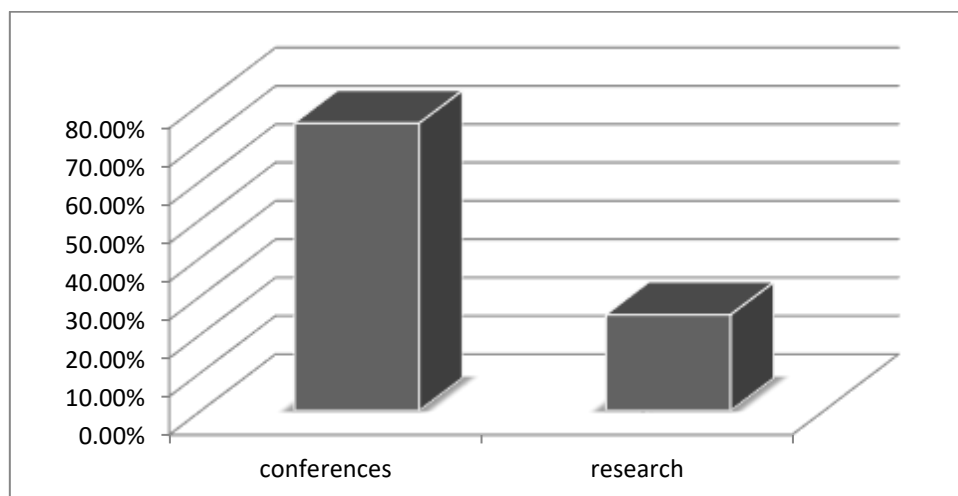


Figure 06: Views about Teachers Ways to Develop Professionally

To investigate teachers' familiarity with academic research and the helpfulness of this for their professional development, questions 8, 9, 10 and 11 in the questionnaire were designed.

When asked whether they are familiar with academic research or not, seven teachers out of twenty-two (31.81%) said 'no'. Seven of them (31.81%) said that they are more or less familiar with ongoing academic research. Only six teachers (27.27%) reported being really familiar with academic research. A moderate level of reading academic research (59.08%) is revealed.

In answering question 9, almost all the teachers (59.08%) who are either familiar or more or less familiar with academic research said that they read website articles about teaching English and books and e-books related to English teaching. Few of them (30.76%) read research papers related to their classroom practices such as classroom management, disturbing behaviours, motivation, etc.

Relying on the above rates, we can assume that approximately one third (1/3) of EFL teachers are really familiar with academic research. Most of those who are familiar with academic research claim to read books, e-books and website articles about teaching English. And few teachers read research papers on classroom practice.

Regarding the helpfulness of such readings in their professional development, almost all the teachers, in question ten (Q10), reported the usefulness of reading academic research into their professional development as EFL teachers. Only one teacher declared that reading academic research is *partly helpful* for her to develop as an EFL language teacher.

As for those teachers who do not read academic research, the majority of them (66.66%) reported being short of time. However, one teacher (16.66%) said that she does not do so because she “feels” that she applies what works with her students and makes them understand better. Thus, she does not need to read research. Yet, another teacher (16.66%) gave the reason of not finding support from other teachers to understand academic research.

One of the most significant questions in this study was Q16 that addresses the frequency of reflecting on the teaching process on the part of the teacher. One teacher

gave no answer to this question claiming that it was not clear. Teachers' answers to this question are presented in table 17 below.

As the table indicates, all the participant teachers do reflect on their teaching. What distinguishes them is the frequency of their reflections. The majority of them (71.42%) always or often reflect on their teaching. And about (28.57%) of the informants say that sometimes they think and reconsider their teaching.

| Frequency | Always | Often | Sometimes | rarely | never |
|--------------------|----------------|----------------|----------------|---------------|---------------|
| Number of teachers | 7/21 33.33% | 8/21 38.09% | 6/21 28.57% | 0/21 0.00% | 0/21 0.00% |

Table 17: Teachers' Frequency of Being Reflective

In relation to Q16 and as a following step to reflection, Q17 attempted to know if teachers have ever tried to explore their classrooms. Their responses are displayed in table 18 below.

As presented in table 18, teachers' answers to Q17 show that 59.09% of them have tried to investigate their classrooms. The other informants (40.90%) declared that they have never attempted to do any kind of exploration inside their classrooms and with their own learners.

| Response | Yes | No |
|--------------------|-------------------|------------------|
| Number of teachers | 13/22 (59.09%) | 9/22 (40.90%) |

Table 18: Teachers Exploring their Classrooms

In Q18, we asked teachers who investigate their classrooms about the issues they usually research and the way they do. This was as a follow up to the previous question (Q17). The issues that teachers (59.09% of the teachers who have tried to explore their classrooms) research and the way they do are summarized in table 19 in the next page.

Based on the areas cited by the teachers, the general picture of the complexity of the EFL classroom emerges. Thus, centering the teaching/ learning process around one aspect is unlikely to help as desired.

| Teachers | The issues they research | The way |
|-----------------|---|------------------------------------|
| T1 | "The effectiveness of my teaching performance." | -tests |
| T2 | " I usually ask my students if they like my way of teaching and if there is anything we could change all together for better results." | -Oral questions. |
| T3 | - "I usually ask them questions about their social life, because it affects their success." | -Oral questions. |
| T4 | " I look for ways to get my students motivated. A research on the pupils backgrounds may help." | -/ |
| T5 | - "making researches using ICT's." | -/ |
| T6 | "How to improve their motivation, the way they think, the way they understand." | -/ |
| T7 | "I research on the net about solutions of problems I may face in the classroom. I also read tips for how to get my students motivated. I just read web articles and ask questions on forums and I get answers." | - readings. |
| T8 | "the efficacy of the tasks, the learners' motivation as well as their thinking abilities of criticality and creativity." | -Observation |
| T9 | "the effective techniques to make my students like learning English. I focus on their psychological side." | - reading books. |
| T10 | " I have done a research on the best method that my students like to learn English." | -questionnaire to my students. |
| T11 | " Students' understanding and self-independence." | - through reflection and research. |
| T12 | "students' needs, abilities, preferences, input and output, teacher pronunciation, etc." | -/ |
| T13 | Gave no answer. | |

Table 19: Teachers' Research Areas and Ways

Through Q19, the nine teachers (40.90%) who have never tried to investigate their classrooms were asked to give reasons for this. The researcher could categorize informants' reasons as shown in table 20 in the next page.

Table 20 displays teachers' reason for not doing research. Above half of the participants (55.55%) claimed being short of time to do research. For them, a teacher who is overwhelmed with a heavy programme cannot find time to be a researcher. 33.33% of them stated that they have never gone through the experience of researching their classrooms. They (33.33%) added that they had never been trained to conduct research inside their classrooms. The remaining teacher proclaimed the unimportance of doing such research. In her opinion, she can do better in her classroom without being a researcher.

| Reason | Lack of time | Lack of training and experience | Unnecessary |
|----------------------------------|-----------------|---------------------------------|-----------------|
| Number of teachers (percentage%) | 5/9 (55.55%) | 3/9 (33.33%) | 1/9 (11.11%) |

Table 20: Teachers' Reasons for Not Doing Research

In Q20, teachers were then asked to give their views concerning the sufficiency of teachers' explorations to understand classroom dynamics and develop as language teachers. It is worth mentioning here that all the teachers answered these questions except three teachers of the nine teachers who said that they have never explored their classrooms. Teachers' responses are presented in table 21 in the next page.

As indicated below in (table 21), 57.89% of the teachers argue that the amount and type of research they do is partly sufficient to deal with the dynamic nature of the classroom and understand it. Moreover, 26.31% of them said that the research they conduct is not enough to understand and cope with classroom realities. Only 15.78% of the nineteen respondents who answered this question said that such investigations are enough to understand EFL classrooms.

| Response | Yes | No | Partly |
|--------------------|----------------|----------------|-----------------|
| Number of teachers | 3/19 15.78% | 5/19 26.31% | 11/19 57.89% |

Table 21: Teachers' views about the sufficiency of their Research to Help them Understand Classroom Dynamics

As an attempt to explain their views, most of those who opted for 'partly sufficient' gave many reasons. First, they think that what they have done is still not enough to better understand the classroom. Besides, oral questioning is sometimes ineffective since shy students cannot express their difficulties. Moreover, some teachers stated that to avoid being a boring teacher, one needs to always read research to enlarge his/her knowledge. Others went further to prioritize teachers' own evaluations, intuitions and visions over reading research.

As for those teachers who said that the research they do is definitely not enough to understand the EFL classrooms, they argue that teaching is wider than what they have researched. They also justified their choice by stating that much time is devoted to teaching rather than research.

Question 21 addresses the last research question which accords with the interest in research. It aimed to know teachers' perceptions of the necessity to be familiar with research. All the participants (100%) argue that teachers should be familiar with research as shown in figure 07 below.

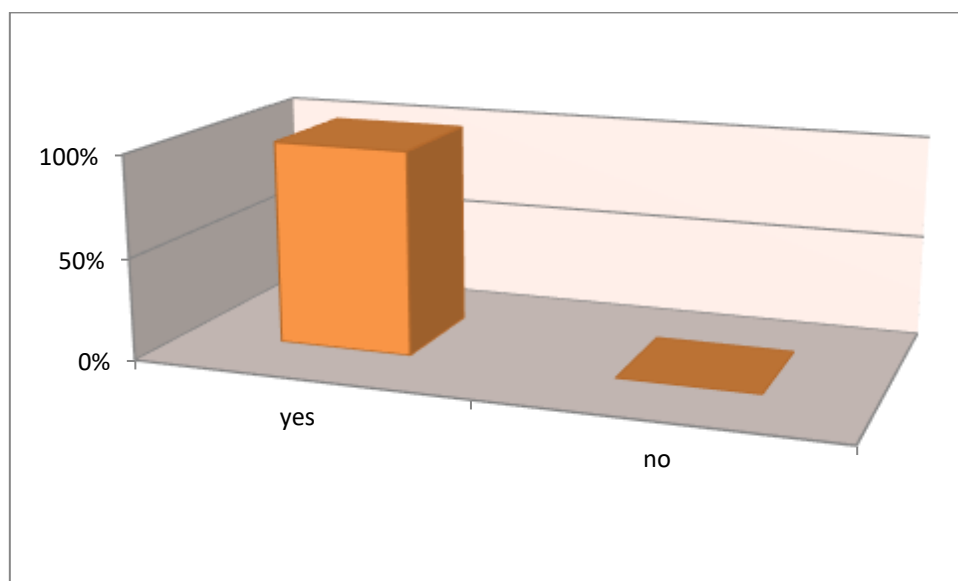


Figure 07: Teachers' Views of the Necessity to Be Familiar with Research

Teachers were asked then to give reasons. Six informants (27.27%) gave no reasons for their choice. And the reasons teachers provided varied. They were classified according to their nature.

Half (50%) of the teachers think that teachers should be familiar with research because they need to be familiar with the new trends and ways of teaching. Being

updated helps them to improve their teaching and therefore their learning outcomes. Besides, 22.72% state that being familiar with academic research makes their teaching effective, and helps them to develop their professional career.

Through Q22, we wanted to investigate teachers' views of the necessity to do research inside their classrooms. Twenty teachers (90.90 %) answered 'yes' and only two teachers (9.09%) claim that teachers do not need to research their classrooms. As for the ways they follow, many procedures were given. The suggested procedures were categorized into the ways presented in table below.

As the table presents, 45% felt reluctant to suggest ways on how teacher research can be conducted. As expected, big proportion (40%) of them opt for tests and surveys, i.e. associate teacher research with the conventional type of any academic research that is systematic and time consuming. Interestingly, 15% of them proposed a process of research that goes within teaching, that is asking informal questions.

| Teachers | The ways teachers research their classrooms |
|--------------------|--|
| -08 teachers (40%) | - tests and surveys. |
| -03 teachers (15%) | -informal questioning. |
| -09 teachers (45%) | -gave no answers. |

Table 22: Teachers Suggested Ways to Do Research

In Q23, we wanted teachers to give their opinion about the engagement of learners in this research process. They were also requested to explain why or why not.

In answering this question, most of the informants (86.36%) answered 'yes' and only (13.63%) of them do not welcome the role of the learners as partners in the research process that teachers do. As for those who answered 'yes', they defended their opinion in a different way. Yet, they mostly fall into the statement: 'since learners are partners in the teaching/ learning process, they need to be so in the researching process conducted by their teachers'. They even went further to say that engaging learners in such investigation will help them feel responsible about their learning. Moreover,

these teachers argue that as long as the teacher is looking for the best way to teach, learners should also participate to choose the best way to learn. Engaging learners in classroom investigations may concede them to aid in guiding the teacher to rethink their teaching perpetually.

On the other hand, teachers who argue that learners should not be partners in the research process stated that being under experiment may affect learners' performance. They seem to refer to the conventional experimental scientific research, where experiments are done on the learners.

Teachers' expectations of the possible outcomes of these investigations for the classroom were addressed in Q24. Their expectations are presented in table below.

| Teachers | Expectations |
|----------|--|
| T1 | - " Filling the gaps...better teaching/ learning." |
| T2 | - "acquire new language items and broadens their horizons." |
| T3 | - "Diagnose their points of strength and weaknesses. place them in the right position to get them ready to improve their English." |
| T4 | - "an idea about your teaching and thus remedial work for the problems." |
| T5 | - "research will improve my teaching and help me understand what is really to teach in an organized way." |
| T6 | - "it may help teachers understand and make decisions about the different problems and help them be creative." |
| T7 | - "to facilitate communication between learners and teachers and make the process of learning easier and better." |
| T8 | - "success" |
| T9 | - "it brings good results and the most important is to make the new generation good English speakers." |
| T10 | - "a trust on the part of learners to their teacher." |
| T11 | - "adding to the teacher knowledge and experience." |
| T12 | - "research will help solve problems that may hinder the learning and teaching process." |
| T13 | - "to further explain the intricacies of English teaching and learning." |
| T14 | - "it is expected to deal with the most urgent learners and teachers needs." |
| T15 | - "effective learning and purposeful learning." |
| T16 | - "it would provide fruitful instruction for EFL teachers and specially the new ones." |

Table 23: Teachers Expectations about the Outcomes of Teachers' Investigating their Classrooms

Inspectors' views in relation to this section, interest in research, are seen best reported in their own words as they used strong, accurate and specific terms to reveal their vision. To elaborate on teachers' responses to the questionnaire (questions 9 and 10), inspectors, in Q9, were asked to qualify the interest in research in Algeria and if they have ever met teachers as researchers. All the respondents but one (75%) said that the interest has started in fact, yet it is still insufficient. And the other (25%) said that a lot of teachers are putting the necessary efforts, but in the wrong way. He went further to state that these teachers lack reflection on what they bring as new. Accordingly, very few teachers are found to deeply explore their classrooms; these are given special label by respondent (03): 'thirsty teachers'.

All the respondents (100%) encouraged training teachers to be researchers inside their classrooms since this will help improve classroom practice. They went further to perceive it as a necessity to deal with the difficulties of the EFL classroom. As for the illustrations they gave, we quoted them as follow:

Respondent (01): "research is recommended. It is recommended since we do not have answers to many questions. We still have situations that we need to analyze and investigate."

Respondent (02): "teachers should go beyond the syllabus and the textbook to ensure good teaching."

Respondent (03): "when you deal with learners, there are problems that may appear from time to time and teachers need to ask questions then do some research to get answers."

Respondent (04): "in our actual context, with all the problems we are facing in our daily life, I think that exploring what is happening in our classrooms mainly with all our learners is becoming a necessity...this will give you the opportunity to teach well and this is part of the improvement of ELT in Algerian."

It is apparent that teaching teachers how to explore their classrooms is recommended in the way that teachers continuously confront new difficult situations that they need to explore in order to understand them better and to find possible solutions to their problems.

Regarding the way these explorations are conducted, all the respondents want them to be integrated into the teachers' teaching/learning process. Two of them gave further explanations.

Respondent (02):" I think that the more we are able to integrate the better our teaching and learning process is."

Respondent (04):"of course, I prefer it goes within the teaching and the learning process. The teacher will be able to explain some events in his class and connect them with his teaching and learning. I think that some of them will complain in case it is separate for not having enough time to do research."

Seemingly, as reported by the participant inspectors, to explore their classrooms while teaching, pleases teachers. However, they are unlikely to appreciate this aspect of researching if they are to do it besides their teaching. They simply will look at it as an add on to their responsibilities.

With the final question of the interview, respondents gave final comments as regards the scope of our study. It is worth here to quote their actual words.

Respondent (01):"I think involving teachers to participate or to investigate their class practices might improve ELT in Algeria. We have very good practitioners that can help the scientific research in the field of TEFL..."

Respondent (02):"Well! I think that the research itself is very important and very interesting. It might even be very useful to add something to our school. To be honest, there is an interest in research at the level of universities. Not all teachers are researchers whenever it comes to preparing their lessons, or trying to improve their teaching. This is not the case for all teachers, still there are some teachers who are really devoted and trying to do their best doing research and make their students learn better."

Respondent (03):"Well! In general, research is part of life. If you want to develop, you need to do research and we should not use only what we have learned so far, because education is a life-long process. Each time there is something new so we need to update ourselves.

Respondent (04):"It seems very interesting to be a researcher. Some of teachers are really aware but some others don't want to hear a word about research. I think

someone who is teaching and who is doing some research at the same time.. this will be very profitable for him or his learners and for ELT in Algeria.

All the respondents' quotes above denoted the value of teachers acting as researchers in their classrooms. They believe that it is highly demanding to do research. For them, not all teachers are researching their teaching, but still there are some who are really devoted to explore and improve their teaching. Respondents also seem to be aware of the necessity of teacher research for improving ELT as in Algeria.

Conclusion

This chapter provided a presentation and analysis of the data obtained through the two research tools. It presented first the responses from the teachers' questionnaires. Then, I mapped the inspectors' interview responses onto the questionnaire sections they related to. Findings showed that Algerian ELT is still focusing on the concept of "method". This is evident through the adopted method and teacher training content. Teachers, however, expressed being partly faithful in the adopted teaching methodology. They appeared to be doubtful about "method". The complexity of the teaching/learning process is now clear based on the so many issues cited by both respondents. In addition, this study indicated that teachers' are to some extent familiar with academic research which, as they stated, help their professional development. Concerning teachers' views in relation to engagement in research, they expressed their willingness to conduct research.

Chapter Four

Discussion and Interpretation

Introduction

This final chapter gives tentative interpretation and discussion of the salient findings, presented in chapter three, as an attempt to answer the research questions (see p 5). It tries to reveal teachers' views of the method-based pedagogy and their interest in research. The interpretation seeks to provide insights about the ELT decision makers in Algeria and the issue of professional development as well.

This chapter is organized according to the research studies reviewed in the literature review chapter and the order of the research areas, upon which we designed the four research questions. Then, the limitations of the study are highlighted. Besides, the potential implications of the study findings in terms of ELT profession, teaching practice, teacher training programmes, and the interest of teachers in research in general are suggested. Finally, suggestions are made for future related research projects if any.

4.1. Teachers' Views about the Implicit Promises of the Latest Method (s)

Teachers' attitudes towards the methods they use create the ground for this study. This is true because it was the serious doubts about method-based pedagogy and the growing concern against it that led to shift onwards to teacher research movement as a post-method alternative in many parts of the world as mentioned in the general introduction so far (p. 2). Thus, to address the first research question, we will discuss, in this section, how the obtained results shed light on the study participants' trust of method. This involves discussing teachers' responses to the questionnaires and inspectors' verbal responses to the interviews to determine whether method is still trustworthy and the potential existence of a best method. This research question also involved investigating teachers' views in relation to whether method is still the focus of change in ELT in Algeria and the belief that altering methods is the key towards successful language teaching. The main data forming the basis of this discussion are teachers' questionnaires. This is basically because teachers are the actual implementers of the imposed methods inside their classrooms. However, this does not mean that we are not going to use the interview results, but less frequently as there were not focused

questions on method in the interview since enough information was gathered on this from the teachers' questionnaires.

On one hand, the results revealed by the questionnaire prove that the majority of the subjects of our study (72.72%) feel only partly faithful to the methods they use as they do not fully believe in them. The participant teachers also condemned the sufficiency of the methodological solutions offered during training sessions both to improve their practice and to promote their professional development. They seem to consider many other classroom issues and factors rather than method. Three sound quotations were sought to help interpret their view.

Teacher (01): "teaching involves more than method."

Teacher (02): "It is never the method that ensures the final outcomes, but the circumstances and classroom situations."

Teacher (03): "Failure is not a matter of method, it is related to other classroom realities, such as crowded classes, the socially untenable students, the poor facilities, etc."

This interesting data indicates that teaching should not be restricted to a particular method, rather it should be viewed with a broader view. Method then is only one aspect of teaching which embodies a set of techniques about how teaching should proceed. Many other issues, rather than method are cited as influencing success and/or failure in language teaching, such as classroom realities, large classes and learners' societal needs. These pedagogical considerations and local factors are crucial and should receive big attention. Thus, we cannot rely on method alone to ensure success in language teaching. This corresponds with Kumaravadivelu's view (2003) that method is too limited to be the critical variable in successful teaching and there is no need to perceive it as the centre of the language teaching and learning process.

On the other hand, the participant teachers ranked highly the characteristic of 'adapting easily to new prescribed methods' when qualifying a good EFL teacher. They too ranked it as the second important aspect ($\mu=4.36$) on which we can rely to improve teaching and learning. Similarly, the participant inspectors (75%) ranked highly the successful adaption of the teaching method when qualifying the good EFL teacher.

Besides, the factor of training teachers in new teaching methodologies was ranked the second important skill when improving classroom practice.

Through these three results, the study participants appear to assume that if teachers adapt smoothly to the new teaching method and are well trained on how to use them, methods might be helpful and their limitations can be transcended. This can be interpreted by the fact that teachers, when expressing the unhelpfulness of method, refer to other factors (teacher's competencies and teacher training) rather than to method as such. This study then indicates that the participant teachers, though doubtful about method, are unaware of the limited nature of method due to the fact that they attribute it to other factors. This unawareness might be stemmed from the widely spread standard perceived to qualify the good EFL teacher, i.e. one who shows command in the use of methodologies and the belief that teacher training programmes will enable them to best use the prescribed methods someday.

Another point to emerge from the analysis related to teachers' faith in method is the fact that 36.36% of the teachers are not so happy with their teaching because of many reasons: relying solely on the text book, not doing any further research and large classes with mixed abilities. That is, if they are unhappy about their teaching, we can safely assume that they are unhappy with the methods prescribed to them as well.

Teachers' negative opinions about method paired up with their view about the absence of a best method. An analysis of the teachers' responses to Q6 reveals that the great majority of them (86.36%) are fully aware of the absence of a best single method. They may have ended up with this consciousness after the asset of drawbacks they have each time and that they do not seem to directly link them to the limited and limiting nature of the concept of method justified by Prabhu's (1991) assertion 'there is no best method' which was thoroughly discussed in the first chapter of this work (pp.8-12). Their tenet also tends to highly correlate with Stern (1985) and Mackey (1965) who argued that 'the profession of teaching went over successive expeditions searching for the best method that has never been in sight.' (Cited in Kumaravadivelu, 2006, p.164). This view is also similar to Kumaravadivelu's (2003) cognizance of the absence of a magical method.

Given the nature of the Algerian classes, large class sizes, we can safely assume as Tekin's field study revealed that this nature is the direct reason that makes our teachers feel it 'utopia' to follow a particular language teaching method (see chapter 1, p.9). This is true in the sense that, while inside the classroom, they find a quite different world from the one described in method.

Only 13.63% of the participant teachers feel optimistic about the existence of a best method. They seem, however, to point to eclecticism instead of one single method.

All in all, a concern against the concept of method is raised and the participant teachers explicitly declare the absence of a best method. This view largely conform to the serious doubt about method that was raised by scholars like Stern (1985), Nunan (1989), Allwright (1991), Kumaravadivelu (1994), Brown (2002), and Khatib (2012). One sound interpretation to this negative opinion about methods is linked to the problem of applicability of these methods inside the classroom. This result resonates with Ellis' and Shintani's (2013, p.36) who asserted that 'method has mainly come under attack because it was both impractical and theoretically unsound.' Our teachers tend to find it highly challenging task to implement the prescribed methods in order to successfully manage teaching situations and meet their learners' needs. The situation is probably even worse when the classes are large (as stated in the quote above by teacher 2), having learners with different needs and wants. This attitude resembles the declaration of Kumaravadivelu (1994), Brown (2002), and McMorro (2007) that method has lost its significance and that EFL teachers have lost confidence in it.

4.2. Change Focus and Change Agents in Algerian ELT

Discussing the results in the light of the essence of change in Algerian ELT and the subject of such change is paramount. This is true since it directly addresses the second research question of this study.

Related to this, the results obtained from inspectors revealed that the changes brought to the Algerian ELT are mainly by a specialized committee: the GSD (Group Spécialisé de Discipline) and the CND (Commission Nationale des Programmes). The latter consist mainly of university teachers and inspectors with very few high school teachers. This was confirmed by the participant teachers with 68.18% of them revealing that they have never share opinions when decisions are made on ELT.

Additionally, 65% of the participant teachers said that the change comes primarily from the ministry of education with less space (30%) offered to inspectors and university teachers. It comes to be obvious here that teachers who are actually acting inside the classroom are not the people in charge of taking decisions and initiating changes on what and how to teach.

Following this, we can assume that the participant teachers in this study rarely share decisions when constructing syllabi and textbooks. This echoes Bouabdesselam's (2001. Cited in Medjahed, 2010) assertion that despite all the efforts put on the part of teachers to decentralize the educational system, decisions still come from the top.

We can only interpret this by the primacy of the top-down process that Algerian educational system has been following for a long time. Generally, teachers' invaluable voices, as a valid source of improvements in the syllabus or any sort of curriculum renewal that may be planned, are not taken into account and they are rather undermined. This contradicts the widespread call to value teachers' practical experience as being the main shareholders in the teaching/ learning process who closely sketch all that is happening inside the classroom. This interest in valuing teachers' practical knowledge is strongly defended by Farrell (2007, p.117. Cited in Ousseini, 2013, p.15) who stressed that "Language teachers have the inside view of their world in that they live in it each day and know up close what issues are most important for them and their students". They know well the ways and procedures that help them to approach their work.

Building on Farrel's statement above, one has to note that, contrary to our context, it is teachers who should propose and initiate any change on the education arena. They are positioned as the main change agents in ELT. This empowerment is stemmed from their decisive practical experience which they have built inside the classroom and should be, in my view, utilized to overpass any obstacle that may hamper teaching and learning. Thus, this study suggests a priority of insiders' views rather than outsiders' prescribed instruction. Accordingly, it therefore suggests a substitution of ELT change agents.

As for the focus of change, the findings show that Algeria has witnessed many reforms basically on method of teaching (as stated by 77.23% of the participant

teachers). As a result, method is the center of any renewal change and, therefore, it is at the heart of the teaching/ learning operation. This over interest in method can only be explained by the underlying assumption: 'method is the organizing principle of the whole operation of teaching and learning.' (Ellis & Shintani, 2013, p.7). This result highly corresponds with Kumaravadivelu's (2003) second myth of method that contributed to the postmethod pedagogy. Similarly, in this study, the Competency Based Approach was given by the subjects as the prevailing method around which the syllabus, textbook, objectives and evaluation are designed as discussed earlier in the literature review (p.7). Consequently, this research shows how much teachers are unpleasant with this focus and some of them went further to state that teaching is more than a focus on 'method'.

The results too suggest that the Algerian ELT profession, by focusing solely on 'method', is perhaps missing the very key to the problems of teachers of English which they often encounter in their classrooms. That is, teachers' unique insights which they formulate while teaching; not only on 'method', but on a myriad of other variations that they mentioned, such as the diversity of the learners' learning needs, classroom real situations, teachers' own efforts, etc. Interestingly, these key ideas resonate with the idiosyncratic nature of learning which was introduced earlier in the general introduction of this study (see p. 1). This view also ties with Prabhu's (1990) focus on the teaching context that should receive a great interest as long as it "all depends", and what it depends on is a vast number of things.

4.3. Teacher Professional Development

Based on the interview results, not all the participant teachers are working to develop professionally. Some of them try to do mainly by attending seminars and conferences. Our participant inspectors seem to restrict the scope of teacher development to attending seminars and conferences. Besides, only one inspector revealed that all teachers, on his region, are trying to develop as language teachers through their pedagogical side in a collaborative way. This indicates his belief that any efforts those teachers put are a work for their professional development. They appear to help each other in a network, out of their teaching time, to grow as professional

teachers. So, those teachers have to find enough time, fix arrangements and conduct research projects so as to pursue their professional development.

Additionally, the discussion of the results obtained from the questionnaire yielded various facts regarding their professional development. It is so common that, in the field of education, teacher training should help teachers to grow as professionals. Conversely, the participant teachers expressed the limited content of teacher training in their regions to address their professionalism. This view corresponds with Atay's study motive in 2008 in the sense that the Turkish in-service education and training programmes are limited and do not provide teachers with opportunities to be actively involved in their development and to reflect on their teaching experiences (see pp: 21-22).

Interestingly, many interpretations have been provided by the majority of this study participants (68.18%) to justify their opinion. One sound explanation that has been given by one of the participant teachers is:

"being a professionally developed teacher requires some personal characteristics that are not prescribed in method".

Training teachers mainly on method deprives them from acquiring personal competencies that promote their growth as professional teachers. One other teacher went further to urge the need of teachers own efforts to better their teaching. This largely conforms to Prabhu's call for activating teachers' sense of plausibility (1990). So, for him, teachers have to put efforts and find out ways to improve their teaching instead of waiting for training days to foster their development, which will never be the case as long as they remain focusing on method.

Ostensibly, all the participant teachers, who are either 'familiar' or 'more or less familiar' with academic research (59.08%) considered reading academic research as a promising tool towards their professional development. They think that reading books, e-books, web articles, and ELT journals related to EFL teaching highly contribute to their professional growth. For them, such readings increase their theoretical knowledge which makes them well-versed to know more about teaching and learning principles and theories.

Interestingly enough, the results indicated a lack of awareness among the participants of the importance of teacher research in their professional development. In contrast to the definition of teacher professional development stated by Day (1999. Cited in Mouhanna. op.cit) that stresses the valuable role of doing research in the course of teachers' careers, our sample stressed the contribution of reading academic research theories and attending seminars and conferences to their professional development.

The obtained results from both participants indicated the contribution of reading academic research, and attending seminars and conferences to teacher professional development. This, however, contrasts with the current views on teacher development which accentuate the fact that teacher professional development can only be enhanced through engaging teachers in research (kumaravadivelu, 2001).

4.4. The Interest in Research

This section interprets the various data focusing on qualifying the interest in research. This is through discussing their responses concerning reading academic research and doing research. Discussing the reasons for not reading/doing research is critical here as well.

4.4.1. Teachers' Familiarity with Academic Research

Teachers' familiarity with academic research is an issue that may help unveil their interest in research in general as well as their attitudes towards it. In this respect, the participants' responses showed a moderate level (59.08%) of reading academic research. They read mainly e-books, articles, and books related to EFL teaching and learning theories. And few of them (30.76%) read papers related to their classroom practice.

Our results closely related to Borg's (2009) findings in the sense that they indicated from moderate to lower levels of reading academic research. Our sample, then, showed a relatively positive attitude towards reading academic research. And as such, they appear to tie in with Atay's (2008) initial results in that the teacher participants expressed willingness towards academic research (p. 19).

Surprisingly, as mentioned earlier, our questionnaire sample thought that their readings promote their professional development. This is along with the emergent view: teachers' need for pedagogical ideas stemmed from academic works.

4.4.2. The State of Research

Qualifying the amount of research teachers do highly contributes to the decisions made about the interest in research. It is the way they conceive research which constitutes their attitudes towards being engaged in it. In this regard, I tried to ask both the questionnaire and interview participants' questions that address this issue.

According to the results of the interview, interest in research has started, yet it is still in its infancy. One sound evidence about teacher research stemmed from a highlighting statement by one of the inspectors:

“a lot of teachers are putting the necessary efforts, but in the wrong way. Very few of them are found to explore the depth of their classrooms and whose efforts are fruitful.”

In addition, though more than half of the participant teachers (59.09%) stated that they have tried to explore their classrooms, very few of them really explore the depth of their classrooms when they mentioned the aspects they explored. Furthermore, when it comes to the ways they followed to explore their classrooms, many of them failed to determine them. We can only interpret this result by the fact that their efforts are not guided. We may interpret this by the fact that their knowledge about research is limited. Here, in agreement with Atays' initial phase (see p:22), providing teachers with theoretical knowledge related to teacher research, this study reveals that teachers need to be first well-versed to know about the concept of teacher research to guide their efforts for classroom research before they are invited to do any initiative step towards doing research.

Interestingly, three of the participant teachers used oral questions and observations. They seem to follow implicitly an Exploratory Practice approach. The latter is the framework of teacher research initiated by Allwright (1991) and regarded as the most striking conceptualization of teacher research (Borg, 2010) as mentioned earlier in this study (see chapter 1, p.20).

Thus, an obvious state of infancy of teacher research is shown by the results yielded by the two research tools.

4.4.3. Teachers' Attitude towards Being Research-engaged

Addressing teachers' attitudes towards being research-engaged, either by reading or doing, is an significant aim of our study. It gives an overall vision of teachers' interest in research. The last research question: "what attitude do teachers have towards research?" has been investigated through several questions.

Though, as discussed above, the state of research, in our context, is still in its infancy, we may assume that the participants of our study had a positive attitude towards conducting research. Our study revealed that teachers should be familiar with research (as stated by all the participant teachers). They expressed great willingness to be familiar with research. Three main motives were cited: improving their teaching and learning practice, making their teaching effective, and promoting their professional development. The former drive has already been mentioned by Hargreaves (2001), as 'the beneficial effect on both teaching and learning it brings'. Yet, Hargreaves, compared to our sample, goes further to insist on the fact that such benefits are backed up by sound research evidence, which the present study's participants did not mention. The influence of research on teacher professional development has too been justified through Atay's (2008) study findings (see chapter 1, p.19).

Besides, all the inspectors said that teachers should be trained to continuously investigate their classrooms. Training teachers to be researchers is recommended since there are still situations that need to be analyzed and investigated, as stated by one of the participant teachers.

Furthermore, the participant teachers showed a positive attitude towards research. The majority of them (90.90%) perceived it as a necessity to conduct research inside their classrooms.

Having teachers as explorers in their own classrooms has emerged, in this study, as a pivotal issue. Teachers are highly recommended to conduct research mainly because of the new emergent teaching/ learning situations that they continuously confront whenever they come together with their learners. Such situations are what Kumaravadivelu (2001) refer to as 'aspects of possibility' and urge them to adopt a new role which is that of a researcher so as to understand them better as an important

step before any solution is proposed. The theme of developing understanding has come to be vital resulting topic in this study. This resonates with Breens'(1991) view which accentuates the need to develop a local understanding and considers it a wise and fundamental step that precedes any pedagogical change and /or solving EFL classroom problems. This result also corresponds with Ashour's (2008) view regarding the deepness and complexity of the EFL and Allwright's (1991) call to enhance effectiveness through promoting understanding (see chapter 1, p.28).

Many motives have been cited in this study for encouraging teachers to do research.

- the need to be familiar with the new trends and ways of teaching
- being updated helps them improve their teaching and thus learning outcomes.
- helps them to develop their professional career
- research is part of life and the way to development. The newness obliges teachers to update themselves.

Thus, the role of research in developing understanding and informing classroom practice seems to be appreciated by the participants. This role has long been emphasized by various scholars like Mouhanna (2009), Borg (2009), kumaravadivelu (2001), Allwright (1990), etc.

4.4.4 Reasons for Not Reading and/or Doing Research

Determining the main factors behind teachers' reluctance to read and/or do research is significant to help them engage in research. This study has, in fact, identified a number of reasons why some teachers do not read or do research. A lack of time is perhaps the major hindrance as cited by many teachers. Teachers feel unable to engage in research because of increased time commitment. They are too busy with their teaching tasks (it was cited by 55.55% of those teachers who said they do not try to explore the issues they had reflected on). Adding to this, lack of training and experience is the second prohibiting factor for teachers' limited research engagement. As suggested by Atay (2008), the lack of knowledge and research skills came to be, in this study, an important factor that negatively affect teachers' willingness to be research-engaged. Less importantly, the statement 'no need to do research' was cited as a reason for not doing research by only 11.11 % of the participant teachers. Though this last factor was stated by the minority of teachers, we consider it an emergent

reason in our study which earlier studies did not mention as we saw in the literature review.

In short, the above mentioned factors discourage teachers from reading and/or doing research.

4.4.5 Learners as Co-Researchers

It is helpful to research the partnership in regards to research. This will help us to determine the preferable form of teacher research on the part of our participants. Thus, one question was devoted to this matter.

Both the participant teachers and inspectors accepted learners as partners in the research process. Their reasons fall mainly into one impressive argument that is 'as long as they are partners in the teaching process, they have to be so in the research process'. This preference resembles Allwright's (1991) conclusion about his important quest regarding the agents who should pursue the work for understanding. He writes:

the problem I have identified is surely an urgent one, for learners everywhere. Can we afford to wait until the 'researchers' have finished their work and come up with some practical suggestions? In addition, can we really trust 'researchers', however long we give them, to reach the sort of understanding that is really going to be practically useful to the people who are actually in the classroom - the teacher and the learners?

There is therefore an interest in giving access to practitioners, teachers and learners, to develop directly in a research network without waiting for a third person (Allwright, 2005).

4.5. The Most Convenient Teacher Research Framework

Considerations on the appropriate type of teacher research are perhaps the most striking issue to be discussed in this study. Responding to the results discussed formerly, key ideas which resonate with the fittest model of teacher research and which can be brought into the Algerian EFL classrooms are compiled.

Referring to the aforementioned reasons for not being engaged with/ in research, the participant teachers have neither time nor the skills to do research. This indicates in advance a total rejection for any time-consuming framework of teacher research. As such, a movement to Action Research (AR) which 'tends also to rely on academics to guide research projects' (Burns, 1999; Valli, 1992. Cited in Hanks, 2013, p.26) would

only receive a strong discontent as with method-based pedagogy. This is conjectured also due to the uneasiness they expressed with the involvement of outsiders as decision-makers in their practice.

Adding to this, in responses to the quest on reflective practice (RP), the teachers showed an involvement in reflections in their teaching practice. However, not all of them embark in investigating the issues they have reflected on. They appear to satisfy with the act of reflection. It comes to be clear here that the teachers used in our study perceive RP merely as 'an ongoing conversation' (Adler, 1991, p.148. Cited in Hanks, 2013, p.32) that embodies their thought on teaching. Noticeably, no effort is put to make these reflections fruitful.

The above discussion articulates teachers' preference of a model of teacher research that mainly does not demand much time from them and constitutes an add on to their already duties of teaching. As such, this model would be better adopted in a simplified way rather than complicated as the usual highly demanding and complex process of the conventional scientific research. The latter is highly disapproved by the participant teachers in Borg's (2009) study as well.

As far as the subjects of this research framework, the results clearly indicated a call for learners to be engaged in this very teacher research.

Thus, an EP approach appears to meet the participant teachers' preferences. This is because EP, as initiated by Green (2006, p.215. Cited in Hanks, 2013, p.28), seeks to the

Attainment of a situated understanding of the life in the classroom, not through the time-consuming design and the use of conventional research tools and procedures but through everyday classroom activities and practices.

4.6. Limitations of the Study

It is important to mention the characteristics of the design and methodology that impacted on our research. They are so because they are the constraints on generalizability and utility of our findings.

A limitation of the current study was the relatively small sample size. Although we tried our best to opt for participants from different regions, the number of teachers used was reduced from 30 to 22. Six teachers did not return the questionnaires at all. In

addition, two others did not answer more than two items and their questionnaires were not then taken into account.

Another shortcoming was the absence of some needed explanations by some participants. This, somehow, interrupts the analysis of the findings.

4.7. Suggestions and Recommendations

The present study has arrived at some interesting findings. Thus, in this section, and on the basis of these results, one can suggest some recommendations regarding the context in which the actual research was carried out in an effort to make an advance in Algerian ELT profession.

This study has revealed an opposition to the language teaching method among EFL teachers. A great difficulty to implement unjustifiably imposed methods to the teaching context has been expressed, especially when classes are large having learners with different needs. In addition, teachers rightly reject the potential existence of a best language teaching method. As a consequence, the uneasiness with method and the serious doubts about it raised by the study participants accentuate a need to lose sight, at least for some time, of language teaching methods.

This might be discussed in the teachers' seminars where Teachers should become aware of the limited and limiting nature of the concept of method to cope with classroom realities. Teachers should become too conscious that progress in ELT cannot be made by relying merely on the set of techniques method dictates on them. But rather, they need to go beyond methods to view language teaching and learning as more than a specific set of classroom procedures with specific set of theoretical principles. If the language classroom needs to be viewed with broader guidelines, then, raising awareness of the significance of research as an alternative becomes crucial as we will see later on in this section.

In relation to constructing syllabi and textbooks, the study has concluded that decisions about the Algerian educational system come from the top following a top-down process. In other words, a limited space is offered for teachers voices who have the inside view of their world. Thus, there is a call to decentralize the Algerian educational system allowing teachers to have a strong voice in designing ELT in Algeria. The language classroom then should be determined by the teacher for, in

principle, it is the teacher who decides on his/ her own pedagogy (Ur, op.cit). If teachers are professionals, as contrasted to technicians, they have the right to take such autonomous decisions, to use Ur (op.cit) own terms.

Understanding teachers' attitudes towards research in general is a challenging task as well as an inevitable one as discussed earlier in this chapter. Out of this study, we came to realize that teachers, generally, have a moderate attitude towards research. Conducting research rather than reading research has been found to help teachers in their practice. Therefore, there is an emphasis on the need to engage teachers in research that directly informs their classroom practice. Moreover, many field studies (for instance, Borg, 2009 and Tekin, 2013) have yielded great interest in research. This means that research as a postmethod framework is highly significant and deserves more attention.

Given these views, raising teachers' awareness of the significance of research is recommended. This might be a convenient postmethod pedagogy for researching the language classroom and developing better and deep understanding of the myriad of social and cultural factors manipulating classroom realities can be useful to reach successful language teaching/learning and improve life in the classroom. Teachers need to keep in mind that research is necessary for them to grow as professionals as well. According to Mouhanna (2009), conducting research is essential in the course of teachers' careers.

Besides, it has also come clear from our results just as those of Borg (2009) that teachers feel reluctant to do research mainly because it is time consuming and the fact that teachers lack the necessary skills to conduct research. They seem to refer to the conventional scientific research model. Yet, they expressed easiness to investigate their classrooms with simple tools, such as oral questions and observation that they neither take much time from them nor do they tire them and add to their already teaching responsibilities. Thus, to cope with the mentioned hindering factors and engage more teachers in research, an *Exploratory Practice (EP)* is perhaps the most convenient model of research.

As it was explained in chapter one of the present study, EP is the most striking conceptualization of teacher research (Borg, 2010). The main aim of EP is to integrate

research into pedagogy (Allwright, 2005). The fact that much focus has been put on EP is based around its 'sustainability'. And as such, EP enables teachers to conduct research within their teaching/learning process, using classroom activities as the researching tools. An EP approach also works towards the goal of both teacher autonomy and learner autonomy, two central aspects in postmethod pedagogy (Kumaravadivelu, 2001). This aspect of autonomy is rightly claimed by the proponents of the EP approach.

Thus, around the above discussed findings and views, we hereby suggest an EP approach to the EFL Algerian context.

What is needed, then, is a fundamental restructuring of teacher education policy. Accordingly, 'teacher training is no more designed to transmit a set of preselected and presequenced body of knowledge from the teacher educator to the prospective teacher' (Kumaravadivelu, 2001, p.551). Teachers should be trained in to adopt a teacher researcher role. This is because their efforts should not be in a random manner, but need to be focused to reflect on their teaching and explore classroom key issues. This is what Smith and Lytle (1999, p.22. Cited in Mouhanna, p.5) called teacher research. They define it as being 'all forms of practitioner enquiry that involve systematic, intentional, and self-critical inquiry about one's work'.

Moreover, it is no doubt that research is important for teachers' professional development. However, teachers need to be first provided with theoretical knowledge about teacher research and then trained to conduct research.

Having learners as partners in the explorations can make teaching less authoritative and allow learners to share decisions about their learning process. Thus, there is a call for Algerian EFL teachers to involve their learners in their integrated research. They may do this simply by giving them opportunities to think about their learning, the way they are taught, evaluate their learning outcomes and finally suggest changes.

4.8. Suggestions for Further Research

I am really aware that this study cannot be seen as representative. Indeed, it has brought some insights on the researched topic. However, since we regard the sample as somehow limited, the results may not allow for generalizing them to a wider population. For this, there is a clear need to further investigate the topic with a larger

sample, especially since the move towards a more teacher research perspective seems to be growing. This is to provide sound evidence about teachers' usual claims about the concept of method and of their conceptions of research.

Furthermore, teachers' views of research have a direct influence on their attitudes towards conducting research. If teachers believe that research is not necessary to them, they do not think of their teaching which is highly demanded nowadays. In this case, the importance of research is undermined and teaching becomes even worse.

Thus, the teachers' views of research are crucial to be investigated. It is still unclear whether the way teachers conceive research will motivate them to be research-engaged.

A second area of a potentially fruitful research would be teacher training. The latter is a significant part of the context in which teacher research takes place. Thus, the content of teacher training and the way educators handle it is too paramount. My discussion in relation to teacher education in chapter 4 merely scratched the surface-it seems to me that there is much more that needs investigation. Qualifying the extent to which teacher education programmes impacts teachers' attitudes towards research is crucial. For example, investigating the effect of providing theoretical knowledge about teacher research on teachers' attitudes towards being research-engaged.

The above mentioned issues can be further investigated to have sound research evidence. And once these areas are further explored, we will have a clear picture about teachers' willingness to initiate any classroom research framework and the best way to do this.

Conclusion

This chapter has discussed the findings obtained through the two research tools: teachers' questionnaires and inspectors' interviews. We have done this around the four research questions initiated in the general introduction of the present study. Therefore, we mainly discussed and interpreted the findings tightly related to the teachers' feelings about the implicit promises of the teaching methods they use, their views about ELT decision makers in Algeria, the ways they seek professionalism, and their attitudes towards research.

All in all, the results showed that teachers are partly faithful to the methods they use. Besides, a lot of teachers are putting efforts to develop, yet not in the right way. The findings also cited the university teachers as the major decision-maker in Algerian ELT. Finally, the participant teachers, though they showed infant attempts to do research, revealed a positive attitude towards research in general.

General Conclusion

The world of language teaching has long been interested in research about method, and precisely the constant reshaping of method. A usual claim is the fact that this research fails to address classroom practice and to aid teachers to operate in their idiosyncratic classrooms (Allwright & Hanks, 2009). Since then, the primacy of method has come under attack and language teaching scholars seem to be aware of the absence of a best method (Kummaravadivelu, 2006). Thus, a change has come into consideration and ELT educationists called for an anti-method pedagogy. Accordingly, a post-method pedagogy has been initiated and the teacher research model is seen to be a significant alternative for EFL teachers to overpass the limitations of method-based pedagogy and improve life in the classroom. Yet, this unfortunately does not seem to be apparent in our teachers' profile.

We attempted, through this small scale research study, to investigate the conceptions of method and the interest devoted to research by EFL high school teachers. Therefore, this study seems helpful as it seeks to reveal the views of both teachers and inspectors in relation to method and teacher research as its alternative. To this end, I designed four research questions that are derived from a major one:

- What are the conceptions of method-based pedagogy and teacher research held by EFL high school teachers?
 - How do teachers feel about the implicit promises of the latest method (s)?
 - Who do they think should be the change agent in their teaching practice?
 - Do they have ways to develop professionally?
 - What attitudes do they have towards reading /conducting research?

The design of Creswell (2003), the sequential explanatory multi-method strategy, was followed to answer the above research questions. This method of research, which is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data, is suitable to the aim of this study. Its first aim is to investigate teachers' views of the implicit promised of method (s) and their conceptions of research. In addition, this research aims to have insights about the possibility to move on towards a teacher research approach. Two tools were thought appropriate to fit the overall aim of this work: teachers' questionnaire, and inspectors'

interviews. The teachers' questionnaire was first administered to a group of twenty-two teachers from different regions to collect data on high school teachers' views about the usefulness of the latest methods, their professional development, the originator of change in ELT, and their perception of research. Data were then collected and analyzed.

Then, an interview was needed to support the questionnaire results and give a more detailed account regarding the above mentioned issues. Here, a sample of four inspectors from four different regions was used. Their verbal responses were recorded, transcribed and finally analyzed to be mapped onto the teachers' questionnaire sections they relate to.

The findings of our study showed a disbelief in method in general. They showed teachers' awareness of the absence of a best method after the asset of drawbacks they have each time. Yet, they seem to attribute these drawbacks to other factors such as, large classes and teacher competencies rather than to the concept of method itself. The results also found out that not all teachers are working to develop professionally. Only some are doing this. Moreover, the participant inspectors restrict the scope of teacher development to attending seminars and conferences; the role of teacher research as a professional development tool is ignored.

Concerning the decisions on ELT syllabi and textbooks, teachers seem to rarely participate in this operation. They declare it is mainly the work of specialized committees made up essentially of university teachers and inspectors along with few high school teachers. They state that they are rarely invited to share decisions. Teachers' practical knowledge is then undermined.

As for their familiarity with research, teachers show a moderate level of reading academic research. They mainly read about theories of how to teach English. The subjects appear to put much effort in an attempt to improve as EFL teachers, yet their efforts are not guided. As far as their attitude towards conducting research is concerned, teachers have a positive perception of this. They declare that it is necessary to research and explore classrooms essentially as research is part of life and the way to development. Besides research helps them to cope with the emergent situation that they daily confront and better understand the complexity of classroom situations.

However, teachers generally feel reluctant to read and do research because of lack of time and experience. They seem to reject any research framework that is time-consuming. As for the practitioners, both participants suggest also that it is better to have learners as co-researchers as they are already an integral part of the teaching and learning process.

Finally, based on the findings discussed in the last chapter of this work, it comes clear how teachers feel discontent with the methods they use. Yet, they ignore its limited and limiting nature to address classroom realities. Besides, though teachers perceive the aspect of research as necessary to inform their classroom practice, they remain hesitated to be research-engaged. Therefore, it might be suitable at this point to sensitize participants that the focus on method is problematic and is disturbing their teaching process and that teacher research might be the most convenient post-method pedagogy alternative. This can be is the helpful way for them to ovoid overroutinization, the enemy of teaching.

We may then assume that this research more or less has come closer to its aims in the sense that we were able to gain insights related to the raised issues and answer the research questions. Further research with a larger sample appeared to be vital to have deeper insights about the effect of teachers' conception of research on their attitudes towards being research-engaged.

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Appendix 1
TEACHERS' QUESTIONNAIRE

Dear Teacher,

I am a magister student from the English department (university of Algiers 2) and I am conducting research in Didactics. The aim of this questionnaire is to try to understand how teachers feel about research as a possible contribution to their teaching and whether they develop professionally. I should be grateful if you could therefore fill out this questionnaire as accurately as possible. All responses you provide will remain confidential and will be used to improve English classes. Please feel free to ask the researcher any question regarding this project.

Thank you for your cooperation!

x

Background information

- Sex: Male . Female .
- Age: between: 22 and 29 . 30 and 39 . 40 and 49 . 50 and 59 . 60+ .
- Years of teaching experience: 0-4 . 5-9 . 10-14 . 15-19 . 20-24 . 25+ .
- Number of Students in the Class: 20-30 . 31-40 . 41-50 . 50+ .
- Did you receive any training in teaching English since you started your teaching?
a) yes. b) no.
- Are you happy with your teaching? (explain)
a) very happy b) happy c) not so happy d) very unhappy

.....
.....

Q1: In your opinion, what makes a good English teacher? Please rank in order of importance (1=most important/4=least important)

- a) adapting easily to new prescribed methods. 1 2 3 4
- b) finishing the syllabus in time. 1 2 3 4
- c) having good examination outcomes. 1 2 3 4
- d) investing his/her teaching process on a regular basis. 1 2 3 4

Other,specify.....

Q2: As an EFL teacher, how faithful are you to the prescribed method of teaching you use in your classroom?

- a) very faithful b) partly faithful c) not faithful at all

Q3: Which of the following would improve teaching and learning in your class? Please rank in order of importance (1=most important/6=least important).

- textbooks and materials. 1 2 3 4 5 6
- fewer tests. 1 2 3 4 5 6
- better access to new technologies. 1 2 3 4 5 6
- training in new teaching methodologies. 1 2 3 4 5 6
- small class. 1 2 3 4 5 6
- adding your intuition and experience to the prescribed method". 1 2 3 4 5 6

Q4: Could you explain roughly what you did in your teacher training?

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.....
.....
.....

Q5: Say how much you agree/disagree with these statements.

a) The focus of ELT change in Algeria is most of the time on ' teaching methods'.

- strongly disagree . disagree . agree . strongly agree

b) The focus on a given method is the KEY towards successful ELT in Algeria.

- Strongly Disagree . Disagree . Agree . Strongly Agree

Q6: From your experience, is there "a best method"?

- a) yes. b) no.

Q7: Do you think that training teachers on methods is sufficient to develop as an EFL teacher? (explain).

- a) yes. b) no. c) partly.

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.....

Q8: Are you familiar with ongoing academic research in EFL teaching?

- a) yes. b) no. c) more or less.

Q9: If yes, what do you usually read?

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.....

Q10: Does it help you to develop professionally?

- a) yes. b) no. c) partly.

Q11: If you do not read academic research, what are the reasons?

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Q12: How often do you participate in deciding about the design of EFL syllabi and/or textbook?

- a) always b) sometimes c) rarely d) never

Q13: Who is/are mainly responsible for such design?

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.....

Q14: Who usually evaluate(s) your classroom?

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.....

Q15: What kind of comments do you get?

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.....

Q16: How often do you reflect on your teaching?

- a) always b) often c) sometimes d) rarely e) never

Q17: Have you ever tried to investigate(research) your classroom?

- a) yes. b) no.

Q18: If yes, what do you usually research and how?

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Q19: If no, could you explain why?

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Q20: Do you think that the amount and type of research you do, if any, is sufficient to understand your classroom dynamics and develop as an English teacher? (please justify your answer)

a) yes b) no c) partly

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.....

Q21: Do you think that teachers should be familiar with research in English language teaching? (give reasons)

a) yes. b) no.

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Q22: Do you think that teachers should do research in their own classrooms? how?

a) yes. b) no.

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Q23: Do you think that learners should be partners in the research process? Why or why not?

a) yes. b) no.

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Q24: What do you expect this research to bring to your classroom as a whole ?

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Q25: Please, feel free to add more comments or remarks that might help this study:

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Appendix 02

INSPECTORS' INTERVIEW

Q1: Could you please tell us about your experience as an EFL inspector?

Q2: Having been involved in training EFL teachers, can you describe the content of this scheme here in Algeria? What do you mainly train teachers in?

Q3: How would you describe a good EFL teacher?

Q4: Do you think that EFL teachers are working to develop professionally? How?

Q5: Who is/are responsible for designing ELT in Algeria? What does it focus on?

Q6: Does the prescribed ELT instruction really inform classroom practice? Why or why not?

Q7: Do you believe that teacher training is sufficient for teachers to develop as language teachers and cope with the complex nature of the EFL classroom?

Q8: Do you think that Algerian ELT and teacher training should be refined to go beyond their present content?

Q9: How would you qualify the interest in researching the EFL classroom by teachers in Algeria and its inclusion in ELT and teacher training programmes?

Q10: Have you ever met the type of teacher who explores his/her teaching/learning process? Could you explain how they do it?

Q11: According to you, is training teachers to continuously investigate their classrooms beneficial? In what way (s)?

Q12: To what extent would you expect teachers investigating the EFL classroom and the outcomes of this to help reduce the rifts between academics and teachers?

Q13: Do you prefer this researcher role for teachers to be: (explain)

a) integrated into their teaching /learning process.

b) or separate from their teaching/ learning process.

Q14: Could you please comment on anything else which may help this study?

Appendix 03

INSPECTORS' INTERVIEW TRANSCRIPTS

Inspector (01):

Me: Would you please tell us about your experience as an EFL inspector?

R: Having started work in TiziOuzou for two years then I 'm working here in M'sila since three years.

Me: Having been training EFL teachers, can you describe the content of EFL teacher training scheme here in Algeria? What do you mainly train teachers on?

R: We have three profiles of training in Algeria to train teachers on: teacher development, training (mainly dealing with TEFL), and information days. As for the latter, we acquaint mainly head teachers and new teachers with new official texts and documents. As the name suggests, any change in the syllabus and how to teach a skill. We are just practitioners..we just implement what is dictated on us by the National committee of curriculum and the GSD.

Me: How would you describe a good EFL teacher?

R: A good class manager, a dedicated teacher, and a committed teacher. We are not dealing with objects.. We are dealing with humans. A teacher should master very well his/her target language, competencies, etc. These things can be acquired through the personal experience. There is a new word: 'withitness' that means the teacher having control of everything in his/her class.

Me: Do you see that EFL teachers are working to develop professionally? How?

R: Of course, updating yourself using ready-made lesson plans from the Internet, within the same school via coordination, and seminars. They are working to develop professionally because they are obliged. They are trying to find answers to some difficult situations, for instance, how to teach writing to second year class, how to deal with that sequence, etc.

Me: Who is/are responsible for designing ELT in Algeria? What does it focus on?

R: Well! We said that it is National Committee of Curriculum and the GSD. The source of ELT in Algeria is the Law of Orientation in 2008. It focuses on preparing our citizens to integrate and exchange culture by mastering at least two foreign languages: French and English.

Me: Does the prescribed ELT instruction really inform classroom practice? Why or why not?

R: Of course, it informs classroom practice. We have very brilliant students were given scholarships to America and Britain. We have the students using the facebook, etc.

Me: Do you see that what you are training teachers on is sufficient for teachers to develop as language teachers and cope with the complex nature of the EFL classroom?

R: We are trying to do the best, but still insufficient.

Me: Do you think that Algerian ELT and teacher training should be refined to go beyond their present content?

R: Of course yes, if we accepted the change of 2008, we have to reflect on that change and bring better things.

Me: How would you qualify the interest in researching the EFL classroom by teachers in Algeria and its inclusion in ELT and teacher training programmes?

R: It started. I witnessed this in M'sila who did research work in class management. They came with new techniques. I'm not a university teacher, but it is 'working research'. I think there is a scientific methodology behind this work.

Me: Have you ever met the type of teacher who explores his/her teaching/learning process? Would you explain how do they do if any?

R: yes of course.

Me: According to you, is training teachers to continuously investigate their classrooms recommended for improving EFL classroom practice? In what way(s)?

R: Of course yes. That's why I always insist on classroom practices. I tell my teachers: " we should normally have followed this technique but I tried this and it worked better than the suggested one in the textbook. And here we suggest for teachers to follow it. Continuous investigations are recommended because we do not have answers to many questions, especially in the production. We still have situations that we need to analyze and investigate.

Me: To what extent would you expect teachers investigating the EFL classroom and the outcomes of this to help reduce the rifts between academics and teachers?

R: I can't see any gap. Algeria is very vague, the students' needs are different. Adaptation of the content is natural.

Me: Do you prefer this researcher role for teachers to be:(explain)

a) integrated into their teaching /learning process.

b) or separate from their teaching/ learning process.

R: Integrated into their teaching. (gave no explanation).

Me: Would you like to comment on anything else which may help this study?

R: I think involving teachers to participate or to investigate their class practices might improve ELT in Algeria. We have very good practitioners that can help the scientific research in the field of TEFL. I'm sure the majority of teachers are applying many theories unconsciously. We are just practitioners implementing the policy of education in Algeria. And Algerian teachers are free to intervene and change it.

Inspector (02):

Me: Would you please tell us about your experience as an EFL inspector?

R: My experience is very humble, but still we are trying to do our best to help teachers to accomplish and achieve their goals as teachers and to achieve the finality of the Algerian school.

Me: Having been training EFL teachers, can you describe the content of EFL teacher training scheme here in Algeria? What do you mainly train teachers on?

R: Well. Trainings are mainly based on didactics. In other words, it is all that has to do with their teaching: theories, approaches, classroom management and all that can help them deal with the classrooms and the students.

Me: How would you describe a good EFL teacher?

R: An effective teacher is one who masters first the language and who has the necessary prerequisites that help hi/her to deal with the tasks s/he is supposed to be dealing with. For example, having a good mastery of language and having an idea about the different approaches s/he is going to adapt. It is easy for the learners to grasp and assimilate what they are supposed to be learning. When we speak about the syllabus, it is something that is official. A good teacher is one who limits himself/herself to applying what is existent in the official syllabus.

Me: Do you see that EFL teachers are working to develop professionally? How?

R: To be honest, a lot of teachers are trying to be so professional, but still a lot of other teachers lack the minimum prerequisites that help them to develop. Many teachers, for example, may say: "I have nothing to do with the syllabus or didactics. The question that imposes itself here is that they ignore in fact that if you are not adopting some didactics, you can never manage their classroom and groups and reach the objectives. To develop, one should rely on himself and the inspector can help through the training sessions and the best resources for him/her.

Me: Who is/are responsible for designing ELT in Algeria? What does it focus on?

R: Specialized committee at the level of the ministry and it mainly focuses on preparing our students to know about other cultures. We are supposed to teach something that is cultural and related to English as people and England as a country. Well. Trying to produce a citizen whose knowledge is not updated. I mean one who knows the world surrounding him in the very broad meaning of the word. This is the finality of the Algerian school. It mainly helps the students to acquire some competencies that help them tackle their real life. It is the know how to act.

Me: Does the prescribed ELT instruction really inform classroom practice? Why or why not?

R: Sometimes, it does. But still a good teacher is one who can adapt or choose some material that helps his/her groups. But sometimes you find the authentic text you are dealing with is beyond your students' level or that has nothing to do with their interests. So, here you adapt another material to support your students learning. In short, sometimes it does sometimes it does not. Teachers has nothing to do with the syllabus; the material yes.

Me: Do you see that what you are training teachers on is sufficient for teachers to develop as language teachers and cope with the complex nature of the EFL classroom?

R: In fact, it is not that easy task. Dealing with the complexity of the task itself needs to be well trained, mastering the techniques and having your own techniques to deal with your group, knowing about some theories and approaches. And for me, it is a great problem in nowadays school having a lot of teachers ignoring the CBA and they are required to apply it. For me as an inspector, I try first to make it clear what CBA is and how can it be applied in our classrooms. No, in fact, there are two important things

that should be taken into consideration when it comes to teaching: the teacher's proper knowledge and the techniques and approaches s/he is going to use to transform this knowledge.

Me: Do you think that Algerian ELT and teacher training should be refined to go beyond their present content?

R: In fact, we are too much relying on inspectors to train teachers and for me it is not right to make the teachers depending on what s/he is going to acquire in training sessions. A good teachers is a trainee and a trainer at the same time, Otherwise, s/he will not develop at all. Some three or four sessions each semester is not sufficient. All the tile trying to update it. The different approaches in Algeria are changing according to what is update. The most recent one is the CBA.A good teacher is one who tries to be eclectic in the sense that s/he is apt to select from the different theories and approaches theories that can help his/her students learn better. Relying on the CBA does not always work. Sometimes you need to be traditional.

Me: How would you qualify the interest in researching the EFL classroom by teachers in Algeria and its inclusion in ELT and teacher training programmes?

R: (misunderstanding) would you rephrase the question; I can't get you!

Me: I mean how much interest is given to researching the classroom by teachers? Are they doing any research? Do you train teachers to find ways to understand their classroom difficult situations?

R: A good teacher is the one who considers the difficulties of his/her group is facing and rely on them to build a good teaching. In other words, If I notice I ask myself some questions: why does this situation seems to be difficult? So, I readapt my teaching to make it easier for my students to grasp what s/he is supposed to be learning. In fact, I attended with a lot of teachers and I found that some teachers when they face difficulties, they don't have remedies that they normally should have come with to their classrooms through research. Thus, they find themselves in a problem.

Me: Have you ever met the type of teacher who explores his/her teaching/learning process?Would you explain how do they do if any?

R: The problem is that a lot of teachers are making the necessary efforts to better their teaching, but sometimes it is in vain. They are tiring themselves a lot but in the wrong

way. So whenever we deal with a task, we should do some reflection: to what extent is this technique useful for my learning? How does it help learning?

Well. They are asking questions: why I am in such situation? What should I do to improve the learning process? And in this case, there is no way but research. Research can be even asking inspectors, experienced teachers, etc.

Me: According to you, is training teachers to continuously investigate their classrooms recommended for improving EFL classroom practice? In what way (s)?

R: In fact, it is not that good teacher who masters only the syllabus and the textbook; this is not enough. The teacher should go beyond the textbook; this helps him/her to ensure good teaching.

Me: To what extent would you expect teachers investigating the EFL classroom and the outcomes of this to help reduce the rifts between academics and teachers?

R: In fact, sometimes, without being aware our theoretical background affects our practice. The relationship is there is present. I see no gap. It is a question of being aware or not.

Me: Do you prefer this researcher role for teachers to be: (explain)

a) integrated into their teaching /learning process.

b) or separate from their teaching/ learning process.

R: I think the more we are able to integrate the better our teaching and learning process is.

Me: Would you like to comment on anything else which may help this study?

R: Well. I think that the research itself is very important and very interesting. It might even be very useful to add something to our school. To be honest, there is an interest in research at the level of universities. Not all teachers are researchers whenever it comes to preparing their lessons, or trying to improve their teaching. This is not the case for all teachers, still there are some teachers who are really devoted and trying to do their best doing research and make their students learn better.

Inspector (03):

Me: Would you please tell us about your experience as an EFL inspector?

R: I've been working as an inspector for five years now.

Me: Having been training EFL teachers, can you describe the content of EFL teacher training scheme here in Algeria? What do you mainly train teachers on?

R: Well. we mainly train teachers on the teaching of skills, the different steps to undertake to teach each of the four skills. We also teach them how to cope with different classroom practices. You know in classroom, you may have slow learners, very good learners and how to deal with the mixed ability classroom. We also try to see with them mainly the priorities. These priorities are generally the relationship they may have with the learners and working on classroom management.

Me: How would you describe a good EFL teacher?

R: Well. a good EFL teacher is the teacher who is always looking for the best way to transmit the message and make his students appreciate the session, how to make learners love him/her and the subject itself; motivation is very important.

Me: Do you see that EFL teachers are working to develop professionally? How?

R: Well. I 'm going to speak about the experience I have here in Algiers. Here, we have created what we call pedagogical side that consists of a number of teachers who try to make research in the field of pedagogy. For example, the use of ICTs in teaching English and they try to find the best ways to facilitate access to the.....to the learners.

Me: Who is/are responsible for designing ELT in Algeria? What does it focus on?

R: Well. When we come to speak about the programme, the CNP in Oued ElRoman and the GSD that is teachers and inspectors who work on the programmes and see what could be the best way to teach English. Among them, we have high school teachers, inspectors and university teachers (lecturers).

Me: Does the prescribed ELT instruction really inform classroom practice? Why or why not?

R: Yes, because there are documents to show teachers the best way to teach.

Me: Do you see that what you are training teachers on is sufficient for teachers to develop as language teachers and cope with the complex nature of the EFL classroom?

R: Well. What we can give as inspectors is not enough certainly. So, teachers need to make their own research and respond to their own needs. Sometimes they have personal needs to make research in order to improve their classroom practices.

Me: Do you think that Algerian ELT and teacher training should be refined to go beyond their present content?

R: Well. We need simply to motivate teachers and help them take initiatives because they need to trust their competencies in order to help good performances.

Me: How would you qualify the interest in researching the EFL classroom by teachers in Algeria and its inclusion in ELT and teacher training programmes?

R: I think that they need to make research because whatever they can acquire from the training sessions is not enough. If they want to be excellent teachers, they need to make research, they need to work by themselves. You know there are three types of teachers: excellent, good and medial teachers. Excellent teachers are supposed to do research. I mean by research whenever they meet a problem in class, they make their own research and try to find answers and a way to solve a problem.

Me: Have you ever met the type of teacher who explores his/her teaching/learning process? Would you explain how do they do if any?

R: Yes, these teachers are teachers who make us love our job as inspectors because these are called 'thirsty teachers'; they always want to know and they want to master the way they teach. They encourage us to work differently and look for the best.

Me: According to you, is training teachers to continuously investigate their classrooms recommended for improving EFL classroom practice? In what way (s)?

R: Well. When you deal with learners, there are problems that may appear from time to time and teachers need to ask questions and do research to get answers.

Me: To what extent would you expect teachers investigating the EFL classroom and the outcomes of this to help reduce the rifts between academics and teachers?

R: Well. Let us say that most of teachers graduated from the ENS. So, we may say there is no big difference between what they learned at the university and what they are going to do as teachers. But those who came from other universities are not aware of the different challenges; they need to be trained first.

Me: Do you prefer this researcher role for teachers to be: (explain)

- a) integrated into their teaching /learning process.
- b) or separate from their teaching/ learning process.

R: It should be integrated into the learning process.

Me: Would you like to comment on anything else which may help this study?

R: Well. In general, research is part of life. If you want to develop, you need to do research and we should not use only what we have learned so far, because education is a life-long process. Each time there is something new and we need to update ourselves.

Inspector (04):

Me: Would you please tell us about your experience as an EFL inspector?

R: Alright. You know moving from the classroom as a teacher to become an English inspector is not really easy. But with our little experience, we start giving teachers some hints of our own experience in teaching. I think that for, my experience, it was really acceptable for the moment because I do believe that I could bring something different to teachers and teaching in general. Let's say that the former inspectors really did a great job and I 'm just following what they have done in that job. When you start a new job, you should ask yourself a question: am I going to bring something? And when you see that you are bringing something new, you find it great.

Me: Having been training EFL teachers, can you describe the content of EFL teacher training scheme here in Algeria? What do you mainly train teachers on?

R: Ok. So, you know, in Algeria, we train our teachers on the practice of teaching itself. All what is happening inside classes: talking about the pedagogy, maybe didactical activities, how we should behave with learners in addition to the content and the procedures when teaching the four skills, how to facilitate to the learners the different lessons and the different items that we can teach in English.

Me: How would you describe a good EFL teacher?

R: Ok. Let me say that there are two main things in the teacher. First, s/he should have some personal qualities, requirements in addition to the professional competence that teachers should have on him/her. So, s/he should know how to behave with the learners, help them, listen to them, etc. We need to be close to learners. A teacher should have a sort of mastery of the language s/he is teaching. We cannot imagine someone who does not have at least these two qualities.

Me: Do you see that EFL teachers are working to develop professionally? How?

R: Right. Let's say we have got in Algeria three categories of teachers: Teachers who reject development; they think that they are from the old school and have their own

way of teaching and they think that what the authorities bring us as a change does not go with the Algerian context. So they simply reject it. There is another category of teachers who believe in change and development, but they can't because they miss some skills and abilities that are supposed to be on someone who accepts the change. As there are also those who are for the change and they cope with the change and they do something to improve their way of teaching and teaching in general. As for the how, there is professional development and generally the inspection and services here in Algeria organize seminars, conferences They organize even favours to some English speaking countries where some teachers are invited to follow some trainings from which they can get techniques, some new ideas on teaching so that they can change some monuments that are encrusted in the minds of some of them. That way, let's say that teachers are going to improve, to change and I can give you one of the ideas now that is the use of ICTs as a way of facilitating the learning. Yeh to ameliorate what is happening in the classrooms so that we get rid of the old way of teaching. Even if we do believe that teaching is sort of a necklace where simply the rings are stick to each other. So, in fact, the new way of teaching is the conclusion of the old ways of teaching; everything is linked. But there are techniques that can make of teaching amazing, very interesting and enjoyable for teachers. So, what I want to add here is to encourage teachers to accept the change and we train them on the use of the different techniques. We used to speak about the four skills, but now we are speaking about another skill that is 'viewing'. So, the teacher, in his/ her class, instead of teaching reading from a support text, s/he can use a video that can be treated with a pre-reading, while-reading and post-reading. So, the learners watch the video and then do some activities related to the video.

Me: Who is/are responsible for designing ELT in Algeria? What does it focus on?

R: I think it is the ministry of education. This is the first responsible for that and within the ministry, there are bodies: The GSD (Group de Development Scholaire) and the CNPs. These bodies are supposed to prepare reports and to suggest things to be done in order to improve the situation of the ELT in Algeria. I want to add something that there is a sort of interaction between the two protagonists at this level. Last year, we did a sort of evaluation on the reforms in Algeria and the GSD and the CNP were at

the heart of this. So, what happened is that we started from the basis; all English teachers were gathered at the level of the different schools all over the country and then the cells at the level of each school transmitted reports that were collected, studied, enriched, analyzed and then were results at last.

Me: Does the prescribed ELT instruction really inform classroom practice? Why or why not?

R: I can say that some of what you said is true. There is a sort of practicability of what is suggested in classroom, however, there are things that are utopian as we say; not really practical because I think of the lack of means. Even at the level of the programmes, sometimes we do think that there are things which do not work and that they have to reconsider them.

Why do not work? Sometimes, we are taking the experience from other countries simply. These experiences should be adapted to the Algerian context. We cannot simply bring things and we expect it works since it worked there. I can just invite you to this example: I think that here in Algeria, we teach foreign languages better than they are put in England. I found out to my surprise that they simply teach translation. However, here in Algeria, we really teach foreign languages. Our teachers are really doing a great job and effort so that to provide in the classroom a British environment. This means that we should have our own ideas, we should implement our own conception of the language we are teaching. We should create and train our teachers to be creative teachers.

Me: Do you see that what you are training teachers on is sufficient for teachers to develop as language teachers and cope with the complex nature of the EFL classroom?

R: Yes, I do think that we should refine our ELT instruction here in Algeria. It is good to have some experiences right and left from our neighbour countries; we have the same context in a sort of exchange and to inspire ourselves from their own experiences and maybe inserting some modern techniques in giving seminars for teachers. This might be great.

Me: Do you think that Algerian ELT and teacher training should be refined to go beyond their present content?

R:

Me: How would you qualify the interest in researching the EFL classroom by teachers in Algeria and its inclusion in ELT and teacher training programmes?

R: I would simply qualify this as insufficient. there are some teachers who are maybe trying to explore the deepness of their classes and groups and trying to link the psychological aspect of their learners with the way s/he is teaching. Yes why not. There is a big problem in Algeria when I tried to organize seminars, it is like people want just money. I don't know if it is the print of the era we are living now..We need to include it effectively in organizing development sessions for teachers.

Me: Have you ever met the type of teacher who explores his/her teaching/learning process?Would you explain how do they do if any?

R: Yes, but they are very few. You can see it, when you meet sometimes some teachers, they start speaking about an experience that happened in classes with one of them. A teacher might tell you:" let's start to talk about it, trying to analyze it, developing solutions to it or even building hypotheses on why did the learner behave in that way. It is a type of exploration.

Me: According to you, is training teachers to continuously investigate their classrooms recommended for improving EFL classroom practice? In what way (s)?

R: Nowadays, in our actual context, ok. With what we are living in our society, with all the problems we are facing in our daily life, i think that exploring what is happening in our classes mainly with all our learners is becoming a necessity. This will be necessity because if we find some solutions to some difficult situations when you explore them of course, this will give you an opportunity to teach well and this is part of the improvement of ELT in Algeria. I suggest something, for example, I have been to a school where they told me that there was a very difficult learner and each time the headmaster bits him and he causes problems in his environment. I told them we should not bit that boy, but instead we should give him a responsibility. When we do so, he feels that he is important in his class maybe he is not so important at home with his parents. And it is a way to get him back.

Me:To what extent would you expect teachers investigating the EFL classroom and the outcomes of this to help reduce the rifts between academics and teachers?

R: I think that there is a gap and if I can talk about the ways to fill in the gap, I think that the ministry should play the role, because there are teachers who are really experienced one and can bring their experience to these different bodies in the ministry. The problem actually is that some people think that they are perfect and that they have an idea about all what is happening in the field. However, there is a gap. I think teachers should themselves participate in research meetings and organizations so that they can bring their experience and that's how maybe the authorities may fill the gap and find solutions to some problems.

Yes, it can and depends on these bodies. Right now, they are not taking into account teachers' views (research) into consideration, but if they do, this may bring something to ELT in Algeria.

Me: Do you prefer this researcher role for teachers to be: (explain)

a) integrated into their teaching /learning process.

b) or separate from their teaching/ learning process.

R: Of course, I prefer it goes within. The teacher will be to explain some events in his class and connect them with his teaching and learning. I think that some of them accept, but the others no. Some of them will complain in case it is separate for not having enough time to do research.

Me: Would you like to comment on anything else which may help this study?

R: It seems very interesting to be a researcher. Some of teachers are really aware but some others don't want to hear a word about research. I think someone who is teaching and who is doing some research at the same time. This will be very profitable for him or his learners and for ELT in Algeria.

تحاول هذه الدراسة أن تبحث في وجهات نظر أساتذة اللغة الإنجليزية في الطور الثانوي كلغة أجنبية ثانية اتجاه الإدعاءات المعتادة حول طريقة التعليم ومدى إدراكهم لأهمية البحث كبديل لها، تشير طريقة التعليم اهتمامي كونها العنصر المسيطر داخل قسم اللغات، ورغم ذلك يبدو أن المعلمين مرتابون حول فائدتها في معالجة الممارسة الصفية، بالإضافة إلى ذلك، تشير حقائق الفصل الدراسي انتباهي إلى فكرة البحث كبديل محتمل، في الواقع العديد من التربويين أصبحوا مهتمين بهذا المجال من البحث ويؤكدون على ضرورة التغيير. تم طرح أربعة أسئلة بحثية تتمحور كلها حول سؤال رئيسي واحد لمعالجة هذه القضايا. وللإجابة عنها، اعتمدت وسيلتين للبحث: استبيان للأساتذة ومقابلات مع المفتشين. تم اختيار عشوائي لاثنتين وعشرين أستاذا للغة الإنجليزية في الطور الثاني كعينة لتجيب على الاستبيان وتم إجراء المقابلات مع أربع مفتشين في اللغة الإنجليزية في الطور الثانوي من ثلاث مقاطعات مختلفة في الجزائر في محاولة لأخذ فكرة حول موضوع البحث من مناطق مختلفة. كشف تحليل النتائج أن الأساتذة لا يتقون مطلقا في طريقة التعليم وهذا ما أدى إلى إقرارهم بعدم وجود الطريقة الأفضل. الأساتذة المشاركون أظهروا مستوى متوسط بالنسبة لقراءة البحوث الأكاديمية والذي يعتقدون أنه يساهم جزئيا في تطورهم المهني. أما فيما يخص آراء الأساتذة في تصميم مناهج التعليم، اتضح أنهم نادرا ما يشاركون في مثل هذه القرارات وكشف المفتشون أن أي إصلاح يتم من قبل لجان متخصصة مشكلة أساسا من أساتذة جامعيين. أما فيما يتعلق بموقفهم اتجاه إجراء البحوث، أظهرت العينة موقفا معتدلا فيما يخص قيامهم بعملية البحث حيث رحب كل الأساتذة المشاركين والمفتشين بدور المدرسين كباحثين على الرغم من أنهم أظهروا بعض القلق حول كيفية التطبيق في الممارسة العملية. وكشفت النتائج أيضا أن المتعلمين يشاركون بشكل أفضل في عملية البحث لأنهم هم محور العملية التعليمية. قد تساهم هذه الدراسة في زيادة المعرفة حول هذا الموضوع حيث أنها توضح وجهات نظر أساتذة اللغة الإنجليزية في الجزائر فيما يخص التذمر السائد حول طريقة التعليم، كما أنها توسع البحث إلى جوانب جديدة، الانتقال نحو نظام تعليم مبني على الأستاذ الباحث كبديل.

الكلمات المفتاحية: بيداغوجيا الطرائق، بيداغوجيا ما بعد الطرائق، الأستاذ الباحث، تعليم وتعلم اللغة، التطوير المنهني.