Pedagogies of English as a Second Foreign Language in Algerian Middle Schools: A Sociocultural Perspective

by

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Thesis submitted to Canterbury Christ Church University

for the Degree of Doctor of Philosophy

2024

Acknowledgements

First and foremost, all praise and gratitude to Allah for guiding me along this journey and offering me patience and encouragement to come up with this PhD thesis.

I would like to deeply thank the Algerian government for appreciating my efforts as a major student and giving me the chance to follow my studies abroad.

I would like to take this opportunity to express my deep appreciation to my supervisor, Dr. Christian Beighton and my chair of studies, Dr. Christopher Anderson, for their precious guidance. In particular, I would like to thank Christian for his worthy suggestions and constructive feedback that have been of paramount help in the evolution of this thesis and in getting it finished, and Christopher for his guidance and comments that have also been very helpful in shaping this thesis.

Moreover, I would like to expand my genuine gratitude to Dr. Pamela Aboshiha for her persistent encouragement, support, and comments in pushing me to get this thesis started and moving forward. I am also thankful to all my participants (teachers and learners) and to those people who made my data collection a possible and enjoyable journey.

Dedication

I dedicate this thesis to my wonderful parents, for their faith in me, love, support, and continuous prayers. To my lovely sisters, Noria, for her endless support and trust, to Hanane and Khalida for their encouragement, to the little Hadil who brought happiness into our lives, and to my sympathetic and supportive uncle Dr. Z Charef. I would not be who I am and where I am today if it were not for their faith and support. I am so beholden to them, and forever.

Abstract

Teaching English as a foreign language has attracted substantial interest in the fields of Applied Linguistics and Second Language Education. A primary task of researchers has been to investigate the challenges faced by young adult learners in formal and informal settings, and by teachers of English to young learners at designated levels and in contexts with different educational policies.

At a time when Algerian educational policy is changing and seeking teacher education improvement, this thesis investigates pedagogical choices of English as a second foreign language in Algerian Middle Schools among multilingual young learners. It focuses on learners' and teachers' perceptions of learning English, emphasising their sociocultural base. It stresses the importance of uncovering the pedagogical choices that impact on EFL learning, and how these are implemented. It endaveours to explore (i) the multiple meanings embedded in the factors that influence pedagogical choices of EFL teaching and learning through the attitudes of a group of teachers and learners, and (ii) identifying specific insights into those perceived attitudes about convenient pedagogical choices of English as a second foreign language in the research setting. To achieve the aims of this study and address the research questions, a qualitative research methodology was used. It draws on qualitative data collected (five teachers and 223 young learners) in three Middle Schools in the West of Algeria, using semi-structured interviews and questionnaires, classroom observation, and a research diary. The data is analysed thematically.

Analysis of the findings using a Vygotskian sociocultural perspective reveals complex related factors impacting on pedagogical choices of EFL in Algerian Middle Schools. These include perceived factors (social context, internal classroom context), and perceived attitudes (for example, teaching strategies claimed to be responsive to learners' needs). These influences are significant for understanding traditional low teaching performance and for helping improve pedagogy and evolve learner-centredness.

This thesis suggests that, for successful EFL teaching and learning practices to take place, teachers and learners need to consider the significance of sociocultural aspects of their perceptions towards English in their Algerian multilingual milieu before criticising their

educational context and/or looking for solutions. Further research orientations are highlighted.

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List of Abbreviations and Acronyms

CBA – Competency-Based Approach

FL– Foreign Language

EFL – English as a Foreign Language

TL– Target Language

ELT – English Language Teaching

ESL –English as a Second Language

GTM – Grammar-Translation Method

CLT – Communicative Language Teaching

CR –Cross-reference

AV– Audio-visual aids

BA– Bachelor of Arts Degree

MA–Master of Arts Degree

UNESCO– The United Nations Educational, Scientific and Cultural Organization

OECD– The Organisation for Economic Co-operation and Development

PISA– Programme for International Student Assessment

WB – World Bank

ZPD   –   Zone   of   Proximal   Development

CHAPTER ONE

1. Introduction

Teaching English as a foreign language is considered as a significant process that is built on a set of interactions between the teachers' practice, learners' performance, teaching resources, the teaching and learning environment, and a number of other variables. The interaction between these variables unavoidably produces a plenty of effects on both teaching and learning processes within the setting where the foreign language is being taught and learned. These effects lead policy makers to seek for educational development in pedagogical amendment, and Algeria is among the countries that seeks for a such development, as pointed out below by The Report of Algeria (2018, p. 199):

> The current lower education policy follows the three pillars for educational development established in July 2014 and June 2015. These three policies focus on a pedagogical overhaul that seeks to move beyond rote memorisation techniques, improve in governance linked to self-regulation, and update and modernise teacher training…As one of the three areas of focus for government policy, Benghabrit stated that the 2018/19 academic year would emphasise the importance of educational training. The current training programme…is part of the national training plan that is expected to run until 2020. The programme is geared towards creating a more professional approach to education, with an emphasis on training on every level, as well as updating the curriculum for the technological age.
>
> (The Report Algeria, 2018, p. 199)

As shown in the quote above, recent Algerian educational policies reflect local initiatives in the country which seek to make changes across all levels of education. Specifically, this means improvements in teacher education, including the essential understanding of foreign language teaching and learning policies in the country. These policies reflect a global

interest in this from different international bodies like UNESCO[1], OECD[2], PISA[3], WB[4], and Algeria seeks to be part of it (Noui, 2020, p. 93). Many people think that the educational system in Algeria is a problem. In particular, the problem relates to English language rather than Arabic or French because of the lack of well-qualified teachers and the lack of EFL pedagogical approaches. This claim is supported by many reviews, including the Report of Algeria (ibid), which states that "despite the MEN's calls for reform, there is a lack of well-trained teachers and a lack of real progressive reform of the pedagogical approaches to language teaching". However, for an effective EFL teaching and learning to take place, policy makers, teachers and learners are to understand the various complex and multifaceted processes and factors impacting those pedagogical approaches and practices.

Therefore, this research sets out to investigate what factors impact on learning English as a second foreign language among young learners, aged between 10 and 15 years old, at Algerian Middle School (Elementary Level A1 and A2 for European framework) where Arabic is the first language and French is the first foreign language, in the West of Algeria, the context of this thesis. The considerable importance of this thesis lies in uncovering multilingual learners' and teachers' perceptions of what impacts on pedagogical choices of EFL learning in Algerian Middle schools. It is examined from a sociocultural perspective, emphasising its two main concepts that informed this study, which are the social context and mediation, focusing on how adapted social and cultural attitudes can affect how English learning occurs in the Algerian multilingual context with its specific complex linguistic background.

This research was based on approximately three months of uninterrupted data collection, using a qualitative research methodology. It took place in three Middle Schools, located in the West of Algeria, and involved five teachers and 223 young learners, using semi-structured interviews, semi-structured questionnaires, classroom observation using a structured checklist, and a research diary where informal conversations and classroom observation reflections were recorded.

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[1] UNESCO (The United Nations Educational, Scientific and Cultural Organization).
[2] OECD (The Organisation for Economic Co-operation and Development).
[3] PISA (Programme for International Student Assessment).
[4] WB (World Bank).

The overarching findings of this study have been divided into perceived factors (social and classroom factors) and perceived attitudes towards these factors in relation to convenient pedagogical choices for EFL learning in the research setting (teaching strategies that are claimed to be responsive to learners' needs). These are studied from a sociocultural perspective. As we will see from the review of the literature below, this division is very important. The perceived factors gave deeper insights into what affects EFL pedagogical choices in Algerian Middle Schools. These appear to be mainly linked to; first, social factors, including low status of English within the participants' context, and the influence of parents. Second, classroom internal factors, including dissatisfaction with textbooks, insecurity with teaching, large class sizes, linguistic issues (grammar, vocabulary, and pronunciation), limited proficiency of EFL teaching methods, and lack of teaching resources, respectively. The perceived attitudes towards these factors relating to convenient pedagogical choices of EFL learning in the Algerian setting seem problematic, and appear to be based on behaviouristic assumptions about EFL teaching and learning in the participants' specific milieu. These teaching strategies are perceived to assist the multilingual young learners in this study to learn English better, and include cross-referencing using L1 and L2, the construction of learners' learning and participation "Demo", positive punishment, reward and support, the role of the teacher, oral repetitions, and teachers' assumptions of learners' engagement, respectively.

In this chapter I begin with discussing the research topic with a detailed description of the importance of the thesis. I, thereafter, give information about what motivated me (the researcher) to undertake this research topic. This chapter also highlights the focus of my research, and how it is positioned within the wider literature. Finally, at the end of this chapter, a map of the thesis is provided.

1.1. The background of the study

Throughout this thesis, the term 'young learners' will be used to refer to children older than nine years of age and up to the age of 15. This is in accord with the educational system of Algeria, where Middle School starts from the age of 10 (approximately 11), when children are firstly introduced to English as a second foreign language as a school subject (Nait-Brahim *et al*, 2022, p. 541). Thus, the term 'young learners' refers to the educational system in the Algerian context. This definition follows Rich (2014, p. 2), who states that:

The term 'young learners' is increasingly employed to cover children studying English from as early as 3 years old all the way up until the age of 13-14…However, education systems around the world vary in terms of what constitutes the start ages of primary or secondary schooling, and the various contributors to this volume use these terms to reflect the educational systems in their own contexts.

(ibid)

There have been a number of studies undertaken in the field of both Second and Foreign Language Learning by young learners, such as Copland *et al* (2014), Miyake and Harris (2017), Brutt-Griffler (2017), Garcia Mayo (2018), Lubis (2020), Nait-Brahim *et al* (2022). The process of learning other languages apart from the mother tongue has drawn continuous interest from researchers in the fields of Education, Linguistics, Applied Linguistics, and Psychology. The main common task between the researchers mentioned above and below has been to investigate the way young learners learn a second/foreign language and to gain a better understanding of their social, psychological, and cognitive processes relating to the resources.

Fundamentally, English is internationally introduced, taught, and learned in different countries around the world as a means of communication (Widdowson, 1998; Crystal, 2003). Moreover, the status of English differs from one country to another, where each country has its own educational policy designed to teach English for specific levels. For example, the main objective of the English language lessons of the syllabus designed for Middle School level in Algeria is to assist learners to be able to interact, interpret and produce oral and written texts using English, because of its cultural, political, and economic importance. This objective is mentioned in the Curriculum of English for Middle School Education introduced by the Ministry of National Education of Algeria (2015, p. 5), where it states that "teaching-learning English enables the learners to interact with peers and other English speakers, using their competencies of interaction, interpretation and production that they will develop through the oral or written mode", and this is according to the programme in Algeria.

In Algeria, this category of learners aged between 10 and 15 years is newly introduced to English as a second foreign language at Middle school level, and after learning classical Arabic and the French language at Primary School education for the previous five years. These two languages– Arabic and French– are learned before the English language is introduced to these learners. More recently, the Algerian educational policy has introduced the English language to be taught as a school subject in the third grade at Primary school level (Bouzaki, 2023, p.22). However, in Algeria, learning French as a first foreign language has been given a certain degree of status within different areas of social life since the period of colonisation (see chapter 2, section 2.1). French remains widely dominant as a working language where it is mainly used in schools, administrations, hospitals, banks, shops, at home etc., and is also mixed with the Algerian dialect language (Miliani, 2000; Chaouche, 2006; Bellalem, 2008; Maamri, 2009, Belkheir, 2017). In fact, the Algerian dialect includes a considerable number of borrowed words from the French (Rezig, 2011; Adja and Benazza, 2017; Le Roux, 2017; Kerma, 2018). Thus, these learners have more opportunities to come across the French language outside the school and practise what they have learned in their schools or classes, unlike the English language, which is not prevalent or commonly used in signs, notices, offices or workplaces in Algeria (Benadla, 2013; Benrabah, 2014; Slimani, 2016; Belmihoub, 2018).

Nevertheless, English is a compulsory rather than an optional language to be learned as a school subject for the Algerian young pupils at the level of Middle School alongside other school subjects in classical Arabic and French, since the 1990s. A number of researchers, such as Ammour (2009), Bouhadiba (2006), Arab (2015), Hemaidia (2016), have reported that Algerian learners commonly fail to achieve the required level of English language competence as explained below, and may exhibit a lack of competence in pronunciation and vocabulary, for example (Babaiba, 2015). In this vein, the Algerian multilingual young learners appear to face interferences that impact on their learning performance, given the fact that they have previously learned the French language.

In light of these issues, this research seeks to find out what affects pedagogies of learning English as a second foreign language school subject among multilingual young learners at Middle School level. It focuses specifically on learners' and teachers' perceptions towards learning English in their complex linguistic environment, considering their sociocultural

aspects. So far, it has been shown that previous studies did not look at multilingual young learners for whom English is a second foreign language, but only dealt with those young learners for whom English is a second language, such as Turek, (2013), Alam khan (2014), Asmali (2017), Torres-Rocha (2019), Alzobiani (2020), Jansem (2020).

This research expands on the previous work given in different studies, such as those of Copland *et al* (2014), Brining (2015), Songbatumis (2017), Elttayef and Hussein (2017), Biesta *et al* (2015), Bland (2019), and Lubis (op.cit.). Most of these studies looked at young learners for whom English is a second language (their populations did not learn other languages alongside their mother tongue, unlike in Algeria). They looked at these from different perspectives, such as linguistic, psychological, etc. Some investigated the challenges faced by teachers teaching English as a second language to young learners, while the learners' viewpoints were not considered (Chad, 2012; Vemuri *et al*, 2013; Kocaman, 2017). Others looked at the way English is taught or should be taught to young learners of other languages, considering their attitudes and motivation to learn English, using different approaches and tools to undertake their studies (Miyake and Harris, 2017; Alqahtani, 2019).

In contrast, in an epoch where the Algerian educational policy– as was happening nearly everywhere in the world– was making changes in its educational system and improving teacher education, my thesis aims at investigating what has an impact on pedagogical choices for EFL learning by multilingual young learners in Algerian Middle schools, whose first language is Arabic and first foreign language is French. It is explored from a sociocultural perspective, focusing on how adapted social and cultural attitudes can affect how English learning occurs in the specific Algerian multilingual context. I believe this is what makes my research important. It aims at answering the questions and tackling the problems that both the literature (Babaiba, 2015; Hemaidia, 2016; Rima, 2016; Djoudir, 2019; Nait-Brahim *et al*, 2022) and I have identified in relation to these learners at Middle School in Algeria– as I explain in the next section about my personal motivation to undertake this study.

1.2. Rationale and personal motivation

The reasons behind conducting this research derived from my personal experience as a former teacher. I taught English in an Algerian public Middle School, where I noticed that

learners commonly fail to achieve the desired level of language competence. For example, they were unable to conduct a short dialogue in English and seemed to have little ability to understand the meaning of a brief passage from a text. They also did not appear able to write a short paragraph and/or even to produce a spoken passage. Moreover, they seemed to have no enthusiasm or motivation to learn English. I was always wondering during my daily work as an EFL teacher about the cause of this learning situation. I also interacted with different colleagues who raised the same issues in many meetings and school discussions. I was struck by the varying views of my colleagues and the imperfect understanding of the main reasons that impact on these multilingual young learners learning English as a second foreign language.

Many studies support these claims. On the one hand, Boualleg (2016, p. 2) shows in her research that "the majority of middle school pupils in Algeria face different difficulties in learning English... This is due to the lack of memorisation which affects their skills as a result of traditional methods". Although Boualleg proclaims that pupils' learning difficulty is linked to "traditional methods", in her view, she sees EFL learning as a question of memory, which essentially reduces the real meaning of learning to a pedagogical approach based on memory and practice. On the other hand, Hemaidia (2016, p. 26) asserts that Algerian students struggle when writing in English, which "has been explained as a major cause of failure in the academic achievement…Their lack of the necessary vocabulary as well as the difficulties they face in grammar lead them to fail in conveying accurate written messages". This claim seems to show that these learners, who are young adults, have difficulties with learning English, and I can only suppose that this state has not been helped during their compulsory English classes at Middle School.

As a former teacher who used to teach English as a school subject at Algerian Middle School, I saw learners who did not seem to be engaged to study vocabulary and pronunciation, for example, but they seemed to be engaged to study grammar. They were memorising the rules of the language by heart merely to succeed in their examinations, but they seemed to forget very quickly. When I tried to check the things they had studied previously, no response was given. I realised that they do not remember, forget very quickly and have a short span of attention. In this line of thought, Arab (2015, p. 229) reveals that among the

factors in learners' learning failure that has been demonstrated throughout their final examinations is having a short-term memory.

Furthermore, Babaiba (2015, p. 48) sheds light on other issues related to reading comprehension and text selection, specifically "at the level of pronunciation, and coming-across ambiguous words which prevent them from understanding the passage. It has been also noticed that the reading materials and text selection have an impact on the learners' reading achievement". The findings of Babaiba's research in fact shows that there seem to be difficulties that learners demonstrate during reading sessions. These include difficulties with pronunciation, with understanding of the meaning of words, and with the choice of texts and/or appropriate reading materials, leading to a situation where learners could not undertake a reading passage because the meaning of words was unclear or even unknown to them. They could not pronounce most of the English words, as the research argued, and finally there was the matter of selecting appropriate reading passages with useful materials. Thus, I suppose this state has not given sufficient assistance for the compulsory English classes at Middle School. Accordingly, recent evidence suggests that the problems of learning English are not entirely confined to learners. There seem to be hints of other wider problems, such as text selection (Nait-Brahim *et al*, 2022, p. 536). In this respect, this thesis aims at investigating what impacts there were on pedagogical choices of EFL learning among multilingual young learners in Algerian Middle schools, while the Algerian educational policy was making changes in its educational system.

As a former teacher, I was also interested in the psychological factors involved in language learning in this context, such as attitudes towards teaching and learning English. During the period of my teaching experience, I noticed that learners often seem to learn English without any enthusiasm or serious desire to learn. I believed this might be due primarily to the feeling that it is not an important priority in their life, and they prefer to focus solely on Arabic and French, which are essential and are used daily. Hence, they focus on collecting the minimum knowledge that may allow them to move to the next level of study. Additionally, they only appear to memorise English grammar, some texts and words to pass the final test. This latter test, called 'Formal Assessment', is the last examination learners have by the end of May or the beginning of June each year. This assessment helps both teachers and administration, by the end of the academic year, to evaluate the level of

learners through their outcomes in each school subject, before deciding whether the learner can progress to the next level. 'Formal Assessment' is defined by the Algerian Ministry of National Education in the *Curriculum of English for Middle School Education* (2015, p. 63) as follows:

> This type is best known and most practiced by the school system, and it is meant to select and orient the learners. Formal assessment is usually summative and occurs at the end of a cycle (BEM or BACCALAUREAT); through formal assessment, the learner should demonstrate the mastery of language knowledge and skills. According to the official guidelines, formal assessment should include tests and examinations. These should come at the end of a specific learning period (school term or end of school year), and provide learners with grades or scores. Formal assessment should help teacher and administration to make decisions about learner ranking, succeeding and moving to the upper level, or repeating the year.
>
> (ibid)

Bouhadiba (2006, p. 4), like Arab above, confirms the idea that learners only memorise some words and grammar rules in order to move to the upper level. He emphasises that English is learned merely for external motives, such as passing the final examination, achieving the average grades, and moving to the next level. What is more, learners are examined through writing only, meaning that pupils are tested in both vocabulary (text comprehension) and grammar (text exploration) to move to the next level. However, learners seem to be focused on revising and memorising grammar at most, which indicates that text comprehension and text exploration are in a reciprocal relationship. This problem seems to go back to teachers' teaching strategies to guide learners to the right development of EFL learning skills. In this respect, it is essential to indicate that what is described above showed me that the problems are not entirely restricted to learners, but seem to go farther than that. For example, Ammour (2009, p. 116) argues that "unfortunately, reading strategies and skills are poorly developed in the Algerian middle school. Evidence of this problem includes the scores obtained in English at the BEM exam…in addition to learners' inability to read and comprehend the instructions of the activities". She adds "learners are

not coached by teachers to check or guide their comprehension processes" (ibid). As Ammour, above, states, learners do not seem to be taught and trained to examine and lead their own understanding towards the language they are learning. This is what appears to decrease their ability to create their own thinking and learning strategies to learn English properly. In turn, this reveals how EFL learning is constrained by the teacher's undeveloped teaching skills. While Bouhadiba and Ammour are not recent sources, what they claim above is still problematic in 2023.

Bouazid and Cheryl (2014, p. 885) supports Ammour's claim, indicating that there is a specific emphasis on accomplishment in the examination. That is to say, in teaching, EFL teachers may tend to use traditional teacher-centred methods with which they are well-accustomed, and that generally guarantee success in the examination. As a former teacher in the Algerian Middle School, I observed that teachers of English seem to be using traditional methods, such as the grammar-translation method and the structuralist approach to teaching English. This is because, as pointed out by Ammour (2009, p. 120), they "have not yet given away with the archaic ways of language teaching. They are still under the spell of the structuralist and behaviourist approaches to language teaching", which is "an indicator of the lack of professional preparation of the teachers to the new programmes that they are expected to teach" (ibid).

Moreover, I was wondering why Algerian Middle School teachers seem to prefer traditional teaching methods, and why they did not seem to be thinking of adapting new EFL teaching methods. I wondered why they did not seem to integrate different teaching materials or any kind of imagery, audios or videos in their classes, as these latter, in general, are very common and used by other teachers, especially to teach listening and speaking skills, as in other countries, such as Turkey and Iran (Mahdiyeh & Seeyd; 2016, Şerife; 2010). Put differently, why do teachers seem to be resistant to the use of any kinds of teaching support, which respond to learners' needs and might be more motivational in terms of learning English as a second foreign language?

Based on all these issues and on this phenomenon, I felt motivated to seek answers to the following research questions:

1. What factors impact on pedagogical choices of EFL learning in Algerian Middle Schools?

2. What are the teachers' and learners' attitudes towards these factors in relation to their pedagogical practices in their EFL classrooms?

This led to investigating what impacts on pedagogical choices of EFL learning that seem to hinder Algerian multilingual young learners from learning English, considering their attitudes towards learning it. Teachers are also considered to be an outstanding element throughout this research, where their perceptions and claims about their teaching performance and learners' learning are to be considered.

What I could not successfully ascertain at first was the nature of the relationship between this category of learners and their mode of learning English. This problem continued to occupy me, which is how I came to search and develop the concept of pedagogies of English as a second foreign language in Algerian multilingual setting. I believed this needed to be explored in greater detail, as I explain in the coming section on the importance and contribution of this study.

1.3. The significance and contribution of the study

While my thesis is written in a period in which the Algerian government was making policy changes in the educational system of Algeria and making more improvement in teacher education, it is designed to find out what impacts on pedagogies of English as a second foreign language in Algerian Middle schools. It is examined and analysed from a Vygotskian sociocultural perspective focusing on how adapted social and cultural attitudes can affect how English learning takes place in the Algerian multilingual context with its specific complex linguistic background. It aims at helping learners and teachers in a multilingual context to understand their perceptions towards the learning and teaching of English in their specific linguistic milieu.

This study endeavours to add to existing knowledge about teaching English as a foreign language to multilingual young learners within the research setting. It sets out to do this by uncovering the mechanisms underlying EFL teaching and learning in its multilingual context, looking specifically at those pedagogical choices that impact on the former and the latter, and how they convert into real classroom implementations. It further attempts to add to

existing knowledge in the sense of making multilingual young learners and teachers more alert to the need to understand and consider the significance of looking at the sociocultural aspects of their perceptions towards English in their multilingual milieu, before criticising their educational contexts and/or looking for solutions.

More specifically, this study endeavours to add to existing knowledge in the sense of making the Algerian educational context as well as other multilingual educational contexts more alert to the need to; first, understand how social context and cultural values of their institutional settings can shape, interpret, and have a massive influence on how teachers and learners talk about their teaching and learning conceptions and experiences, and on how these impact on their pedagogical choices and practices of EFL teaching and learning in their specific context rather than another. Second, to consider the significance of looking at how mediational tools can have the potential to support teachers' teaching practice and learners' learning performance through social interaction. This is because mediation is considered as a vital feature of language learning and pedagogy in the participants' context of this study. That is, the way teaching and learning of English is taking place within the participants' context is mainly based on the quality of teaching resources used in the instructional activities that the participants engage in. This is the case because EFL teaching and learning in the research setting is mediated by teaching skills and tools that are culturally and historically constructed, such as traditional low teaching performance that is based on teacher-centredness and textbook implementation, which appeared to impact on their EFL pedagogical choices and practices due to lack of pre-service teacher training and professional development.

This study is significant in a number of ways. First, as I argue in this thesis, using a sociocultural perspective as an analytical tool can enable the field of Applied Linguistics and Second/Foreign Language Education to pursue the ingrained intricacies that constitute the sum of teachers' teaching and learners' learning and attitudes, and unveil what these substantially give rise to. And by reaching this, this study discloses the in-depth details of how EFL learners' learning and teachers' teaching arise and how these are affected, and how their pedagogical practice can be improved according to their specific multilingual educational setting. In the context of this study, the sociocultural perspective gives an in-depth understanding of how pedagogical choices and practices of English as a second

foreign language are constructed through time, and how they are perceived, explained, and communicated by the participants of this study, as I explained above. Thus, this research highlights the importance of helping teachers and learners to understand how their sociocultural perceptions towards English can impact on their pedagogical practice in their specific multilingual milieu. This study also highlights the pivotal role of pre-service teacher training to increase teachers' self-confidence and develop their professionalism in teaching EFL to multilingual learners, to implement appropriate teaching approaches, and finally, to perform in a community of practice where they learn collaboratively.

Second, although some findings addressed in this thesis have been discussed in previous studies, learners' perceptions towards these findings have been almost always overlooked. However, in this thesis, both teachers' and learners' viewpoints are fundamentally considered, examined, and analysed from a sociocultural lens. This study, therefore, adds more depth to the previous studies by providing a detailed analysis to the process of pedagogical choices of EFL in multilingual research setting through voicing the unvoiced. Voicing what has previously been unvoiced is an important contribution that this study can add to the literature around EFL teaching and learning in a multilingual context. By so doing, this thesis attempts to create a sense of equality between teachers and learners because both help shape the research findings. Moreover, the participants in this study, unlike those in previous studies, are multilingual teachers and learners with a complex linguistic background, in the sense that they speak different languages and dialects (Algerian dialects, classical Arabic, and French language).

Finally, with regards to research methodology, what is of paramount importance for the originality of my study is the use of purely qualitative research conducted at three different Middle Schools in the West of Algeria (two schools in two rural towns and one in an urban city). This is explained in detail in section 4.2., alongside other types of research tools for data collection. My research methodology differs from antecedent studies also in asking the multilingual participants to focus on both learners' and teachers' viewpoints (both learners' and teachers' voices are counted). Moreover, my research focuses on a complex linguistic environment in which the status of English is different from previous investigations. The participants' first and second languages have a high status within their multilingual context, which English does not.

1.4. The development of the focus of the study

At the beginning of my PhD career, I was working on different yet related topic and ideas, and my research topic has gone through several unanticipated changes to become what it is now. At first, I started to work on the use of online images to enhance teaching and learning English vocabulary at Middle School, but once I started to dig deeper and read about the topic, I discovered that the problem was not solely on using a new strategy to teach vocabulary, it was more complex than that.

The process of teaching and learning English in the context of this study appears to be cyclical rather than linear. In fact, there was what seemed to be a lack of vocabulary that Algerian young learners were facing, but again as I continued to read, even this explanation did not seem to be sufficient. By then, I realised that my thinking and understanding about the topic under study was developing to give a more complex picture. It seemed that these young learners may not just have difficulty in learning vocabulary, but also may have other problems related to learning English and difficulties with some other aspects of the language. I considered myself flexible because I accepted what was relevant and needed to be tackled in my research, which I could not sort out while focusing on one perspective only. I was still spending time considering how my own beliefs and values affected my research as a whole, and always reflecting on the appropriate way to manage those unforeseen directions that were occurring in my research, and to adapt to them over time. Hence, it is worth saying that my own thinking developed, and I was flexible in adopting my research to this.

In line with this developing process, the preliminary objective of this study was to investigate the factors as well as the solutions that impact on teaching and learning English as a second foreign language among Algerian young learners. My primary research questions, therefore, were asked as follows:

1. What factors impact on EFL learning in Algerian Middle Schools?
2. How do Algerian teachers and learners perceive success in their EFL classrooms?

The emphasis of the study, however, has changed over the period of elementary data analysis from exploring the factors and solutions that impact on teaching and learning English into what impacts on pedagogical choices of English as a second foreign language in

Algerian Middle schools. This shift has taken place during the process of initial analysis of the data collected because when delving deeper into the participants' multiple ways of perceiving EFL pedagogical practice, I recognised that there are perceptions towards specific factors which affect the participants' pedagogical choices and practices. I also noticed that there are perceived attitudes developed towards these factors relating to convenient pedagogical choices of EFL learning in the participants' research context. As the emphasis of the research developed, its research questions developed too. Accordingly, the final research questions are as follows:

1. What factors impact on pedagogical choices of EFL learning in Algerian Middle schools?
2. What are the teachers' and learners' attitudes towards these factors in relation to their pedagogical practices in their EFL classrooms?

The next section represents the research aims and research questions underpinning this study.

1.5. Research aims and research questions

The main aim of this qualitative study is to investigate what impacts on pedagogies of English as a second foreign language in Algerian Middle schools. To achieve this aim, this study investigates in-depth the attitudes of a group of teachers and young learners involved in three Middle schools in the West of Algeria. It seeks to examine the multiple meanings embedded in the factors that influence pedagogical choices of EFL teaching and learning through the perceptions of teachers and learners in their multilingual context from a sociocultural lens. It also aims at identifying specific insights into those perceived attitudes about convenient pedagogical choices of English as a second foreign language in the research setting.

In order to address these objectives, this research aims at answering two main research questions as mentioned above in section 1.4 about the development of the focus of the study. Hence, chapter seven represents how these research questions and aims are addressed.

1.6. Locating my research within the wider literature

Previous empirical studies on factors affecting EFL teaching and learning and learners' and teachers' perceptions of these factors have primarily focused on corrective feedback, learner engagement, and proficiency related difficulties (Wu and Liu, 2013; Tran and Duong, 2018; Pariyanto and Paradipta, 2020; Zhang and Jun Zhang, 2022) or have explored the factors that facilitate or hinder learners' engagement and performance in language classroom tasks (Philip and Duchesne, 2016; Aubrey et al, 2022; Alzaanin, 2023). Pariyanto and Paradipta (2020, p. 94), for example, have explored the factors influencing an EFL learner's proficiency in learning English as a second language from a teacher's perspective. Their study is characterised by the participation of only one participant (an experienced EFL teacher) who has been interviewed and chosen as a model of successful learner. They have found out that internal motivation, social practice, and positive attitudes towards English are among the factors that contribute to the participant's success and proficiency in English.

Building on Robinson's Triadic Componential Framework, Zhang and Jun Zhang (2022) have tested Robinson's idea in the context of L2 learning and teaching, where speaking tasks for TBLT implementation as an educational approach are considered as the main focus of classroom instruction. Their research confirms that learners' and teachers' perceptions of cognitive load of integrated speaking tasks and task complexity factors are mainly related to prior knowledge, which is "perceived as a stronger determinant of cognitive load than planning time" (p. 1). More recently, Alzaanin's study (2023, p. 2250) has revealed that the conceptualizations of learner engagement and the perceptions of the factors facilitating or hindering university learner engagement in L2 learning are highly linked to multifaceted factors. These include "learners' attributes and behaviours, teachers' pedagogical practices, student-teacher rapport, social context, institutional policies, and broader educational system", which have been studied and derived from teachers' perceptions.

At times, other considerable number of studies on young learners, such as Vemuri *et al* (2013), Copland *et al* (2014), Brining (2015), Asmali (2017), Brutt-Griffler (2017), Kocaman (2017), Miyake and Harris (2017), Songbatumis (2017), Garcia Mayo (2018), Alqahtani (2019), Enever and Driscoll (2019), have been focused on the challenges faced by teachers of English as a foreign language to young learners. Learners' voices have, however, been largely absent from these EFL studies on factors affecting EFL teaching and learning.

Moreover, the learners involved in the aforesaid studies were different than the young learners involved in this study (participants of this research) in terms of age (five to nine years old) and the place of English within their communities (second language).

The abovementioned reviews of research on the factors affecting EFL teaching and learning and teachers' perceptions of these factors highlights the main themes that the literature focuses on, which are mainly related to corrective feedback, learner engagement, target language proficiency related difficulties, factors that facilitate or hinder learners' engagement and performance in language classroom tasks, and the array of challenges faced by teachers of English as a foreign language to young learners. These reviews reflect the deficiency of EFL teaching and learning research on learners' perceptions of this multifaceted construct of factors. This gap in research shows that further research needs to be conducted to determine whether the factors that contributed in influencing adult/learners' EFL learning are also what impacts on young learners learning English in multilingual contexts and/or there are other variables that produce other new factors. Thus, this study aims to contribute to bridging this gap by investigating what impacts on pedagogies of Algerian young learners whose second foreign language is English, and who are surrounded by their first foreign language (French). This knowledge gap indicates a need to explore and understand the various attitudes towards pedagogical choices that exist among multilingual participants with complex linguistic background through this research, which is relevant to the practical aspects of both teaching and learning of English in a multilingual context. This study, therefore, adds more depth to the previous studies by providing a detailed analysis to the process of pedagogical choices of English as a second foreign language in a multilingual research setting (Algerian Middle Schools) from a sociocultural angularity.

In the next section I provide a brief rationale of the notion of young learners in general followed by the notion of multilingual young learners in specific. This is in order to show the readers that, throughout this thesis, the term 'multilingual young learners' will be used to refer to children older than nine years of age and up to the age of 15. This is in accord with the educational system of Algeria, where Middle School starts from the age of 10 (approximately 11), when children are firstly introduced to English as a second foreign

language as a school subject (Nait-Brahim *et al*, 2022, p. 541). Thus, defining the term multilingual young learners is crucial.

1.7. Young learners

Recently, interest in the notion of teaching young learners has increased. Acknowledging the fact that every learner is unique in terms of their individual domestic or internal stimulation, motivation and encouragement to learn a new language, such as English (Pinter, 2006, p. 13; Brown, 2007, p. 18). This subsection, therefore, aims at defining young learners in general, and the Algerian young learners of this study, specifically in terms of age and level, because it is a vital concept in this investigation.

Much recent literature discusses young learners' learning of English as a second or foreign language (Cameron, 2001; Kirsch, 2008; Brining, 2015; Behl *et al*, 2022). As discussed below, it has been often argued that there are certain pedagogies that are suitable for young learners when learning any foreign or second language (Varuz and Uysal; 2015, Asmali; 2017; Nilsson, 2020). These pedagogies are viewed as techniques that fit the young learners' age, level, context, and learning styles, all of which are discussed in section 1.9.

Many researchers have argued that the definition of young learners differs from one person to another, and according to each country's educational age requirement for primary, intermediate, or secondary education (McKay, 2006; Turek, 2013; Butler *et al*, 2021). Some of them believe that the term 'young learner' refers in the literature to a child who is below the age of 18 and who also requires a commitment of care and responsibility, for example (Rich, 2014, p. 2). Ellis in particular (2014, p.75) states in her definition that:

> The term 'young learner' refers to any child under the age of 18 for whom there are welfare and duty of care requirements… unless the laws of a particular country set the legal age for adulthood younger. 'Young learners', therefore, is a generic term that encompasses a wide range of learners who as a group share commonly accepted needs and rights as children but differ greatly as learners in terms of their physical, psychological, social, emotional, conceptual, and cognitive development, as well as their development of literacy.

Young learners, therefore, are considered as learners who are under the age of 18, and who are still under their carers' responsibility. This category of pupils differs from adults in terms of, for Ellis (ibid), their physical, psychological, cognitive, and social development. Although there is so much debate on defining this term, I have chosen Ellis's definition in particular because it is best suited to the sociocultural context of my research, which examines what is happening now in Algeria.

Considering the term young learners as used in this thesis, it refers to Algerian young learners aged between 10 and 15 years of age. They are multilingual young learners, in the sense that they speak and write different languages, including Algerian language, Classical Arabic, and French language, respectively (Rezig, 2011; Belmihoub, 2018; Karma, 2018). They are introduced to the English language as a second foreign language compulsory school subject at the level of Middle School because this is what is required in the Algerian educational system (Slimani, 2016; Adja and Benazza, 2017; Nait-Brahim *et al*, 2022).

Notwithstanding, the literature shows that the concept 'young learner' cannot be limited to a specific age or category of people and does not refer only to children in pre-primary or primary education. Instead, it has various interpretations and conceptions (Şerife, 2010; Copland and Garton, 2014; Nilsson, 2020). That is, this term is also used to refer to adolescents in Middle School (Intermediate School) as well (Rich, 2014, p. 1). Hence, Ellis (2014, p. 76), like Rich, declares that:

> The term 'young learners' is too vague to be useful as it creates a tendency to refer to learners with a varying range of characteristics as if they form a homogenous group. The term can lead to confusion and 'sloppy' thinking and writing unless age groups are specified more narrowly and the needs and capacities of such learners are assessed more critically… the term 'young learners' is now used to refer explicitly to children under the age of 13, and their newsletter is entitled C&TS: Children and Teenagers… aged 5–10, 8–13, or 11–16.

Accordingly, the term 'young learner' is used in this thesis, as was mentioned previously, to refer to learners under the age of 18 with ages ranging between 10 and 15, for whom English is neither a first nor second language, but is considered only as a second foreign language compulsory school subject at the level of Middle School in the Algerian context (Benrabah, 2014; Arab, 2015; Djoudir, 2019).

There is a substantial number of claims with regards to learning a foreign language at an early age, as in the case of young learners. Cameron (2001,), for example, like Ellis, has been concerned with young learners learning English as a FL. She denotes that one of the benefits of learning a FL earlier is developing good foreign language listening skills, accent or pronunciation of the FL that is being learned (listening comprehension), "but this is restricted to learning language in naturalistic contexts, and will not necessary apply to school-based learning" (p. 17). This idea is supported by linguists and psycholinguists, such as Piaget (1977), and Kirsch (2008, p. 3), who see that young children performed well "in both oral and aural performance" when learning a foreign language. The example they give is that these young children can acquire native-like pronunciation.

It is true that the researchers', linguists', and psycholinguists' theory above is partly correct in representing listening and speaking (pronunciation) performances (Cameron, op.cit.; Kirsch, op.cit.), but it cannot be denied that superiority in this area of language skill cannot be achieved by all young learners or applied to all of them, and it depends on the context in which the foreign language is being learned. Hence, the learning environment seems to play a crucial role when teaching and learning a second or foreign language, as is the case with the Algerian multilingual young learners under study.

Kirsch (ibid) has been keen to suggest that "children's age may play a key factor in these improved skills and increased knowledge, but the type of instruction and the teacher's competence in the target language play a role as well". This means that the age of the young learners, which is still in debate among different researchers, is not the only major element for developing learning skills. The teacher's way of teaching and delivering the foreign language instruction plays a substantial role as well (Nilsson, 2020; Butler *et al*, 2021). In fact, teachers play a vital role "in developing a child's interest towards a subject or the language. Teacher should thus become a learner by thinking about the situation by

understanding it through different point of view, before teaching students and by making them relevant in everyday circumstances", as Archana and Usha Rani (2017, p. 1) assert.

Based on what is stated above, it can be concluded that the debate among researchers about teaching young learners a foreign language is continuing, except in the case of different points of view regarding teaching and learning performance. There are those who have transcended the two theses by expressing their opinion about what is important, including:

- The way of teaching listening skills and pronunciation.
- The learning environment (the context where the foreign language is being learned).
- The learners' age.
- And teachers' agency and improvisation.

The next section deals with defining the term 'multilingual young learners' as a fundamental concept that is used throughout this thesis.

1.8. Multilingual young learners

This subsection represents a review of the literature that addresses the concept of 'multilingual young learners', which is an essential subject in this study. The aim of this section is to refer to the chapters on findings, where it is discovered that multilingualism and inter-language transfer appeared to have an impact on the participants involved in this study (see chapter 5, sections 5.1, 5.2.4).

The concept of multilingual young learners is increasingly becoming of interest to a significant number of researchers (Hofer and Jessner, 2019; Cenoz and Gorter, 2020). This term has been approached differently in accordance with several perspectives and in various disciplines, such as Applied Linguistics, Education, Psycholinguistics and Sociolinguistics (Dressler, 2014; Belmihoub, 2018; Nilsson, 2020).

Definitions have differed and discussion has varied on the appellation 'multilingualism'. It has been argued that "it is not always easy to understand what multilingualism means in education because multilingualism in one context is not the same as it is in another, because there are so many different interpretations of multilingualism across the many countries in Africa and Asia" (Heugh *et al*, 2019, p. 11).

This belief prevailed among some linguists and researchers, and their definitions and opinions about the legitimacy of the term 'multilingual' differed. The meaning of the word has spread, and many have begun to see a multilingual learner as one who "can acquire the different languages simultaneously by being exposed to two or more languages from birth or successively by being exposed to second or additional languages later in life" (Cenoz, 2013, p.5). There are also those who look at it from another side and acknowledge that this term can be defined through competence and that "multilingual competence is distinctly marked from that of monolinguals and that multilingual competence should not be assessed against that of monolinguals" (Kang, 2013, p. 55). Accordingly, the question to be addressed here is: how do we prove this belief? More precisely, how do we defend it?

The conventional perspective on multilingual qualification is currently being interrogated. Researchers have commonly come to an agreement that the proficiency of a multilingual learner or speaker is not identical to that of a monolingual and should be determined in its own prerogative (Jessner, 2008; Kalaja and Pitkänen-Huhta, 2020). The multilingual competence and growth of learners have been explained by Hofer and Jessner (2019, p. 77-78) as the outcome of the highly active and complicated mental operations that arise from the persistent interaction of various language systems in the learners' mind and "observe their own principles", which is different from those of monolingual or bilingual processes of efficiency and evolution. Researchers have also asserted that "multilinguals and learners in the process of becoming multilingual should not be viewed as imitation monolinguals in a second language or additional language, but rather they should be seen to possess unique forms of competence, or competencies, in their own right" (Cenoz and Gorter, 2011, p. 3). Their arguments and examples are represented through the level of competence and proficiency possessed by the multilingual young learners in each language.

Additionally, on the one hand, some researchers, educators and applied linguists, such as Cenoz and Gorter (ibid, p. 2) point out that "multilingual speakers use languages according to their communicative needs and do not use all the languages they know to the same extent in different communication situations or for the same communicative functions". On the other hand, Heugh *et al* (2019, p. 11) indicate that "a multilingual classroom is one in which there are students who know and use two or more languages in their home or community. It is also one where students are expected to learn two or more languages".

Another stream of researchers believe that multilingual speakers are identified as users of different languages in different contexts and for different purposes. It is highly improbable that this category of speakers or learners will have the same standard of proficiency in all the languages they master (Kemp, 2009, p. 14). Accordingly, several questions may be asked: Who is a multilingual learner? In other words, what are the characteristics of a multilingual learner/speaker?

Based on the views above, reviews in the literature show that multilingual learners and speakers are those who master more than two languages, and the languages they master are being used to communicate receptively and productively in their daily lives (Kemp, op.cit.; Cenoz, 2013; Hofer and Jessner, op.cit.; Nilsson, 2020). This latter claim is supported by a useful definition of the term multilingualism that is provided by the European Commission (2007, p.6) as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives". The question to be asked here is: Are Algerian young learners multilingual speakers?

The abovementioned reviews in literature show that previous researchers and linguists have distinguished multilingual learners from others through their understanding, speaking, and writing competencies in more than two languages for different purposes and differing in terms of usage (Jessner, 2008; Hofer and Jessner, op.cit.; Cenoz and Gorter, 2020). However, it cannot be ignored that previous studies did not specify the levels of proficiency at which an individual can be considered as multilingual or not, which makes the definition of the term under discussion still fuzzy and in debate until now.

Based on the preceding, it can be said that multilingual young learners are individuals or groups of people who have both receptive and productive abilities, competencies, and proficiencies in other languages rather than only in their mother tongue, and that proficiency is essential (Jessner, 2008, p. 272). Put differently, a multilingual learner is characterised as a learner who is able to understand and produce both written and spoken utterances in more than two languages, as is the case with Algerian Middle School young learners, who understand, speak and write both Classical Arabic, and French, where the latter "is used by the majority of the population due to colonization and the parabolic which is very present in Algeria" (Baya and Kerras, 2016, p. 142), as well as their Algerian Arabic language that comprises various dialects. The two languages highlighted above are used in

schools, whereas both the Algerian language and French are used in their everyday communication (Rezig, 2011, p. 1327). Other dialects are also considered as languages within the Algerian milieu, because of various invaders (Hemaidia, 2016; Belmihoub, 2018). That is:

> The mother language for Algerians is the Algerian language which is used to express oneself on a daily basis. It is a language formed by different languages, which has come about through the coexistence of various civilizations in the North-African lands, like Arab, Berber, French, Spanish, Turkish, Italian and also, influence from English through it being a global language.

<div align="right">(Baya and Kerras, ibid)</div>

This means that the Algerian multilingual young learners have a huge and specific complex linguistic background (Maamri, 2009; Benrabah, 2014) (see chapter 2, section 2.1). They master both the receptive and productive qualities and proficiencies in their mother tongue (Algerian Arabic), and in two other languages, namely Classical Arabic and French, respectively. This category of learners also possesses other Algerian dialects and languages, such as Algerian Arabic and Berber, which itself includes other dialects and languages, such as Kabyle, Mozabite, Tamazight, Chaouia, all of which are mostly used to communicate in daily life (Miliani, 2000; Belkheir, 2017; Kerma, 2018).

Last but not least, it is concluded that these characteristics are the ones that distinguish the Algerian Middle School young learners under study from others and make them 'multilinguals', and this may answer the questions raised above.

The next section deals with teaching EFL to multilingual young learners, including some strategies used to construct the learning of this category of learners.

1.9. Teaching EFL to multilingual young learners

Teaching English as a foreign language to multilingual young learners attracts the interest of a considerable number of researchers in the field of Applied Linguistics and Education (Cameron, 2001; Kirsch, 2008; Brutt-Griffler, 2017; Garcia Mayo, 2018), whose aim is to find out the appropriate methods, strategies and tools to better teach EFL to multilingual young

learners and engage them sufficiently in the learning process, considering their age and context (Enever and Driscoll, 2019; Nilsson, 2020; Butler *et al*, 2021).

The notion of teaching a foreign language is argued here to refer to a new language, other than the learners' first and/or second languages, that is taught mainly as a school subject within the context of the learners' own homeland (Garcia Mayo, 2018, p. 120). Different studies have been conducted to find out about, or at least to facilitate, EFL teaching and learning for both teachers and learners. This has been done by looking for useful teaching strategies that teachers can use to properly teach, transmit and instruct the new foreign language that is being learned (Miliani, 2000; Crolla and Treffers-Daller, 2017; Bland, 2019). Some focused on the productive skills, whereas others focused on the receptive skills (Kirsch, 2008; Kocaman, 2017). Nevertheless, all the skills, namely listening, speaking, reading, and writing, are considered to be important and interrelated because each skill participates in the amelioration of the other one when a new foreign language is being taught, and they collaborate in maximising the young learners' learning opportunities and engagements (Arab, 2015, p. 330).

Researchers in the fields of Applied Linguistics and Second Language Education commonly have suggested that there is no exact way, method or strategy to successfully teach EFL to young learners, given the fact that language approaches and policies to teaching and learning foreign languages vary from one country to another across the world (Mckay, 2006; Copland *et al*, 2014; Uysal and Varus, 2015), and that the teaching process "is not simply a matter of building linguistic resources, but has important educational consequences" (Bland, 2019, p. 81). However, the researchers above have recommended that there are various teaching strategies for young learners, and that these accord with the pupils' age, level and learning context, as this category of learners is in the foremost stages of being introduced to a new foreign language of which they have little or no knowledge (Cameron, 2001; Ellis, 2014; Hunton, 2015). More importantly, the prerequisite point that is keenly stressed here is that EFL teaching should be "appropriate to the social, psychological, emotional and cognitive needs of children" (Rich, 2014, p. 6). Indeed, Bland (2019, p. 83), like Rich, has shown an unfortunate reality about how EFL is perceived to be taught in contrast to what is applied in real life classrooms, this is because "what actually happens in the classroom is greatly constrained by the persistent misconception that children can learn

a new language just because they are young, and without the support of research-led, qualified and reflective teaching".

With reference to the fundamental interest in teaching foreign languages to young learners, Songbatumis (2017, p. 54-55) argues that the process of teaching a language has a number of various aspects, like the role of the teacher who "does not only teach and pay attention to students' language skills, such as reading, writing, listening, and speaking, but also helps, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English". According to this claim, it has been asserted that EFL teaching to multilingual young learners is a demanding duty that goes further than focusing solely on the language learning skills. The teacher is viewed as a vital element in the young learners' learning process, and their duty is in guiding, interacting with, encouraging and motivating learners in this age group to build an intensive interest in EFL learning (Vygotsky, 1978; Djoudir, 2019; Eun, 2019).

For multilingual young learners to take good advantage of EFL teaching, different techniques and strategies have been proposed by previous researchers as appropriate for the cognitive development of this category of learners (Cameron, 2001; Copland *et al*, op.cit.; Treffers-Daller and Crolla, 2017). In a review regarding effective strategies for teaching EFL to young learners, some researchers have revealed that using a language games-based approach is likely to supply these learners with supplementary learning opportunities by creating a supportive, motivating, and entertaining learning atmosphere, which might ameliorate the teaching and learning interactions, both teacher-to-learner and learner-to-learner (Mehregan, 2014; Klimova, 2015; Behl *et al*, 2022).

Stakanova and Tolstikhina (2014, p. 458), for example, have pointed out that "games help and encourage many learners to sustain their interest and motivation. Games also help the teacher to create contexts in which language is useful and meaningful". In other words, a language games-based approach gives regular opportunities for learner-teacher and learner-learner interactions, which have a clear purpose related to specific teaching and learning goals (Behl *et al*, 2022, p. 6). These include activities, such as role plays (pair work, group work). This kind of interaction is argued to support young learners to produce meaning in a foreign language they are learning, and to improve their communicative skills. In a similar vein, Ameer Bakhsh (2016, p. 121) has stated that before teachers introduce any

activity through games, they "must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching".

Additionally, it is argued that educational games are viewed as motivating activities that could play an essential role in promoting a positive attitude towards EFL learning. The argument is that these kinds of activities seem to be useful in providing young learners with an entertaining experience through being exposed to the target language and in giving them more chances to practise what they have learned during the lesson (Gardner, 2000; Cameron, op.cit.; Stakanova and Tolstikhina, op.cit.; Ameer Bakhsh, op.cit.). Another important reason provided by previous researchers about using games in EFL teaching is that they can supply young learners with the opportunity to export examples from their real lives and apply them to the classroom tasks. This is likely to create a primary connection between their external real lives and their internal school lives, thus giving assistance for the learners to learn securely and confidently during the classroom activities (Sobhani, 2014; Ibrahim and Ibrahim, 2017).

The suggested teaching approach through games can be referred to a Vygotskian (1978) theory, underpinning this study, of learning through the idea of the 'zone of proximal development and mediation', where young learners benefit directly from the social interactions in class when learning through a game-based approach and, by preference, attain their learning opportunities while working in collaboration with the help of their teacher through a variety of instructional techniques. This learning theory advances the belief that learning occurs when learners interact with their social context (teacher and peers), as "the learner cannot do by him or herself but has the potential to accomplish with the guidance of others" (Shabani *et al*, 2010, p. 238-239). Evidence is provided that young learners' values, thoughts, and morals are influenced and shaped by social and cultural contexts (the classroom context, for example). Hence, social interactions (pair work and group work inside the classroom) help the mental development of learners by making connections between concepts around them (EFL learning context) (Shabani *et al*, op.cit.).

All in all, the usefulness of teaching EFL through language games can be summarised in seven main points as follows;

- Providing young learners with additional learning opportunities.

- Creating a stress-free, pleasant, and motivating learning environment.

- Developing teaching-learning classroom interactions among teacher-learners and learners-learners.

- Raising the learners' motivation and interest towards EFL learning.

- Providing more opportunities for exposure to foreign language practice during the lesson.

- Promoting a communicative competence in EFL learning.

- And, providing young learners with the opportunity to export examples from their real lives and apply them to the classroom tasks.

Paradoxically, however, although there are the advantages mentioned above regarding the use of games as a successful EFL teaching strategy for young learners, there appear also to be a sense of the challenges faced by both teachers and learners while using a games-based approach. One of the researchers mentioned above sees this type of activity as challenging in terms of distraction from learning, sometimes fun but with lower learning outcomes, and noise making (Ameer Bakhsh, 2016, p. 124). Their arguments concern the challenges the teachers face when implementing games during the lesson, especially with classroom management, since "children sometimes move a lot and talk too much when they are excited, which makes it hard to control them" (Ameer Bakhsh, op.cit.).

In other recent interesting reviews that support the idea of using various effective strategies for EFL teaching to young learners, some researchers recommend that using visual aids is effective. These include flashcards, songs, videos, and movies (Halwani, 2017; Bland, 2019; Kalaja and Pitkänen-Huhta, 2020). Their argument for this recommendation is that it has been shown to help teachers improve the young learners' motivation, interest, and interaction in their EFL classroom by aiding their learning of specific language skills and knowledge. Dolati and Richards (2010, p. 9-10) strongly assert that "there are advantages of using this aid which help[s] the student to focus and [attend] to the pictures and words on it…Teachers often use slides and films as well as pictures as these aids can assist students with their long-term memory of words and phrases". George Mathew and Alidmat (2013, p. 91) discover that the implementation of visual aids while teaching EFL to young learners seems ultimately to be useful as it helps learners "develop and increase personal

understanding of the areas of learning when they experience a successful and pleasant learning in the EFL classroom". This teaching strategy includes "poems and songs" which "are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids" (Stakanova and Tolstikhina, 2014, p. 457). This strategy invites the young learners to work together through pair or group work in which interaction takes place related to specific learning goals. Furthermore, this strategy also gives the young learners the opportunity to be engaged with the teacher and understand the content of the lesson and the language they are learning communicatively (George Mathew and Alidmat, op.cit.; Djoudir, 2019; Bouzaki, 2023).

Ultimately, it can be concluded that when a game-based approach and/or visual aids are used as teaching strategies, multilingual young learners might enrich their vocabulary, improve their pronunciation and spelling skills and, more importantly, might become able to communicate using the foreign language they are learning and "writing more complete sentences, using grammatically correct structures" (Halwani, 2017, p. 56).

1.10. The structure of the thesis

This thesis includes seven chapters:

Chapter One– This chapter sets out to provide a general introduction about the research study. It first explains the research topic and the background of the study. Second, it gives a detailed description about what motivated me to undertake this topic. It then highlights the significance and contribution of the thesis, followed by the development of the focus of the research study. After that, it moves on to address the research aims and research questions followed by the position of this study within the wider literature. Thereafter, it discusses the notion of young learners in general and multilingual young learners in particular. After that, it moves on to provide an explanation about teaching EFL to multilingual young learners, considering their age and context, the appropriate teaching methods, strategies and tools to better teach English to this category of learners and engage them sufficiently in the learning process. Finally, it explains how the thesis is structured.

Chapter Two– A large part of this chapter is given to a theoretical overview of concepts and terms that are implicitly or explicitly related to the dominance of French in Algeria, followed by the status of English in the same country. Thereafter, it provides a detailed explanation

about the Algerian educational system of English as a second foreign language, and the English language teachers' and learners' roles in the Algerian Middle School context. It concludes with a discussion about the common teaching methods and approaches of English language Education in Algeria before and after the reforms. These include; CLT (Communicative Language Teaching), and CBA (Competency-Based Approach), respectively.

Chapter Three– This chapter presents a Vygotskian sociocultural perspective that is adopted inductively as the main theory, emphasising its three main concepts that informed this study which are the social context, mediation, and internalization, to explain the processes underlying EFL teaching and learning in the multilingual research milieu. First, it gives an overview of the definitions and principles of a sociocultural perspective followed by some criticism. Second, it provides a justification for choosing a Vygotskian sociocultural perspective as an inductive approach and tool for analysis to studying pedagogies of English as a second foreign language. Finally, it explains the key concepts that were used in the study and its analysis to enable an idepth understanding of how EFL pedagogies are affected in the research milieu, namely, social context, mediation, and internalisation.

Chapter Four– This chapter outlines the research methodology and the paradigm used in this study. It is divided into three main sections. The first section explains the choice of qualitative approach, and the choice of the research tools that were used to collect the data, including semi-structured interviews, semi-structured questionnaire, classroom observation using a checklist, and a research diary. It, then, provides information about the reflexivity and positionality of the researcher within the fieldwork undertaking the research. The second section gives a full description of the practical aspects of data collection. This includes the choice of schools and participants, description of the pilot interviews, pilot questionnaire, main classroom observation, main interviews, and main questionnaire. The last section addresses the thematic analysis approach of the data gathered, followed by the ethical considerations when undertaking the study.

Chapter Five –This chapter presents and analyses the data informed by a sociocultural perspective. It falls into two main sections. First, section 5.1. addresses the social context factors entailing the low status of English in society, and the influence of the parents. Second, section 5.2. discusses the perceived classroom context factors impacting the learning of English, where those factors occur internally during the EFL learning process. It

recapitulates the most important fundamental factors, including dissatisfaction with the school textbook, insecurity with teaching, large class sizes, and language issues, including grammar, vocabulary, and pronunciation, limited proficiency of EFL teaching methods, and lack of teaching resources, respectively. This chapter, therefore, happens to give answers to the first research question: *"What factors impact on pedagogical choices of EFL learning in Algerian Middle Schools?"*.

Chapter Six –This chapter analyses and discusses the perceived attitudes towards these factors relating to convenient pedagogical choices of EFL learning in the research setting (teaching strategies that are claimed to be responsive to learners' needs), which are informed by a sociocultural perspective. It addresses seven main teaching strategies. These include cross-reference using L1 and L2, the construction of learners' learning and participation "Demo", positive punishment, reward and support, the role of the teacher, oral repetitions, and teachers' assumptions of learners' engagement level, respectively. Hence, this chapter happens to give answers to the second research question: *"What are the teachers' and learners' attitudes towards these factors in relation to their pedagogical practices in their EFL classrooms?"*.

Chapter Seven –This very last chapter offers further discussions of the research findings linked to the issue taking place in this research setting by answering the research questions that have been highlighted in this thesis. Moreover, this chapter encompasses the implications of this study, and ends with a general conclusion that covers all the main findings of the study.

CHAPTER TWO

2. Overview of Pedagogies of English as a Second Foreign Language in Algeria

This chapter introduces a review of literature that provides information about teaching and learning English as a second foreign language in the Algerian multilingual context, which is a substantial element in this study. The main purpose of this chapter is to inform the readers, in a systematic way, about the context of this study as well as to contextualise the findings within the existing literature.

English was first introduced to the Algerian Middle Schools during the independence period (1962) as a second foreign language, whereas French was considered as a first foreign language (Mostari, 2004; Chaouche, 2006; Le Roux, 2017). However, the language situation in Algeria is complex, both Arabic and French are in use in society, institutions, and in everyday communication (Miliani, 2000; Rezig, 2011; Adja and Benazza, 2017). Thus, the introduction of English as a second foreign language made this more complex (Benrabah; 2014, Belmihoub; 2018), and the Algerian government introduced reforms in terms of teaching methodology as well (Benrabah, 2007; Belkheir, 2017; Djoudir, 2019).

During the past few decades, there have been noticeable changes in the educational system of Algeria. This is due to the recognition of the fundamental importance of English, in which new teaching methodologies have been adopted and implemented to teach English as a second foreign language (Benmostefa, 2014; Negadi, 2015; Bentadgine, 2018; Benmoussat and Benmoussat, 2018). For example, Benadla (2013, p. 144) states that "Algeria has adopted a new educational system called 'the Educational Reform' characterised by using the competency Based Approach (CBA). Its goal is to modernise and develop education to face globalisation requirements".

Overall, this chapter discusses and recapitulates the following essential points:

- Historical view of the linguistic background in Algeria and the dominance of French as a first foreign language.

- The status of English as a second foreign language in Algeria before and after the reform.

- The educational system of English as a second foreign language at Middle School in Algeria.

- EFL teachers in the Algerian Middle School context.

- EFL young learners in the Algerian Middle School context.

- The common teaching methods and approaches of English language education in Algeria before and after the reforms.

  ➢ Communicative language teaching approach.
  ➢ The Competency-based language teaching approach.

The chapter concludes with a brief summary of all the elements that have been discussed in this chapter.

2.1. Historical view of the linguistic background in Algeria and the dominance of French as a first foreign language

This subsection gives a brief historical overview of the linguistic background in Algeria. The later is a multilingual country situated in North Africa, where the language most commonly spoken is purely an Algerian dialect, used in informal contexts by a huge number of the Algerian population. However, Algeria has a complex and rich linguistic background. This means that: due to the range of varieties the Algerian people use, such as "Classical Arabic, Modern Standard Arabic, Colloquial Arabic, Educated Spoken Arabic, Berder and its varieties, i.e., Chawi, Mzabi and Tergui, French, some Spanish, and lately English, particularly in the field of commerce, science and technology" (Kerma, 2018, p. 134). That is what gives Algeria a rich and complex linguistic background, and "[making it] a particular Arab nation with the number of languages taught and used either in academic or non-academic contexts" (Rezig, 2011, p. 1327). The Algerian dialect mentioned above is a mixture of Arabic, Berber, Turkish, French, Italian and Spanish, due to the various invaders who settled in Algeria, summarised here by Benrabah (2014, p. 43):

> Several invaders more or less shaped the sociocultural history of Algeria,
> as well as its sociolinguistic profile. Berbers came under the yoke of the
> Phoenicians who imposed their Carthaginian rule for about seven

centuries, subsequently Romans for about six centuries, the Vandals and the Romanized Byzantines for about a century each. The Islamo-Arabo Berbers dominated the region for about four centuries, the Turks for about three centuries, and the French, who brought Turkish domination to an end, for more than a century and a quarter. Spaniards occupied enclaves along the Mediterranean coast intermittently between 1505 and 1792. One of the consequences of this long history of mixing peoples was language contact and its by-product, multilingualism.

(ibid)

Benrabah (2014) above gives a well-explained definition of what has given Algeria such a complex linguistic background, which is constructed and shaped by more than one language. This is due to the considerable number of invaders who settled in the country for centuries and made Algeria a multilingual country. Nonetheless, amongst these conquering invaders, there are two linguistic profiles which deeply influenced the Algerian's specific complex linguistic situation. These are the Arabs and the French conquerors (Benrabah, 2007; Le Roux, 2017; Belmihoub, 2018).

The dominance of the French language in Algeria was due mainly to French colonialism since the 1830s. This colonialism lasted for 132 years in the Algerian society (1830-1962), and in fact "Algeria is the only country that has ever lived under French integrationist colonial rule for such a long period – a total of 132 years" (Le Roux, 2017, p. 114). This led to the reconstruction of the Algerian educational programme, and the French language became a compulsory school subject to be learned by all Algerians in that period. In addition to this, the French colonialists worked hard to eradicate the Arabic language and the Islamic values under the proclamation of building a new civilised country following the cruel programme of acculturation (Miliani, 2000; Mostari, 2004; Rezig, 2011; Adja and Benazza, 2017). Along this line, Maamri (2009, p. 3) examines how the French language was imposed on the Algerian Educational programme, she gives a thorough account of the colonial laws that were imposed on the Algerian educational system vis-a-vis the status and/or the dominance of the French language in Algeria. That is, during the Colonial Period (1830 – 1962), the representatives of French colonialism imposed laws to destroy the Algerian citizens and their cultural and religious values. This is by diminishing the teaching of the Arabic language

and imposing the French language and culture for the alleged goal of civilising the colonial population, where the position of the Arabic language was marginalised (Bellalem, 2008, p. 54). Therefore, "French became the official language of instruction in schools, and students were taught French history, literature, and culture" (Hetman, 2018, p. 10).

After obtaining independence from French colonialism in 1962, the Algerian leaders and experts created a new policy under the name of 'Arabisation policies' to recuperate their native nationality, language, identity, and the Islamic values. This policy gave assistance in encouraging their population to use Arabic, and to decrease the use of the language of French colonialism (Chaouche, 2006; Chemami, 2011; Hetman, op.cit.). This period of the Arabisation policy that was meant to give back the Algerian identity and Arabic language was known as the Post-Independence Period (1962-1979), in which a hard work was carried out to re-establish and bring back the Algerian values as an Islamic and Arab nation through the policy of Arabisation (Bellalem, 2008, p. 60).

Nevertheless, the underlying policy could not entirely erase the French language from the country of Algeria in the 1990s. This goes back to the history of the long-settled and widespread use of the French language in the Algerian society since the 1830s (Maamri, 2009; Benrabah, 2014; Le Roux, 2017). In this regard, the dominance of the French language has been explained with reference to the period of the Algerian Revolution against French colonialism, which highlights the role of the French language in Algeria, and its long history as a first foreign language within the Algerian community (Chemami, op.cit.; Rezig, 2011; Belmihoub, 2018; Kerma, op.cit.).

Accordingly, in 2001, the National Commission for the Reform of the Educational System introduced the French language, driven by some political reasons, as the first foreign language to be taught in grade two at primary school, in contrast with the late 1970s when French was introduced at grade four level at primary school (Miliani, 2000, p. 14). In regard to this, Adja and Benazza (2017, p. 8) emphasise that "concerning foreign language teaching, the government redefined French as the first foreign language. The French language was taught in primary schools starting from the 2nd year".

Similar to Maamri and others, Rezig (2011, p. 1329) shows in her explanation of this that "the French colonization had marked the Algerian culture and French became part of the

everyday spoken dialects, even more, there are regions in Algeria where people talk every day using academic French until the present day". Correspondingly, the Algerian learners have more opportunities to come across the French language outside the classroom and school, and therefore get the chance to practise what they have learned in their French language classrooms in a practical manner. This is not the situation with English or other languages because there are no newspapers, no radios, no TV programs, or posters in English. In addition, some of the French words and expressions became used hand in hand with the Algerian dialect in everyday communication, which made the Algerians multilingual speakers (Miliani, op.cit.; Mostari, 2004; Le Roux, op.cit.; Kerma, op.cit.).

The next section is devoted to explain the status of English in Algeria, and the way the Algerian government recognises the importance of English language education within its country as a second foreign language.

2.2. The status of English as a second foreign language in Algeria before and after the reform

After discussing the status of the French language in Algeria, it is vital now to refer to the status of the English Language in Algeria as my study is an investigation into pedagogies of English as a second foreign language in Algerian Middle Schools. As was discussed and mentioned in the previous section, Algeria implemented the Arabisation policy from the late 1970s to the beginning of the 1990s in order to recuperate the Algerian Arabic, identity, nationality, and Islamic values (Miliani, 2000; Mostari, 2004; Chemami, 2011; Le Roux, 2017; Kerma, 2018). French was learned at Primary School from year four as a first foreign language, whereas English was introduced and taught at Middle School from year eight as a second foreign language (Adja and Benazza, 2017, p. 8). Both languages were taught as school subjects (Benrabah, 2014, p. 50) before, during, and after the Arabisation policy. However, by 1993, the Algerian leaders who created the policy of Arabisation exerted their influence on different parties, namely 'pro-Arabization'adherents, to eject the language of the colony from the country. Put differently, 'pro-Arabisation' leaders were extremely influential in pushing for a reduction of the influence of the language of the colonisers (Benrabah, op.cit.).

In relation to this, the Algerian Ministry of Education agreed to introduce the English language at both primary and secondary educational levels to put this language in competition with the French language (Bellalem, 2008; Rezig, 2011; Bouzaki, 2023). When this agreement was announced, Algerian parents had the chance to choose which of the languages (either French or English) they preferred their children to learn as a first foreign language, but the results of the competition were in favour of the French language. This is because "this experimental program failed as most parents chose French over English" (Belmihoub, 2018, p. 4). With this respect, Benrabah (2014, p. 50-51) explains:

> Under the influence of the pro-Arabization lobby which comprised Islamists, conservatives and nationalists, the Ministry of Primary and Secondary Education introduced English in primary school as a competitor to French in September 1993. Thus, the pupils who accessed Grade Four (8–9yearolds) had to choose between French and English as the first mandatory foreign language… Unexpectedly, the competition between the two European languages turned in favour of French. Between 1993 and 1997, out of two million school-children in Grade Four, the total number of those who chose English was insignificant – between 0.33% and 1.28%.

(ibid)

Consequently, the status of English in Algeria remains as a second foreign language which is taught and used only in Algerian Middle Schools year one as a school subject, and this was implemented from the early 2000s. The period of the new reform, which is called "the National Reconciliation period (2000-present)", was characterised by appointing a commity that comprise a number of educators and politicians "to evaluate the current situation of the educational system and to provide some recommendations on the necessary reforms in line with the country's new philosophy of democracy and reconciliation, and economic development" (Bellalem, 2008, p. 59-60). During this period, the Commission or the Ministry of Education introduced the English language as a second foreign language to be taught in the first year of Middle School level. This can be seen in Adja's and Benazza's (2017, p. 9) explanation of this shift, stating that "English was retrieved from primary school level and

moved to the 1st year of middle Schools". In other words, instead of offering both French and English at primary school, English was taken away from primary school education and was only offered as a second foreign language school subject starting from the first year of Middle School level. That was because learners' parents always chose French. This confusing and changeable language policy in schools was due to a political upheaval in Algeria, which meant the education system was in a state of flux. Regarding this issue, Bellalem (2008, p. 57) reminds us that "the most important event in that period remains the process of political, economic, and educational reforms. Politically, a new constitution, which allowed political pluralism, was adopted and many political parties were formed".

The term Middle School level is used in Algeria as equivalent to the term Elementary School level in some other countries (European Framework). This Middle School level refers to a school of young learners, aged between 10 and 15 years, that works for a grade classification or a shift between Primary School Education (about five years) and Secondary School Education (about three years), whereas Middle School education consists of four years of education. Correspondingly, in the review literature written by her, Benadla (2013, p. 145) describes the educational stages of the Algerian context. She clarifies that there was a shifting point from the basic school education comprising nine years of study divided into two educational phases, namely, the Primary and Middle School, then three years of secondary school. This can be further explained by Rezig (2011, p. 1328), who, like Benrabah, points out, with regards to reintroducing the English language after the changes made in the education reform, that it was planned to reintroduce "the foreign language (French) into the second grade of Primary School Education. The main changes in this reform are that English would be taught in the sixth grade (intermediate school), two grades earlier than in the past". Accordingly, what precisely has been changed in the educational reform is merely the time when both foreign languages were considered suitable to be taught and learned. Therefore, the English language was taught in Algerian Middle Schools in year one after young learners had graduated from five years Primary School Education (Adja and Benazza, 2017; Le Roux, op.cit; Kerma, op.cit.), which takes into account the fact that English is not used in the Algerians' daily life, but is practised to some extent in schools only, in which "English learners, at all levels of the educational system, do not benefit from

the favourable conditions offered by the real life contexts available for French" (Miliani, 2000, p. 25-26).

Along these lines, Slimani (2016, p. 34) explains further Miliani's claim, providing the reason that English does not have any value in the Algerian society, where the most dominant languages are Arabic and French. This is because "it is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities" (ibid). It is also argued that most of the English users currently in Algeria are teachers who teach the English language, and university students who study English as a speciality in Higher Education (Belmihoub, 2018, p. 7-8). In addition to this, other users of English in Algeria were described by Belmihoub (ibid) as those people who were influenced by the lifestyles of American and British movies, series, music and sport, and this gave importance to the language used. Nonetheless, the Algerian population does not consider the English language as important as French because it is not dominant in Algeria as Arabic and French are. Moreover, English is only used in schools, no more nor less; therefore, it is important for those who study it in Middle or Secondary Schools as a school subject and for their examinations only. Indeed, Belmihoub's opinion is that "anyone who uses English in Algeria is either ridiculed for bad English or admired for being intellectually sophisticated. The ambivalent attitude is pervasive and arbitrary" (ibid, p. 149).

So far, this section has given information about the status of the English language within the Algerian society. The forthcoming section provides an explanation about the Algerian EFL educational system, including the teaching approaches that were implemented to teach English as a second foreign language.

2.3. The Algerian educational system of English as a second foreign language at Middle School

In this subsection, it is fundamentally important to refer back to how the educational system of EFL functions in Algerian Middle School because this helped me to better understand the setting as well as the participants' views. The dominance of English language in business, science and technology makes it a global language that links different countries for several purposes around the world (Crystal, 1997; Widdowson, 1998; Crystal, 2003;

Sharifian, 2009). Consequently, learning English has become a necessity due to the plentiful number of domains it covers (Imam, 2005; Zuliati, 2005), including education, medicine, and mathematics (Kayman, 2004; Mebitil, 2014; Parupalli, 2019) because "[n]owadays, English is considered as the primary international language of technology, education, aviation, global business, and international diplomacy. It has become the most commonly used language of international communication today" (Slimani, 2016, p. 34).

On that account, Algeria has given a crucial importance to foreign languages, such as English since the late 1960s. The learning of English was encouraged through specific planning, which was first introduced at Middle Schools in 1993 (before the changes were made). The aim was to shape communicatively competent learners of English, where "the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and/or working situation both in speaking and in writing" (Slimani, 2016, p. 37). However, the inconvenient reality can be seen when it comes to EFL teaching in real classroom practice, where some complicated situations arise within the teaching process. Those factors which are argued to prevent effective and successful achievement of these goals seem to be the neglect of reading and listening skills, and the lack of appropriate teaching materials (Rezig, 2011; Benadla, 2013; Arab, 2015). This relates directly to the focus of my thesis.

At the Algerian Middle Schools, as was mentioned in the section above, English is the second foreign language officially to be taught and learned since the early 2000s (Benrabah, 2007, p. 235). The Middle School Education comprises four levels; "1st, 2nd, 3rd and 4th years" (Elementary Level A1 and A2 for European framework). Given the fact that these young learners have the equivalent of level A1 and A2, according to the Online Cambridge Assessment English (2020), they are supposed to be able to:

> Take part in basic, factual conversations. For example, 'Where does your
> rabbit live?' 'It lives in my garden'…Can understand simple information
> from penfriend. For example, 'My name is Anita. I'm 16 and I go to school
> a in Brazil'…Can write a simple message saying where they have gone and
> what time they will be back. For example, 'Gone to school. Back at 5

p.m.…Can understand letters with simple descriptions of people, events, ideas and opinions. For example, 'I am sad because it is raining'.

(ibid)

Each Middle School level has its own textbook content (one textbook for each level). Furthermore, the English language session takes place three to four times a week, with two or three hours mainly devoted to the main lessons, and one hour devoted to the tutorial session. In this tutorial session, learners are divided into two groups – one group studies French and the other studies English in separate classrooms. By the end of their Middle School Education, the Algerian multilingual young learners are supposed to be able to express themselves in English and "they are expected to master the basic characteristics of (English) language" in each linguistic skill (Slimani, 2016, p. 37).

Additionally, the Algerian government recognises the importance of English language education, and over the years has implemented several teaching methodologies, such as the grammar-translation method that is a left-over from the teaching of the French in the colonial period. More recently, it has introduced communicative language teaching, and then the competency-based approach, respectively. In the early 2000s, it made new reforms that emphasise using progressive teaching methodologies, and this is due to the recent evidence that the school has become a fundamental political concern (Benmostefa, 2014; Djoudir, 2019), and that these new educational reforms have been made because of national criticisms towards the apparent deficiency in the quality of teaching (Arab, 2015; Hussein, 2018).

Consequently, since independence (1962), the Algerian educational system has undergone many changes. This has been due to the changing political situation and emergence of new teaching methods around the world, which have influenced more or less positively the teaching in Algeria. This can be seen in the claim of Benadla (2013, p. 145), who confirms that:

The Algerian educational system has witnessed many changes according to the most 'said efficient' teaching methods in the world. The Grammar Translation Method was inherited from the already prepared French colonization syllabi. The Audio-lingual Method was soon adopted, then,

because of its behaviourist approach, relying on the principle of stimulus-response, the learner was treated as a 'machine' that responds to the teacher's stimuli to learn. This proved to be unable to form learners who can communicate effectively as far as language teaching is concerned.

(ibid)

Algeria has opened its doors to increase the development of communication to the public and to increase its worldwide contact since independence (1962). This period has witnessed several kinds of development in the field of language education (Selama, 2018, p. 2), and language teachers have noticed a new birth and organisation of curricula for teaching and learning foreign languages in appropriate and effective ways for the classroom, as Miliani (2000, 14) states.

There have been several major approaches to teaching English as a second foreign language, which are the Grammar-Translation Method, Audiolingual Method, Direct Method, Communicative Language Teaching Approach, and Competency-based Language Teaching Approach. However, in this thesis, I focus only on the teaching approaches adopted by the Algerian educational system, which are Communicative Language Teaching, and the Competency-Based Approach, respectively.

In the next section, Middle School teachers and learners are defined. Then, a deep explanation is given about those teaching approaches that were implemented in Algeria to teach English as a second foreign language.

2.3.1. EFL teachers in the Algerian Middle School context

In this subsection, it is vital to provide information about EFL teachers in the Algerian Middle School context because it helped to give a better understanding of their views, teaching practice, and the setting. English language teachers in Algeria are generally those who have graduated from university, having either a BA[5] or MA[6] degree in English language after years of instruction, and who sit for a national contest for teaching placement "and by which they

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[5] BA – Bachelor of Arts Degree.

[6] MA – Master of Arts Degree.

are able to work as English teachers. Hence, once they get a position as teachers they hold the status of EFL teachers" (Mebitil, 2014, p. 2382).

The significant contribution of these graduate Middle School English teachers in Algeria is to assist their learners' learning and mastery of English for communication purposes. Their main role is "regarded as knowledge facilitator rather than knowledge giver from a Learner-Centred perspective" (Selama, 2018, p. 3). Put differently, the role of the teacher is chiefly facilitation and guidance of the learner's learning process which to a large extent is learner-centred, which means learners are responsible for their learning, while their teacher only guides and monitors them.

Beyond that, it is argued that the teacher serves a considerable number of roles inside the classroom, such as devoting time to and allowing time for their young learners to think and process what they are learning. They are responsible also for providing learners with encouragement and support by engaging them in tasks and activities that help them to come up with the rules and different patterns of the language they are learning (Miliani, 2000; Mckay, 2006). This supports the assertation that learners' failure or success is first of all contingent on the teachers' role, and then on the other learning circumstances (Chelli, 2010; Lucif, 2016).

As English is a second foreign language to be taught and learned first at the level of Middle School in Algeria, it is disputed that it is a difficult job for an EFL teacher to deal with this category of learners, even though the learners have never dealt before with the language they are learning (Rezig, 2011; Benadla, 2013; Adja and Benazza, 2017). Teachers are asked to facilitate the EFL learning as much as they can (Lucif, 2016, p. 16), and to monitor the learners' ability to engage in actively making sense of the information related to the language under instruction (Miliani, 2000, p. 19). In the same breath, McKay (2006, p. 4) declares that "their mainstream teacher is an important person in young second language learners' school lives, as she/he will be their main language teacher and helper". That is, the teacher seems to play an essential role in the lives of their learners during the learning process inside the classroom. This role seems to be mentoring and nurturing the learner, since the teachers are the ones who spend most of the time with the young learners. Brown (2007, p. 147) contends that one of the teacher's roles in the teaching process is to create a good classroom learning atmosphere that best fits the learners' age and level, in ways such

as using various activities, pair work and group work in which learners cooperate and learn from each other.

Hunton (2015, p. 9), on the one hand, like McKay, clarifies that the teacher's role remains primarily in making the learners fully engage with the subject that is being taught, and developing and testing the learner's ability to understand what is being learned. Pinter (2006, p. 41), on the other hand, like both McKay and Hunton, takes the view that "class teachers know their children and their special needs, such as a safe and encouraging environment, stimulation, fun, and variety as well as plenty of recycling". This means that language teachers play a principal role in different aspects of the learning process in order to mentor the learners and deal with all their needs and wants without exception (Biesta *et al*, 2015; Bland, 2019), using various techniques and strategies to assess and help the learners to effectively process what is being taught. Therefore, the teacher's role seems to be vital and essential (Hardy, 2011; Torres-Rocha, 2019; Jansem, 2020), as this thesis shows.

With regards to Algerian EFL teachers, there is a view expressed by a significant number of writers in the literature review that Algerian EFL teachers use the school textbook slavishly and appear to be less motivated to make use of innovative teaching skills to produce a good learning atmosphere for learners (Arab, 2015; AlHarbi, 2017; Nait-Brahim *et al*, 2022). Much has been said with respect to this view, such as by Hamindi and Bouhass (2018, p. 410), on the one hand, who declare that teachers "depend continuously on the textbook in their everyday teaching practice". They add that teachers are against the use of authentic material, giving the reason that teachers perceive that "authentic materials can add more responsibility on the teacher as they are sometimes obliged to prepare activities and questions since authentic materials are usually found without activities or issues which is not an easy task that any teacher can handle" (ibid). On the other hand, AlHarbi (2017, p. 21) claims that "teachers have to follow the official textbook when teaching English, which does not allow the teachers to be creative".

These claims seem to be contradictory. Some of them regard the use of the textbook as an obstacle preventing teachers from becoming inventive, whereas others welcome the use of the textbook as the best teaching tool, taking the view that being creative and implementing other teaching tools, such as authentic materials, is too time-consuming for teachers (Miliani, 2000; Benrabah, 2014; Slimani, 2016; Hamindi and Bouhass, op.cit.), and

little information is presented in regard to the reasons behind welcoming or disregarding the use of the textbook within the Algerian EFL teaching setting.

After discussing the teacher's role in the EFL classroom, it is fundamentally important to provide brief information about the role of EFL learners as well. This is given in the following section.

2.3.2. EFL young learners in the Algerian Middle School context

How well teachers can teach a language certainly does not guarantee learners' understanding. However, none can envisage an EFL classroom without either a teacher or a learner because schools are constructed, teachers are placed, and educational curricula are designed and implemented basically to serve the learner. Thus, it is fundamentally important to describe Middle School learners too, because it helped me to better understand their views as well as the setting.

In the Algerian context, the term Middle School learner is used to refer to a child and/or an adolescent who is "under the age of 18 for whom there are welfare and duty of care requirements" (Ellis, 2014, p. 75). The learner is also known as the main element of all processes of teaching and learning, and the one for which the school is set up and equipped with all learning possibilities (Boukri *et al*, 2017, p. 5). This category of learners is characterised as young learners, aged between 10 and 15 years, who work for a grade classification or a shift between Primary School Education (about five years) and Secondary School Education (about three years), whereas their Middle School education consists of four years of education (Babaiba, 2015; Abdelfetah *et al*, 2017).

As is mentioned in the Teacher's Guide Middle School Year One, the role of the Algerian learner at the level of Middle School is to "play a more active role in their own development and make them responsible for their own learning" (Boukri *et al*, ibid). This means learners are given the chance to monitor their learning process by themselves, where the teacher is only a facilitator and a guide (Lucif, 2016, p. 16). These learners are also asked to integrate and engage with the activities related to the lesson given by their teachers, in which they can interact and express their ideas as well as show their understanding of the lesson. Put differently, "putting the learner at the centre of the process and this of course, contrary to the traditional teaching philosophies, considers students as active members who can take

part in the process of teaching/learning" (Selama, 2018, p. 5). However, this category of learner does not seem to be either actively learning English or properly engaged with the learning process. Thus, this thesis attempts to discover what impacts on the EFL learning of these learners in the specific multilingual context of this study.

I now move on to the most important teaching approaches that have been implemented in Algeria.

2.4. The common teaching approaches of EFL education in Algeria before and after the reforms

After discussing the Algerian educational system for English teaching as a second foreign language, it is necessary to refer to the teaching approaches implemented to teach English in the Algerian Middle Schools. The Algerian EFL educational system has taken two main approaches to teaching English, namely Communicative Language Teaching (CLT) and the Competency-Based Approach (CBA/CBLT). This section, therefore, is going to explain these two teaching approaches as they are listed, respectively.

The coming section discusses the implementation of the communicative language approach in Algeria.

2.4.1. Communicative Language Teaching approach

This subsection addresses the literature that surrounds the communicative language teaching approach, with more focus on the way it was implemented within the Algerian EFL setting. The communicative language teaching approach (generally shortened to CLT) is one of the teaching methods used in Algeria to teach English as a second foreign language (Benmostefa, 2014; Bentadgine, 2018; and Benmoussat & Benmoussat, 2018). Richards and Rodgers (2014, p. 87-89), for example, define CLT as an approach to language teaching that aims at developing communicative competence, which is viewed "as a means of communication… and emphasized the learner's use of speech acts or functions for a communicative purpose", with much importance given to fluency rather than accuracy. When implementing this teaching approach, learners are encouraged to use the language for meaningful purposes of interaction and communication, such as introducing themselves,

describing situations and needs, providing ideas and pieces of advice or suggestions (Freeman and Anderson, 2011; Richards, 2015).

The communicative language teaching approach emerged by the late 1970s as a reaction to the previous old teaching methods, such as direct, audiolingual and situational methods that were no longer thought to be efficacious (Bax, 2003, p. 278). This emergent teaching approach (CLT) shifted from teaching of the grammatical structures only, and focused much more on the teaching of separated items of second and/or foreign language and the communicative use of the language being learned (Benmostefa, 2014, p. 54). In other words, it focuses on the teaching of knowledge and skills, which may enable learners to communicate and interact effectively when using the foreign language, rather than teaching and learning only about grammatical aspects of the target language, as Hussein (2018, p. 40) refers to it.

In the same vein, Richards and Rodgers (2014, p. 95-97) highlight that the CLT approach uses a set of activities that allow learners to improve their speaking skills in using the target language, and in which teachers provide learners with opportunities to practise the knowledge and skills that compose communicative ability. In this respect, Bentadgine (2018, P. 13) argues that "the teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others".

Moreover, it is argued that these activities do not give importance to the structure of the sentence only, but to the meaning of the sentence as well, where learners become able "to identify a rationale for relating form and meaning in the real world of language use" (Howatt and Widdowson, 2004, p. 20). In a functional communicative activity, learners are put in a given situation where they need to perform through communication using their available communicative resources that have already been learned. However, in a social communicative activity, learners are also asked to communicate considering their social context using the target language, after achieving first, the grammatical accuracy, meaning and social appropriateness that are paramount, and second, the ability to produce speeches that are socially appropriate to given situations (Brown, 2007; Savignon, 2007; Bentadgine, op.cit.).

With regards to the implementation of the communicative language approach to EFL teaching in Algeria, it can be said that this teaching approach was implemented without taking into consideration the conditions and changes needed to be made for the schools and the classrooms or even the syllabus, to make them fit the required implementation of CLT aims and objectives as needed (Benmostefa, 2014, p. 124). At the centre of this argument is the issue of thinking about what to implement, how and where it needs to be implemented, in which Holliday (1994, p. 104) explains that this issue is mainly linked to the "lack of understanding from both sides – of how a 'communicative approach' might work on the part of TESEP recipients, and of how to make it work in the TESEP environment on the part of BANA promulgators".

Moreover, it is debated that Algerian teachers assume they are using CLT principles when teaching English as a foreign language in their classroom practices. However, this is viewed as not being correct because Benmoussat and Benmoussat (2018, p. 66) assert that although teachers claim "to make their teaching draw on the principles developed in the literature of CLT, however, in practice they tend to be much more traditional and structural to the extent that they measure their progression in the programme in purely grammatical terms". That is, as Holliday (1994, p. 103) explains, this "refers to as the uncertain and routine teaching, characterised by a heavy reliance on the textbook with few opportunities for spontaneous, communicative interaction, of teachers who have adopted a new technology without deeply understanding it".

Despite the fact of the benefits raised above, there is a considerable amount of criticism with regards to this teaching approach (Thamarana, 2015; Didenko and Pichugova, 2016). For example, Didenko and Pichugova (2016, p. 2) divulge that the issue with CLT "is the lack of communicativeness in the approach that contains the very word 'communicative' in its name", and that it only makes learners lose their learning of grammar and accuracy. Richards (2015, p. 69-70) also criticises the CLT approach in terms of testing learners, indicating that "nationwide the adaptation of CLT may require a radical overhaul of the whole national testing. Predictably, more human and financial resources would have to be committed to the overhaul". He argues that this teaching approach was originally implemented based on Anglo-American contexts, like BANA, with the provision of a supportive and integrative applied linguistic environment, which means that CLT works

better in well-resourced surroundings. Hence, this approach cannot be applied in the same way in other countries whose educational system is completely different than the Western one, such as Algeria, which lacks that supportive and integrating linguistic context for foreign language teaching. This means that the communicative language teaching approach works well in context that are well-resourced, but this cannot be applied to the Algerian context, as Algeria has a different educational system that does not seem to fit with the CLT principles and needs because this appaoch of teaching "has become a buzzword in discussions of the practice and theory of second and foreign language teaching. The appeal is seemingly worldwide. And yet, when it comes to curricular design and implementation, there persists widespread confusion and debate" (Savignon, 2007, 208).

It is crucial to link this issue to Holliday's beliefs (1994, p. 102) about the implementation of CLT in different educational environments. Holliday (ibid) talks about the communicative approach coming from BANA (referring to the initial letters derived from the following countries: Britain, Australasia, North America), with well-resourced, smaller classroom contexts, and about this approach not being transferrable to TESEP, which refers to teaching English in tertiary, secondary and primary state institutions, where there are fewer resources. "[T]here is therefore a socio-moral implication in trying to introduce BANA integrationism into TESEP institutions in other people's countries, with possible effects that go far beyond the management of learning a second or foreign language" (ibid).

Hence, the issue with the implementation of CLT in Algeria is that it was grounded in Western educational contexts rather than the local context of the educational realities of Algeria. That is, the CLT approach requires tasks that "are designed to represent authentic activities which test learners are to be expected to encounter in the real world outside the classroom" (Benmoussat & Benmoussat, 2018, p. 66).

The coming subsection addresses information about the use of the competency-based approach in Algeria, the context of this study.

2.4.2. The Competency-Based Language Teaching Approach CBA/CBLT

In this subsection, as I did in the subsections above, I discuss the literature that surrounds another EFL teaching approach "CBA", with more focus on the way it is currently implemented within the Algerian setting.

The competency-based approach to language teaching (generally shortened to CBLT/CBA) is one of the recent teaching methods that appeared in the mid-nineteenth century because of the failure of the audiolingual method (Savignon, 1997, p. 7). According to the definition provided by Richards and Rodgers (2001, p. 143) "CBLT is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used". The main aim of this teaching approach is to investigate what learners can do with the language, and the "dimension of proficiency in which the learner manipulates or reflects upon the surface features of language outside of the immediate interpersonal context" (Brown, 2007, p. 219). The learner is viewed as the main active element in the learning process whereas the teacher is seen as the one who "pulls back from being the donor of knowledge and becomes the facilitator" (Coyle *et al*, 2010, p. 6). Put differently, the CBA seeks to see the way learners will be able to use the language, and the way it will enable them to function in accordance with societally accepted situations through a range of learning skills and knowledge of language usage in various situations, which may differ from those in which they were taught (Richards & Rodgers, 2014; Hodge, 2016).

The new Algerian educational reforms in the early 2000s have embraced the competency-based approach as one of the new teaching targets to be implemented in EFL teaching (Boukhentache, 2016, p. 440). This teaching approach tends to make learners engage with real world tasks in order to develop their learning skills that are related to the outside surroundings (Chelli, 2007, p. 1). It includes a range of competencies that "consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life", as Richards and Rodgers (2003, p. 144) explain.

The competency-based approach seeks to make learners' learning autonomous. This means that they become reliant on themselves to introduce new knowledge and ideas to the lesson process (Selama, 2018, p.4), while the teachers' role is to guide learners to transfer those acquired skills and knowledge gained inside the classroom into the outside environment. This accords with Halliday (1978, p. 36), who believes that "in order to understand the nature of the language itself we also have to approach it functionally". That is, learners will not be obliged to wait only for their teachers' ready outcomes without

making any step to initiate the learning process. Hence, the main reason why the Algerian Educational system adopted the CBA is to help learners to be able to process the four skills of foreign language learning, including speaking, reading, writing, and listening within communicative and interactive situations (Ben Hammadi, 2016, p. 22-23). This is exactly what is mentioned in the Algerian teachers' guidebook of Third Year Middle School (2017), which clarifies that:

> Teachers, in this respect, have to incite learners to play a more active role in their own development and make them responsible for their own learning. Teachers should afford students opportunities to find the answers to questions arising from their own daily life to become autonomous. Learners need to integrate themselves in social collaborative works that require problem solving, a bit of critical thinking and the use of logic and reason to accomplish the competency-based approach in its most long learning favourable condition.

> (Abdelfetah *et al*, 2017, p. 5)

In accordance with the quotation above, the competency-based approach supports learners to be involved with their learning. In other words, they are pushed to "learn how to learn" by themselves and urged to depend on their reasoning to take them towards obtaining new knowledge (Benadla, 2013, p. 147). Additionally, this approach is argued to be reliant on the so-called 'communicative competence'. Nonetheless, Bouhadiba (2015, p. 14) claims that the implementation of the CBA in Algeria was not successfully achieved, because the reality on the ground was very different to what this teaching approach requires. According to Bouhadiba's work, the reality was different because "these programs ended up with heavily concentrated aspects of the foreign language such as grammar, vocabulary, and writing with some cultural aspects that did not lead to understanding and verbal/non-verbal interaction" in addition to this, both Benadla (2013, p. 149) and Bouhadiba (2015) clarify that the decision making towards the new reforms of the educational system based on the CBA was made with little thought. This is because both teachers and learners were not prepared and were unable to adopt this new teaching-learning approach in a studied and consistent way, which requires a considerable shift from what they were previously accustomed to.

Furthermore, Bouhadiba (ibid), like Benadla, strongly believes that the counteractive effects that resulted from the application of the CBA is due to the less than considered and rapid planning raised by the directives of the Ministry towards teaching-learning methods and textbooks' programmes. For example, the Teacher's Guide Middle School Year One claims a contradiction with the reality of what is happening:

> The competency-based approach is based on linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable. The aim for learners is to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. Learners will thus see learning as being worthwhile and having relevance both for their studies and their future.

> (Boukri *et al*, 2017, p. 5-6)

In spite of that, the competency-based approach has also been criticised for its development into competency because there are no specific procedures available that are considered to improve the learner's competence for any given programme (Savignon, 1997; Baartman *et al*, 2006; Coyle *et al*, 2010; Hodge, 2016; Saadi *et al*, 2016). It "is therefore seen as prescriptivist in that it prepares students to fit into the status quo and maintain class relationships. In addition, teaching typically focuses on behavior and performance rather than on the development of thinking" (Richards and Rodgers, 2014, p. 168). In the same vein, Baartman *et al* (2006, p. 165) debate the quality standard of competency-based language teaching education, arguing that a considerable number of assessment measures of conventional tests could not be applicable to competency-based evaluation. In this respect, Saadi *et al* (2016, p. 1186) point out that CBAE has been criticised for its emphasis on the student' social behaviour and performance instead of cognitive development, which in turn may prevent the progress of their critical thinking abilities.

Although the CBA was designed on the basis of making learners function and interact in the language that is under instruction through communicative competence, it was criticised for its lack of cognitive development where learners can increase their thinking development,

and also for the fact that it is based on a behaviourist theory (Baartman *et al*, op.cit.; Richards and Rodgers, op.cit.; Saadi *et al*, op.cit.).

2.5. Chapter summary

This chapter has delineated an overview about EFL teaching-learning in the Algerian context. The first and second sections have introduced the status of both French and English language within the Algerian context, and the changing status of both languages due to colonialism and the rise of English as a global language. This was for the purpose of providing a backdrop to the sociocultural perceptions and views of teachers and learners participating in this study. The third section has discussed the Algerian educational system of English as a second foreign language at Middle School, entailing a description of EFL teachers and young learners at the Algerian Middle School level. Finally, it has conducted a discussion about the most dominant teaching approaches that have been used and introduced by the Ministry of Education in Algeria to teach English as a second foreign language in Middle Schools. These include the communicative language teaching approach, and the competency-based approach.

CHAPTER THREE

3. A perspective and concepts informing the study into pedagogies of English as a second foreign language

While the preceeding chapter delineated an overview of pedagogies of English as a second foreign language in Algeria, this chapter presents a Vygotskian sociocultural perspective that is adopted inductively as the main theory that informed this study, emphasising the concepts of social context and mediation, to explain the processes underlying EFL teaching and learning in the multilingual research milieu. This perspective and its concepts have been inductively used in this study to make sense of the data collected and provide a framework for its analysis. In the conext of this study, the sociocultural perspective gives an in-depth understanding of how pedagogical choices of English as a second foreign language are constructed through time, and how they are perceived, explained, and communicated by the multilingual participants of this study.

Overall, this chapter recapitulates the following essential points:

- An overview of a Vygotskian sociocultural perspective on EFL teaching and learning.
- Criticism.
- A justification for choosing a Vygotskian sociocultural perspective as an inductive approach and tool for analysis to studying pedagogies of English as a second foreign language.
- An explanation of how the key concepts that were used inductively in the analysis phase enabled an indepth understanding of how EFL pedagogies are affected in the research milieu, namely, social context and mediation.

3.1. A sociocultural perspective on EFL learning in a multilingual setting

The significance of EFL teaching and learning to multilingual young learners is widely acknowledged, and many studies have been dedicated to understanding its process and even improving its performance level. However, as I show in the literature review above and below, the specific mechanisms underlying EFL teaching and learning in multilingual contexts, specifically those pedagogical choices that impact on both the former and the

latter, and how they convert into real classroom implementations do not seem to be well explained and understood.

This thesis, therefore, is an attempt to fill this gap in understanding. It sets out to examine what has an impact on pedagogical choices in English as a second foreign language at Middle School level among multilingual young learners, using a perspective related to human progress. Accordingly, a Vygotskian sociocultural perspective is adopted inductively as the main theory that informed this study, emphasising the concepts of social context and mediation, to explain the processes underlying EFL teaching and learning in the multilingual research milieu, and to make sense of the data and provide a framework for its analysis. It allows deeper insights into the pedagogical practices that might impact on EFL learning among multilingual young learners with complex linguistic backgrounds.

The sociocultural perspective originates from the work of the Russian psychologist Lev Vygotsky (1978, 1987), which is distinguished by the primacy of social interaction. That is, as Vygotsky (op.cit.) describes it, it is a social action occurring as a result of interaction between the learner and the environment. It considers human mental activity as a mediated process created by thoughts, activities, and cultural artifacts (Vygotsky, 1978, Lantolf, 1995, Gánem-Gutiérrez, 2006). Vygotsky's sociocultural theory considers social and cultural effects on second/foreign language learning and learners' cognition (Hopwood, 2010; Fahim and Haghani, 2012; Eun, 2019). Along these lines, Lantolf (1995, p. 69) asserts that the predominant principles of this perspective are that:

> The cultural factors mediate the relationships between people, between people and the physical world, and between people and their inner mental worlds. Humans in all of their manifestations are organized in accordance with the various activities, artifacts, and concepts that they jointly construct through history.

> (ibid)

As its name implies, one of the main features of a sociocultural perspective on learning is ensuring that learners benefit directly from interactions with their social context, including parents, peers and culture, which help them communicate, develop and make connections between economic, social and cultural concepts of the world around them (Lave and

Wenger, 1991, p. 67). From this perspective, teachers and learners in this study while interacting and engaging in socially situated activities that are historically and culturally placed in their schools, such as implementing the content of the school textbook properly, would develop new ways of thinking about the social nature of the English language and the way it is conceptualised as a social practice within their sociocultural context they belong to and engage in, which would in turn result in the development of understanding of how their EFL pedagogical choices and practices are affected, as I explain below.

Vygotsky (1978) confirms that learning has social roots. That is, the social interactions that occur during teaching and learning processes play a vital role, especially in directing the development of higher order mental functions. He further explains that cognitive development cannot determine the developmental process and cannot also be completely understood without considering the social, cultural, historical, and environmental context of the learners so as to be able to account for that learning development. As Vygotsky (1978, p. 57) explains it, "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological) and then inside the child (intrapsychological)". He refers to this as the zone of proximal development (ZPD) where learning is accomplished with the support of others in a variety of functions, in which learners acquire beneficial knowledge and strategies that are adopted through socially shared tools and experiences (Lave and Wenger, 1991; Wertch, 1991; Mantero, 2002). In addition to this, "learners co-construct knowledge in collaboration with an interlocutor" within their zone of proximal development "in which the learner can perform at a higher level because of the support of (scaffolding) offered by an interlocutor", as Lightbown and Spada (2013, p. 118) refer to it.

The zone of proximal development ensures that any task in the cultural evolution of learners first occurs on the intermental level (i.e., between persons) and subsequently on the intramental level (i.e., individual mental level), then they become independent through internalization, as the process of learning development moves from social to individual (Lantolf and Thorne, 2006; Eun, 2019). The main principle of internalization is that learners do not spontaneously take in any skills and knowledge they have undergone within the intermental level. The strategies and knowledge are to some extent codeveloped by efficient and incompetent learners when interacting and reciprocally affecting each other

(Wertsch, 1984; Panhwar *et al*, 2016). This gives birth to a collaborative understanding that affects upcoming interactions with the world, due to the internalization process (Lantolf and Beckett, 2009, p. 203).

Furthermore, Vygotsky (op.cit) articulated the term mediation to refer to ways of understanding learners' behaviour, taking much greater account of the roles their environmental, social and cultural priorities play in the process of learning rather than its product (Shabani *et al*, 2010; Kurt, 2020). According to Vygotsky, learners are born in public and the world around them makes learning accessible to them, and this accessibility is situated in, but not limited to, social interaction as it does not happen in a traightforward way, but mediated through a set of tools. Thus, learning occurs as a consequence of mediation through interaction with peers, as well as utilising physical and symbolic instruments as mediators that contribute to learning development (Nuthall, 1997; Pathan *et al*, 2018). The social interaction is then a corporation of interlocking systems that construct and help the mental development of learners by making connections between concepts around them because their values, thoughts and morals are influenced and shaped by the social and cultural context (Johnson, 2009; Wang *et al*, 2011). In the context of this study, the findings show that the way EFL teaching and learning is taking place within the participants' context is based on the quality of teaching resources used in the instructional activities that the participants undertake and engage in. That is, EFL teaching and learning in the research setting is dependent on and mediated by teaching skills and tools that are culturally and historically constructed, such as traditional teaching performance and textbook implementation. The concept of mediation is, therefore, a vital feature of language learning and pedagogy in the Algerian context of this study.

It is useful at this point to look briefly at the weaknesses of Bandura's social cognitive theory as part of learning in order to identify the special nature of the selection and usage of sociocultural perspective in this study. This is because the two aforementioned theories, namely sociocultural and social cognitive theories, arise with the belief that the relationship between individuals and their surroundings is mutually deterministic (Bandura, 1997; Hulstijn *et al*, 2014; Firoozi *et al*, 2017). The social cognitive theory originates from the work of the Canadian-American psychologist Albert Bandura (1986, 1997), who has ensured that "internal personal factors in the form of cognitive, affective, and biological events;

behaviors; and environmental events all operate as interacting determinants that influence one another bidirectionally" (Bandura, 1997, p. 6). That is, the central foundation of this theory is an interactional outlook of individuals and their environment, described as reciprocal causation (Eun, 2006; Demirezen, 2014; Alshobramy, 2019). This theory is argued to give much importance to the cognitive aspects and abilities of the person and their product rather than the external environmental influences on the social, cultural, and historical artifacts that play an essential role in learners' cognitive development and their possible accomplishment (Atkinson, 2002; Stapa, 2007; Henscheid, 2015; Xiong, *et al*, 2015). Though I believe Bandura's theory has merits, it is not attuned to what I am seeking to ascertain in this research.

My adoption of the sociocultural stance is to provide explanations for why and how pedagogical choices are affected within the participants' specific multilingual environment, and to predict the conditions that need to be understood and met in order to achieve successful and proper EFL teaching and learning practices. This is done by focusing on how adapted social and cultural attitudes can affect how English learning occurs in the research setting. These social and cultural perceptions represent the participants' background knowledge that they learned and gained in their specific settings of their culture in which they were raised, which are based on the way they see the world around them and on the narrative accounts of their own experiences and practices that make them construct a common consciousness of how EFL teaching and learning occur (Nait-Brahim, 2006; Little, 2007; Johnson, 2009).

Therefore, I draw on my research in conjunction with the work of Vygotsky (op.cit.) to tackle the problem of understanding and identifying the participants' perceptions and views towards this complex problem. It seems meaningful to state that my research findings exhibited the premises of the sociocultural perspective. They had some principles, which were reflected in the data, which displayed a compatibility between my findings and the perspective (low status of English, influence of parents, lack of teacher education, etc). Thus, this perspective identified that both teachers and learners in this study bring their own multilingual background, culture, and experience from their existing sociocultural experiences into EFL practices. This includes connecting their thoughts, perceptions, teaching and learning skills and resources they experience within their specific multilingual

milieu, all of which are socially and culturally situated. All these interrelated factors appear to play a pivotal role in impacting on EFL pedagogical choices and performance in the Algerian multilingual setting.

Accordingly, the underlying perspective is used inductively in this study to determine the relationship between learners' and teachers' perceptions and their English language teaching-learning performance. Teachers, on the one hand, are presented as facilitators, translators, mediators, monitors, and guides in their purposeful engagement in specific EFL teaching situations, and in their perceived reactions to challenges they encounter in those teaching situations within their multilingual milieu. Learners, on the other hand, are represented as perceivers and as receptive to those purposeful engagements in their EFL learning situations. Learning English as a second foreign language is viewed as embedded in the Algerian EFL classrooms. This specific environment is multilingually and culturally rooted in the learners' social interaction.

The importance that is given to both Arabic and French, unlike English, within the participants' community is highly recognised. A sociocultural perspective postulates that the participants' social and multicultural interactions determine the impact of society on English learning, thus affecting the multilingual pupils' attitudes about learning English over time. Hence, perceptions about the status of English for social and academic contexts are important. The participants' specific social context seems to influence how they think about English and is among the major mechanisms affecting pedagogical practices (chapter 5, section 5.1).

A sociocultural perspective confirms the social interaction that occurs during EFL teaching performance as the principal mechanism for pedagogies. For example, in this study, this perspective gives deeper insights into teachers' perceptions of their insecurity with teaching, dissatisfaction with textbooks, limited proficiency of EFL teaching skills and instructional strategies (lack of mediation tools) that are transmitted to their learners in that specific complex linguistic environment. These perceptions seem to be largely affected by their cultural beliefs and attitudes and the social interactions that occur in the classroom, which are perceived to have an impact on how learning occurs in their learners (internalization). These teachers perceive that they need to acquire new instructional techniques to implement in their EFL classrooms. This perspective, in turn, asserts that the

teachers involved in this research seem to be reliant on the inspection system and lack teacher education, which prevent them from operating with proper mastery of teaching practice (chapter 5, section 5.2).

The sociocultural perspective has been used in previous studies, and a considerable number of researchers from other countries, such as USA, UK, Spain, and Iran, have investigated topics, such as professional development, second language development, foreign language learning, computers and their relevance as a mediational tool in the process of collaborative activity, doctoral experiences and other topics, using the sociocultural perspective to study monolingual or bilingual contexts (Lantolf, 1995, Gánem-Gutiérrez, 2006; Hopwood, 2010; Fahim and Haghani, 2012; Eun, 2019). So far, there are some studies that have dealt with the underlying perspective in multilingual contexts (Aronin and Laoire, 2003; Eun and Lim, 2009; Kibler, 2017), but there seems to be a gap in the Algerian literature about the application of this perspective to examine their multilingual context (Ammour, 2009; Benadla, 2013; Arab, 2015; Bouhadiba, 2014; Babaiba, 2015; Hemaidia, 2016; Boualleg, 2016). My thesis strives to address this gap by looking at EFL teaching and learning processes in Algerian Middle Schools from a sociocultural lens.

3.2. Criticism

Vygotsky's sociocultural perspective has been criticised by many researchers. A major criticism of his work is the notion of the zone of proximal development (Lambert & Clyde, 2000; Chaiklin, 2003; Lui & Matthews, 2005; Saifer, 2010). For example, Chaiklin (2003, pp. 42-46), on the one hand, sees the zone of proximal development (ZPD) as an unclear process to learning, in the sense that it does not provide a detailed explanation into the way learning takes place or gives an exact picture of learners' learning needs, motivation, and level. He assumes that the ZPD is too general, and that learning is dependent only on the assistance and support offered by an interlocutor, and disregards individual learning. Lambert and Clyde (2000, p. 29), on the other hand, claim that "we feel…that Vygotsky's ZPD presents a restricted view of learning processes and reduces the learner's role to one of passivity and dependence upon the adult". They assume, like Chaiklin, that the negative side of the ZPD is that it regards collaborative learning as taking place with the direction and help of an expert, which makes learning effortless and dependent.

The principles of the sociocultural perspective in language learning entails that language learning occurs in a social action arising as a result of interaction between the learner and their specific context using a set of tools as mediators, and "the ZPD fills the gap between learners' inability to perform independently and the outside help of the more experienced other. [it] keeps instructions of the more experienced others on the priority because thus learners can be directed properly" (Panhwar *et al*, 2016, p. 185). This is because their particular learning setting is influenced by socially and culturally common conceptions of how EFL teaching is. Hence, it cannot be applied in other contexts because his approach to learning is useful and applicable with specific ones, like Algeria, the context of this study. Put differently, Vygotsky (1978, p. 85) refers to learning as being embedded within social, cultural, and historical events from which it emerges because it is mediated by the teacher's teaching skills and tools that are culturally and historically constructed (Wang *et al*, 2011, p. 298), such as the emphasis on teacher-centredness in the context of this study. The latter mirrors the way particular educational context envisions the aim of foreign language education as well as teaching quality and delivery instruction, and consequently defines the pivotal role that the teaching tools play in this social action and interaction in EFL curriculum implementation, which places a great importance to the teacher's role and guidance as the first important element in the learners' learning process (Lantolf and Thorne, 2006; Lantolf and Beckett, 2009), and then learners can perform independently during tasks through internalization, as the process of learning moves from social to individual (Shabani *et al*, 2010; Eun, 2019). Thus, the ZPD does not disregard independent and individual learning as a whole, however, it regards learning as a developmental process from dependent (social) to independent (individual) because "learners' activities are initially mediated by other people or cultural artifacts but later come under their own control as they appropriate certain resources to regulate their own activities" (Johnson, 2009, p. 4).

This point is crucial because, as I show in this thesis, the concepts of social context and mediation are vital features of language learning and pedagogy in the Algerian context. Vygotsky considers human and mental activity as a socially mediated process, which means that it is rooted in, and shared by means of thoughts, activities, and cultural artifacts (Gánem-Gutiérrez, 2006; Hopwood, 2010). His theory, therefore, examines the dynamic social milieu that shows the relationship between the learner and the teacher (Fahim and

Haghani, 2012; Kurt, 2020). In this milieu, the latter plays a pivotal role in shaping peer interaction in the learning process within the learner's ZPD. To do this, both teachers and learners use different teaching tools (mediation), support and activities. Learners then become independent through internalization as the process of learning development moves from social to individual, using private speech that helps them solve tasks and problems on their own (Lantolf, 1995; Djoudir, 2019). For Vygotsky's (1978) sociocultural perspective, social milieu and mediation are therefore essential to a good second/foreign language education to foster learners' improvement (Lantolf and Thorne, op.cit.; Pathan *et al*, 2018). However, because of the complexity of the Algerian socio-linguistic environment, as we will see, this approach to learning is particularly useful.

The coming section, sets out to provide a justification of using this overriding perspective, a Vygotskian Sociocultural Perspective, as an inductive approach to make sense of the elements that emerged from the data.

3.3. The adoption of sociocultural perspective as an approach to studying pedagogies of English as a second foreign language

This section delineates the aspects of originality and contribution that the findings of this study can add to knowledge about pedagogical choices and practices of English as a second foreign language in a multilingual context. It presents a sociocultural perspective as an inductive analytical tool emphasising two main concepts of this perspective that informed this study, which are the social context and mediation. This approach is defined as a social action arising as a result of interaction between the learner and the environment (Vygotsky, 1978, Lantolf, 1995, Gánem-Gutiérrez, 2006). It considers human mental activity as a socially mediated process rooted in and shared by thoughts, activities, and cultural artifacts because this help learners communicate, develop, and make connections between economic, social, and cultural concepts around them, with a common consciousness of reality (Hopwood, 2010; Stapa, 2007; Henscheid, 2015; Eun, 2019).

I adopted a sociocultural perspective as an analytical tool for many reasons. First, it is used inductively in my study to gain rich insights into patterns of meanings from the dataset collected in order to address the perceptions of the circumstances surrounding multilingual teachers and young learners participating in this investigation. Second, it is used to identify

how the participants' EFL teaching and learning practices are influenced specifically by their complex linguistic environment.

It should be mentioned that I used a sociocultural perspective to make sense of the data collected during the analysis and discussion process inductively rather than deductively. That is, this perspective has come from the analysis and reflection of the data gathered in an inductive way. The latter is defined as an approach "that primarily use[s] detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher" (Thomas, 2006, p. 238). Thus, the inductive nature of this perspective as an analytical tool denotes that, as a qualitative researcher, my analytical process is widely unlock for and driven by the data to allow the unexpected to emerge alongside the multiple subjective and analytical skills that I carried with me during the process of making sense of the data, which is crucially compatible to interpretivism as a philosophical stance underpinning this study.

Furthermore, it is worth clarifying that I used this perspective as a tool for analysis only, emphasising the concepts of social context and mediation, as I mentioned earlier, because the aim of my study is to develop a new understanding about what impacts on pedagogical choices of EFL learning in a multilingual context in a period of educational changes, neither to generalise the findings nor to construct a new perspective from the data. Therefore, while the thematic discussion of the findings will result from an inductive exploration, which is not predictable but rather brought up by the data provided by the participants and articulated by their views and interests, there is a potential that they report an existing theoretical knowledge, as I explain below.

This research has introduced a considerable amount of in-depth data, which was then organised into two main findings, namely, the perceived factors impacting on pedagogical choices (social context, internal classroom context), and perceived attitudes towards those factors relating to convenient pedagogical choices (mediational tools). The findings of this research were all been explored from a sociocultural lens, emphasising its two main concepts, namely, social context and mediation as important concepts to studying pedagogies of English as a second foreign language in a multilingual context. While plentiful research studies on teaching and learning English as a foreign language from either learners' or teachers' perspectives exist using the sociocultural theory, there seems to be a rareness

of studies on what impacts on pedagogical choices of EFL in a multilingual context through this angularity. The findings of this research, therefore, contribute to decrease this knowledge gap by introducing the voices of five teachers and 223 learners from three Middle Schools in the West of Algeria.

The data uncover that there are extra invisible aspects that chaperon participants during their pedagogical choices and practices, which should not be disregarded. Thus, digging deeply into the participants' views and attitudes to have a better understanding of how pedagogical choices are affected in practice through a sociocultural lens is crucial.

3.4. An explanation of how sociocultural concepts enabled an understanding of how EFL pedagogies are affected in the research milieu

This section elaborates the key concepts of the sociocultural perspective that were inductively used in the analysis phase to enable an in-depth understanding of how EFL pedagogies are affected in the research milieu, which are the influence of the social context and mediation. This is because the originality of this study is that it endeavours to understand the hidden story behind what impacts on pedagogical choices of EFL in a multilingual context, and what lies below the practices of those pedagogical choices. It is worth highlighting that this research was based on the interpretivist research paradigm that I used to make sense of the participants' viewpoints and attitudes in their multilingual context, expressed through the adoption of a Vygotskian sociocultural perspective and its concepts described earlier. This paradigm is concerned with the way reality is viewed by particular individuals in a given context (Raskir and Bridges, 2004; Burr, 2015). This context is believed to be dissimilar from one person to another depending on the social circumstances within which the individual is operating (Mertens, 2009; Bryman, 2012).

In this study, the interpretivist paradigm assures that reality is socially constructed through interaction and shared by and between members of a group of people. The findings of this study were, therefore, constructed and co-constructed thanks to the mutual engagement of my participants and I in the whole process of data collection and its analysis and interpretation through the construction of knowledge and negotiation of the meaning related to that knowledge. Key findings emerging from this study further suggest issues

linked to three main areas: social perception, teacher education, and perceptions towards EFL pedagogical practice (for further details, see chapter 7).

The key concepts that are elaborated in this section can be summarised as follows:

- The social context and culture in which the participants' accounts emerge.
- Mediation is a vital feature of language learning and pedagogy in the participants' context.

3.4.1. The social context and culture in which participants' accounts emerge

It is fundamental to realise that young learners' and teachers' accounts of EFL classroom attitudes in this study are constructed in their specific social and educational settings. Therefore, the participants' viewpoints in this study are not impartial but are constitutive to their particular milieu. In this specific milieu, both teachers and learners base their interpretations of the world around them on narrative accounts of experience and practice to construct a common understanding of what impacts on pedagogical choices and practices of English as a second foreign language in their specific multilingual educational setting. Yet, more recent studies of foreign language education and teacher education suggest that the social context and cultural values of institutional settings have a massive influence on how teachers and learners talk about their teaching and learning conception and experience, and on how these are affected and/or conveniently managed and improved in their particular social context (Little, 2007; Djoudir, 2019; Leah *et al*, 2021). Hence, it is essential to understand how social and cultural factors shape, interpret, and influence pedagogical choices and practices of EFL teaching and learning in a given context rather than another.

This study, in fact, makes a major contribution to research about the issue under study by demonstrating how social and cultural effects impact on pedagogies of English as a second foreign language in a multilingual context. For example, the findings of this study shows that the low status of English within the participants' society and the influence of parents on their children's choices to learn English uncover the social mechanisms that convert into real classroom implementations, which in turn impact on the participants' pedagogical choices and on their practices (for further details, see chapter 5, sections 5.1.1/5.1.2). Hence, the way teaching and learning of English is structured and delivered within the participants' context is often shaped by their social beliefs and norms. The latter places a great

importance to Arabic and French because both the school curriculum and parents are often determined by what is beneficial for the young learners in their future careers within their specific multilingual context. These cultural values and beliefs seem to give learners the impression that these two languages are more important than English, and make it difficult for them to develop a good understanding of English as an area of knowledge, which is socially not paid attention to.

From a sociocultural angularity, this finding emphasises the social nature of the English language and the way it is conceptualised as a social practice within the participants' sociocultural context they belong to and engage in. That is, here the meaning lies in the everyday communicative activities that the participants engage in rather than the language rules (grammar or vocabulary), as Johnson states (2009, p. 44). Thus, the concept of social context helps tremendously to trace how the social nature of mental construction of the high status of Arabic and French is based on the participants' socially situated activities, which are historically and culturally placed in their specific multilingual context. This, therefore, shows that knowledge is socially constructed by their experiences and attitudes through interaction and shared and implemented by them, and their social nature of cognitive development acts as a vigorous dialogic pattern for understanding how the participants' pedagogical choices and practices are affected (see section 5.1).

3.4.2. Mediation is a vital feature of language learning and pedagogy in the participants' context

Given that the social context of the participants is special, the Vygotskian sociocultural perspective helps to trace how mediational tools have the potential to support teachers' teaching practice and learners' learning performance through social interaction. The key findings in this study unveil that EFL pedagogies are mediated by traditional teaching approaches and tools that are socially and culturally constructed, which appear to be based on behaviouristic assumptions. These teaching approaches and tools, however, are not properly chosen or perfomed but are still in need for development in instruction and improvement in practice. The concept of mediation, therefore, offers an understanding and a focus of attention on the quality of teaching resources used in the instructional activities that both teachers and learners undertake and engage in, and on the accomplishment that

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is being fulfilled when engaging in those activities together (Wertsch, 1985; Mantero, 2002; Karpov, 2003).

Linked to the findings of this study, classroom context perceived factors and the perceived attitudes towards those factors relating to convenient pedagogical choices of EFL learning, such as insecurity with teaching, limited proficiency of EFL teaching methods, Demo, positive punishment, oral repetition, etc, unveil the mechanisms of mediation that are associated with two main issues, falling into the categories of the lack of teacher education and professional development, and perceptions about EFL pedagogical practice (for further details, see chapters 5 and 6). These influences are significant for understanding traditional low teaching performance and for helping improve pedagogy and evolve learner-centredness.

From a sociocultural lens, the way teaching and learning of English is taking place within the participants' context is mainly based on the quality of teaching resources used in the instructional activities that the participants engage in. That is, EFL teaching and learning in the research setting is mediated by teaching skills and tools that are culturally and historically constructed, such as traditional teaching performance and textbook implementation. Moreover, the teaching and learning performance in the participants' educational milieu mirrors the way teachers, learners, and the school community envisions the aim of foreign language education as well as teaching quality and delivery instruction, and consequently defines the pivotal role that the teaching tools play in this social action and interaction in EFL curriculum implementation (Johnson, 2009; Wang *et al*, 2011; Eun, 2019).

Along these lines, the concept of mediation enables an understanding about how mediational tools are considered as a vital feature of language learning and pedagogy in the research setting. During the analysis phase, this sociocultural concept helps to unveil that instruction is the primary means by which learners are assisted, by an expert, to participate in meaningful activities that consist of linguistic and cultural resources (intermental level). This instructional assistance makes the learners reflect and detect ways of bringing the knowledge of English as a second foreign language school subject under the purpose of developing the learners' cognitive abilities, which consecutively enable them to interact with the learning tools, achieve learning goals as well as to solve problems on their own

(intramental level). In addition to this, it is discovered that during this instructional process, dialogue is crucial to make explanations, thoughts, and understandings explicitly accessible to teacher-learners and learner-learners through social interaction and influence. In other words, the internalisation of the use of mediational tools through dialogic instruction in their social interaction guides to higher order of thinking development and learning improvement, as Vygotsky (1978, p. 57) refers to it.

The concept of mediation, therefore, helps to raise awareness about the importance of pre-service teaching and professional development for teachers so that they can correct their misconceptions about pedagogical choices, which need development in instruction and improvement in practice within their specific educational setting, which in turn can improve the learning performance of the multilingual learners.

All in all, these two sociocultural processes, namely, the influence of social context and mediation can determine the significant features of EFL learning and pedagogy in a particular setting. This is because it might improve the learning and teaching performance of the participants.

3.5. Chapter summary

This chapter has introduced the perspective and its concepts that informed this study into pedagogies of English as a second foreign language in a multilingual context. The first section has delineated an overview of a Vygotskian sociocultural perspective on EFL teaching and learning, including definitions, features, and illustrating examples from the context of this study linked to the principles of this perspective. The second section has introduced a major criticism of Vygotsky's work, more specifically the notion of the zone of proximal development. The third section of this chapter has provided a justification for choosing a Vygotskian sociocultural perspective as an inductive approach and tool for analysis to studying pedagogies of English as a second foreign language. The last section of this chapter has given an explanation of how the key concepts that were used inductively in the analysis phase enabled an indepth understanding of how EFL pedagogies are affected in the research milieu, namely, social context and mediation.

In the next chapter, I will show how I am going to answer the research questions using research methodology, namely a "Qualitative Approach".

CHAPTER FOUR

4. Research Methodology

This chapter discusses the research methodology used in this study to investigate the participants' perceptions towards pedagogies of English as a second foreign language in Middle Schools in the West of Algeria.

The first part of this chapter outlines the interpretivist research paradigm underpinning this study (section 4.1). Then, it provides the rationale for using qualitative approach (section 4.2). It also justifies the choice of the tools used to collect the data (section 4.3), including teachers' semi-structured interviews, young learners' semi-structured questionnaires, classroom observation, and a research diary. After that, it gives a detailed explanation of the researcher's positioning within the fieldwork (section 4.4).

The second part of this chapter (section 4.5/4.6/4.7) explains how the study was conducted and the procedures used to obtain successful data collection, including;

- The choice and description of the schools and participants.
- Changes to interview and questionnaire questions due to piloting and other factors.
- Timelines of the pilot interviews, questionnaires and the new adjusted questions for both tools.
- Timelines of the main interviews.
- Timeline and full description of the classroom observation within different schools.
- A timeline and a description of the main questionnaires.

Section (4.8) is dedicated to explaining how the data was analysed. Finally, an explanation about the ethical considerations that were considered during the data collection is provided (section 4.10).

My ontology and epistemology for understanding the issue under investigation is discussed in the coming subsection.

4.1. Interpretivist research paradigm

This subsection addresses the interpretivist research paradigm that I used to make sense of the participants' viewpoints and attitudes in their multilingual context. The interpretivist

paradigm is concerned with the way reality is viewed by particular individuals in a given context (Raskir and Bridges, 2004; Burr, 2015). This context is believed to be dissimilar from one person to another depending on the social circumstances within which the individual is operating (Mertens, 2009; Bryman, 2012). In contrast to positivism, which supposes that there is an ultimate objective reality that can be demonstrated by conceptions and suggestions, the interpretivist approach emphasises that individuals live within various socially structured insights and views of social truth instead of one exact social truth (Gephart, 2004; Babones, 2016; Cohen et al, 2018; Bonache and Festing, 2020).

In the context of this study, my ontology acknowledges the existence of various and multiple accurate considerations that are constructed from what teachers and learners perceive, say and/or choose to give voice to in this study about pedagogical choices impacting on their EFL teaching and learning processes. This in turn depends on their mindset within their specific multilingual educational context with its complex linguistic background at the time the thesis was written. My epistemological stance is that the various versions of reality exhibited by individuals need to be explained for fundamental knowledge to be uncovered. That is, the produced knowledge will comparatively depend on the researcher's interpretations and subjectivity in attempting to understand and make sense of the participants' views and attitudes about their pedagogical choices and to understand them from the participants' perspectives, and this in turn shows the active role of the researcher in the interpretations of the datasets (Bryman, op.cit.; Babones, op.cit.). This locates the research within the interpretivist research paradigm.

Hammersley (2013, p. 26) asserts that researchers using the interpretivist paradigm need to avoid bias in their personal interpretations while investigating for their studies and with their participants. This is done by fighting any prejudices researchers might have regarding what arises in the research setting and/or what the participants articulate or perform, and by attempting to look at the information from a stranger's standpoint and in accordance with the research objectives. This is because multiple interpretations are mainly evolved through an individuals' relationship in a given space and time. The researcher needs to attempt to deeply understand "the diverse ways of seeing and experiencing the world through different contexts and cultures" (ibid).

This emphasis reflects my experience, for example, with the participants, when they were showing their dissatisfaction towards the use of the school textbook. The meaning that these respondents communicate and bring to the textbook issue, such as the difficulty of words used to describe the tasks, is what constructs the way in which the textbook use is perceived. Hence, it can be understood that teachers and learners involved in this study construct multiple realities contingent on their own understanding of what is observed and worked out in the specific social teaching situation, which can be different in another social context. This is one of the primary reasons that made me refer to teachers' and learners' views about what impacts on pedagogical choices in their specific complex linguistic milieu as perceived factors and attitudes.

It has been stated that the interpretivist paradigm aims to unveil those realities that lie in the visible judgments that are contingent on clear and rigorous observation of what occurs in a given context (Bryman, op.cit.; Burr, op.cit.; Babones, op.cit.). This involves an emphasis on the importance of a profound questioning of what is observed, without taking it for granted. That is because the observed representation is believed to be constructed by individuals to refer to what occurs surrounding their social situation and the way it is perceived (Raskir and Bridges, op.cit.; Bonache and Festing, op.cit.).

This statement reflects my experience during the data collection process. For example, I used to observe in the participants' EFL classrooms and sought to understand why things happened one way instead of another. I then decided to resort to informal conversations (the participants having given informed consent beforehand, knowing that informal conversation would be considered as data). This was for the purpose of gaining more understanding by interrogating what I observed in the participants' classrooms and seeking the underlying explanations, rather than taking what I observed as the exact reality. After that, I ended up with a research diary where I recorded those informal conversations and reflections on classroom observation. This helped me, first, to make sense of what has been said in the interviews as well as what I observed in the participants' classrooms. Second, it helped me to thicken the description of the findings, and to make my data more authentic and trustworthy.

4.2. The rationale for choosing a qualitative research approach

This subsection defines and justifies the choice of qualitative research approach. It also provides some central features of qualitative research, with a discussion related to the way they are relevant to this study and its research methods.

The aim of this study lies mainly in better understanding the pedagogies of English as a second foreign language in Algerian Middle Schools. It focuses specifically on teachers' and young learners' attitudes towards their EFL teaching and learning performance in their specific multilingual context. This study is, therefore, appropriately located within the qualitative research approach driven by the interpretive paradigm to be able to address the aims and questions of this research. This approach is appropriate because it assisted me to collect in-depth insights into the viewpoints about EFL teaching and learning practice in the participants' specific research setting as well as to allow for greater analysis of those viewpoints and context-dependent details (Creswell, 2009; Deniz and Lincoln, 2011). Linked to this study, I went physically to the schools wherein the participants teach and study, and I questioned, interviewed, and observed them in person during the whole data collection phase

The qualitative approach assisted me in providing in-depth insight into teachers' and learners' perceptions, and exploring their opinions and thoughts with data gleaned from them in their setting (Denscombe, 2011; Pantton, 2015). It helped me explore more deeply the issue under investigation by allowing me to gain broader insights into the target learners' learning and the teachers' teaching process, preferences, strategies, motivations and needs. It also helped me understand how they perceived success by getting their reactions towards achieving it. This is what Cohen *et al* (2018, p. 287), for instance, claim in their explanation of this approach, which "is characterised by a "loosely defined" group of designs that elicit verbal, aural, observational, tactile, gustatory and olfactory information from a range of sources including audio, film, documents and pictures, that it draws strongly on direct experience and meanings". This explanation brings us to the qualitative research methods used to collect data in this study. The qualitative research in this study took the form of semi-structured interviews, semi-structured questionnaires, and classroom observation using a structured checklist as well as a research diary, where I kept a record of those informal conversations and classroom observation reflections as raw data. This helped

me interpret and evaluate the emergent themes and findings obtained through the abovementioned research tools and demonstrate connections with the aims of my research. All of these allowed this investigation to answer the research questions raised.

The underlying approach, in fact, helped me to elicit and gain interpretations made by teachers and learners about things that occurred during their interactions with their social community qualitatively. Put differently, it helped me understand the context in which the participants teach and learn English as a second foreign language. This I was able to do by inductively developing multiple meanings through intensifying the data, making links between the objectives of my research and the themes emerging from analysis of the data collected, and then identifying themes that emerged from identical data relying on the participants' interactions and views generated from their experiences directed towards English.

Prior to starting data collection, I formulated a design for my study and clarified its aims and procedures, but it was flexible in terms of questions and procedures and was not completely restricted to the pre-designed ones. This design based on qualitative research helped me, to a great extent, to shape my view about what I wanted to research and how to research it. It also helped me give voice to both teachers and learners participating in this study and give them the opportunity to share their perceptions and experiences regarding the topic under investigation. This process also opened my eyes to unprecedented aspects of my study, and therefore helped me modify the research procedures to fit with my emerging understanding of the issue under study as well as the setting. For example, this flexibility was what allowed me to resort to an extra research tool, the research diary, where I kept a record of those informal conversations with the participants and my reflections on the classrooms I observed.

The qualitative data, whether collected by observation, interviews or through questionnaires, cannot be seen as objectively true but provided an enormously valuable body of information that I was able to interpret in order to find answers to the research questions–my interpretation of the data was the other essential factor in the research (the accuracy of the data collected). Moreover, as I highlighted above, I attempted to be resilient and open to change with regard to modifying and adapting research procedures to properly match with new understandings that arose in the research context, and to allow themes and

findings to emerge during the process of data analysis without imposing any predetermined views or ideas on the data being analysed.

The coming subsection discusses my choice of the research tools used to collect the data.

4.3.   The choice of the research tools

This subsection discusses my choice of the research tools used to collect the data, including interviews, questionnaire, classroom observation, and a research diary.

4.3.1. The choice of interviewing

Given the interpretive nature of the aims and research questions as well as the kind of knowledge being required in this study, semi-structured interviews appeared an appropriate research instrument. The latter is viewed by Cohen *et al* (2018, p. 506) as a beneficial tool that supplies researchers with the participants' own perspectives. Using interviews appeared to be relevant to my aim of investigating the teachers' perspectives about EFL teaching and learning-related subjects.

I adopted this qualitative research tool for a number of reasons. First, interviews helped me enormously answer the research questions. That is, they helped me obtain interpretations that speculate on the participants' EFL teaching experiences, interactions, and attitudes within their educational context. Those spoken interpretations reflected and elicited meanings that led me understand the context in which the participants were teaching. This was done by inductively developing those existing meanings, relying on their attitudes that were generated from the way they articulated their own experiences in EFL teaching in a 'story structure' with regards to their social context.

Second, the interviews enabled a more in-depth understanding of specific issues concerning EFL teaching and learning in the participants' setting. I believe that interviews helped me gain rich information that addressed my fundamental research questions and identified new emergent themes, ideas, and questions. Emergent themes allowed me to expand and provide new research options when necessary. Thus, the interviews attempted to interpret and give an account of the meanings of essential ideas and themes in the world of the subjects, while the main purpose remained in understanding the meaning of what the interviewee was saying (Richards, 2003, p. 54).

This study adopted the use of interviews in order to understand the research issue from the teachers' viewpoints and experiences about pedagogical choices, which seemed to impact on their multilingual young learners' EFL learning. The interviews gave the teachers the opportunity to analyse and reflect on the questions and to choose and use their own words when answering the questions. This is because "in interviews we are concerned only with encouraging the speaker, not with putting our own point across, so the skills we need are still collaborative, but they are focused on drawing from the speaker the richest and fullest account possible" (Richards, 2003, p. 50).

Interviews are well recognised as a valid and powerful toolof data collection in qualitative studies to "test hypotheses or to suggest new ones; or to be an explanatory device to help identify variables and relationships" (Cohen *et al*, 2018, p.508). In fact, the interviews helped me understand teachers' insights into their EFL teaching as well as their opinions about their multilingual young learners' learning, by obtaining sophisticated and useful data, and helped me "gain valuable insights based on the depth of the information gathered and the wisdom of 'key informants'", as Denscombe (2011, p. 192) refers to them.

I chose to use a semi-structured interview type because it helps the interviewer "to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop [sic] ideas and speak [sic] more widely on the issues raised by the researcher", as Richards (2003, p. 175) describes it. This type of interviewing was intended to ensure that the same general area of information was collected from each participant. However, the language still allowed for a degree of freedom and adaptability in getting extra information from my participants. The interviewees were asked questions related to the research topic, where "the topics and questions are given, but the questions are open-ended and the wording and sequence may be tailored to each individual interviewee and the responses given, with prompts and probes" (Cohen *et al*, 2018, p. 511).

The interview questions were developed into 25 open-ended questions linked to the aims of my study and its research questions (see Appendix 2). These were crafted in a logical and systematic sequence, which helped me explore each of them. However, of course there were no rules or requirements to ask them in that order. This, practically, gave me the opportunity to follow up and elaborate questions and ideas so as to deepen the responses

to the questions. Furthermore, from time to time I paraphrased my interviewees' responses by repeating back my interpretation of what they had said in order to see whether I had understood them correctly. Richards (2003, p. 57) declares that "this simply reflects the informant`s words back to them. It involves a slight degree of directiveness because the repetition encourages the speaker to expand on the reflected utterance".

I audio-recorded the interview discussions. This enabled me to focus on exactly what my participants were saying, while also taking notes when necessary. Initially as well, I piloted the guide for my interview questions, by May and June 2019 (see section 4.6.1) with two of my previous Middle School colleagues who used to teach with me. This was to see the value of my questions and check what changes needed to be made, because "a good interview guide requires careful planning followed by some piloting" (Dörnyei, 2007, p. 136). Finally, I ensured that the names of the interviewees of both piloted and main interviews were kept anonymous by giving anonymised names of those who were interviewed and not revealing where the study was undertaken. More about the ethical issues relating to this thesis can be found in Section 4.10.

The next subsection explains my choice of questionnaires to collect the data.

4.3.2. The choice of questionnaires

Having an interpretivist mindset, which is concerned with the way reality is viewed by particular individuals in a given context, I believe that using a questionnaire with open-ended questions was relevant to my aim, as a qualitative researcher, of exploring the learners' perspectives in relation to their own EFL learning viewpoints and performance, because it helped me enormously answer the research questions. Before discussing how I gathered data, I should first provide the reasons for choosing this data collection instrument.

I chose to use open-ended questionnaire as a data collection tool specifically with the young learners participating in this study because it was the best tool for the best answer to the research questions. It is defined as a research instrument that consists of a number of questions aiming to gather information from respondents about a specific situation by allowing the participants to express themselves freely using their own words (Oppenheim, 1992; Bailey, 1994; McLeod, 2018). It helped me gain information about those views and

attitudes towards learning English from a number of young learners in the research setting and in quite a short time. Thus, I found this research tool more relevant for these young participants for exploring, eliciting, and collecting considerable amounts of information about their learning and performance-related subjects, anonymously and in a short time.

What makes the questionnaire qualitative, as I have explained earlier, is that I used open-ended questions (see Appendix 4) for the purpose of gathering as much data as possible as well as a variety of viewpoints related to the issue under investigation. It allowed the respondents to express themselves freely without any leading or guiding questions. It is worth clarifying that the questions were solely qualitative and did not provide any quantitative data.

The following subsection describes the design of the open-ended questionnaire.

4.3.2.1. Designing the questionnaire

The first phase of planning the questionnaire has involved the clarification of the specific purpose of the questionnaire, which includes "a very specific set of features about which direct data can be gathered" (Cohen *et al*, 2018, p. 473). Having decided upon the main aims of this research tool, which is to obtain a detailed understanding about the learners' viewpoints about their own EFL learning and specific issues about performance-related subjects, I, then, tried to find associated questions to the main aims. That is, I chose and included only the questions that meet the aims of my study and its research questions, as Wilson and Mclean (1994, pp. 8-9) suggest. I found out that an open-ended questionnaire would be the appropriate type of questions to ask the learners about their viewpoints about learning English in their specific learning environment, and what might have an effect on their performance. This is because this type of questions appears to be well-suited for the general aim of my research and its research questions, and in gaining rich data by enabling the participants of this study to respond using their own words, and as much as they could and wish (Oppenheim, 1992; Bailey, 1994; Champagne, 2014).

Speaking more of design, the questionnaire was designed first to identify the main purpose of the research topic to my participants, after of course asking them for their consent, and giving them information about my study so that they would be aware of what the questionnaire was about. The questionnaire was translated into classical Arabic because the

participants knew little about English and may not have been able to understand and answer the questions in English. Hence, translating and distributing the questionnaire in Arabic was the best choice for these young participants. This helped me address the crucial points I sought to know and understand from those young learners' responses. My questions were neither long nor short so that the learners did not get bored when answering my research's questionnaire.

These open-ended questions were used to "ask about concrete pieces of information, such as facts about the respondent, past activities, or preferences", as Dörnyei (2007, p. 107) recommends, which "include items where the actual question is not followed by response options for the respondents to choose from but rather by some blank space (for example, dotted lines) for the respondent to fill in" (ibid). This type of questions helped me gather precise and purposeful qualitative information about the young learners' viewpoints about their learning preferences and attitudes. Hence, some of the questionnaire questions were interrelated with each other, but expressed differently. An example is the question 'How do you find learning English?' followed by the questions 'Why', 'What do you think about learning English?' to better understand the answer to the first question. More about the young learners' questionnaire can be found in Section 4.7.3.

The next subsection justifies my choice of classroom observation to collect the data.

4.3.3. The choice of classroom observation

Since I adopted a sociocultural perspective and an interpretivist research paradigm, which are concerned with the way reality is viewed and constructed by particular individuals jointly in a given context, I believe that using observation with a structured checklist as an additional research instrument was relevant to my aim, as a qualitative researcher, to investigating what impacts on pedagogical choices of EFL teaching and learning in the research setting and exploring the participants' viewpoints in relation to their own performance. This data collection tool is defined as a research instrument that "can provide rich contextual information, enable first-hand data to be collected, reveal mundane routines and activities", as Cohen and *et al* (2018, p. 542) refer to it.

The observation checklist was generated from the pilot interviews and questionnaire answers. It was used in this study for the purpose of developing my understanding of data

collected from the teachers' interviews and the learners' questionnaire, as well as to free myself (the researcher) from any constraints of personal values and be able to observe the facts as they are and examining the issue under study as it occurs (Bailey, 1994, p. 244). In response to the pilot study of the interviews and questionnaire, the observation tool allowed me to have a clue on what might happen in the research setting by generating a constant record of the issue under study to be referred to later in relation to the answers provided in the interviews and questionnaire. In turn, this data collection instrument allowed me to identify the trustworthiness of the research tools used and the data gathered (Lincoln and Guba, 1985; Cho and Trent, 2006; Rallis and Rossman, 2009).

My motives for using classroom observation as another data collection tool was to thicken the description and analysis of the findings (triangulation) by creating a more in-depth picture and understanding of the research issue, and in turn reduce research bias and show the trustworthiness of the data gathered (Lincoln and Guba, op.cit.; Cho and Trent, op.cit.; Rallis and Rossman, op.cit.). Also, to stimulate my thinking on what was happening within the participants' EFL classrooms, and from there to develop my understanding of the data from the questionnaires and interviews. The classroom observation, as I explained earlier, enabled me to obtain data taken from the concrete teaching and learning context of the participants. At the same time, I was able to check that what teachers said in the interviews was what they actually did in their EFL classrooms, as Robson (2002, p. 310) states. Hence, the choice of this research instrument was made with this purpose in mind. Furthermore, this research tool provided me with the opportunity to observe, collect, and interpret concrete, detailed and precise evidence on EFL teaching strategies directly from the naturalistic and spontaneously occurring attitudes of the participants within their specific classroom situations. Cohen *et al* (2018, p. 542) state that classroom observation "offers an investigator the opportunity to gather first-hand, 'live' data in situ from naturally occurring social situations". In addition, this data collection instrument facilitated the understanding of teaching-learning practices in a live context, in which the teaching strategies, supports, ideas and techniques occur.

A non-participant classroom observation was conducted in three Middle Schools in the West of Algeria (more information about the schools under study can be found in Section 4.5.1). Two schools were situated in two rural towns and one school located in an urban city. Only

three teachers were observed (three teachers out of the five who were interviewed, and more specifically one teacher at each school). The aim was to look at the teaching strategies and techniques and observe the learners' apparent reactions to those different strategies using an observation checklist guide. The timing of the observation was negotiated beforehand with both headmasters and the teachers in each school. This is by giving them a general idea about what I was planning to observe to help make up for any discomfort or disturbance to the participants.

Finally, classroom observation was used in this study for the purpose of gathering more data about the subject of my research, and to further develop my understanding of data from the learners' questionnaire as well as the teachers' interviews. This allowed me the chance to see that what the teachers did in their EFL classes was similar to what they had provided me with during the interview. It also enabled me to see how learners performed and interacted in the EFL learning setting in relation to their answers. All these helped me realise and examine topics and information "for richness of details" (Dörnyei, 2007, p. 116). The use of this tool allowed the generation of qualitative data from the use of the checklist guidance, which was developed later into a research diary.

The next subsection explains my choice of a research diary as an extra tool to collect the data.

4.3.4. Research diary

The research diary was used as an extra research tool to collect data. It was written during my whole data collection period, which took me about three months. This data collection tool refers to those thoughts, interpretations, and informal conversations I had with teachers that were noted down in the research setting. It also refers to those reflections and interpretations on the classroom observations that were not noted down in the setting but at home, where I was making links between what was happening in the participants' classroom and what I was getting from the informal conversations I had with the teachers to better understand the issue under study. This research tool also reflects the email contacts I had with the teachers during and after the data collection process which I considered among the data collected from informal conversations. This means a register of informal conversations between me and the teachers outside the classroom was preserved as well.

This provided me with data that it would not have been possible to gather during the observation process, the teachers' interviews or the learners' questionnaires. Those records enabled me to understand my research problem deeply. They also gave me clear insight into the way English is taught and how the participants think about English and its status and role in their lives.

At a practical level, the research diary helped me distinguish between what was a good fit with my research objectives and what was not pertinent. The writing of the diary progressively became a mental sorting function that did not require a lot of thinking. That is because I was aware of what I was researching and my aims behind the investigation and was in the habit of thinking and sorting what to consider for this purpose. The research diary was intended to be used as data to provide meaning and help give me more in-depth understanding of the issue under investigation. The process of keeping the diary made me become more aware and flexible in relation to different insights that might help this study in positive ways, without having a fixed vision about what I heard and observed. 3.4.5.

In the next section, I discuss the way I positioned myself within the fieldwork.

4.4. Positioning myself as a researcher

This section outlines my positioning as a researcher within the fieldwork in terms of outsider-insider standpoints, which in turn suggests my reflexivity, which is discussed afterwards.

4.4.1. Positioning myself within the fieldwork

I built good professional and formal relationships with my participants. I used English when speaking to them or requesting more clarifications and explanations about things I saw or heard when observing them during their teaching practices or talking about their interview responses, and this is because the participants exerted more power than I did in terms of the choice of language when interacting with me as most of them preferred to use English rather than the L1 (this is discussed below in section 4.4.1.1. about power relations within the research). Sometimes I used some Arabic if needed. My participants appeared happy and comfortable with that. Using English most of the time did not seem to put me in a superior position because they seemed to accept it happily and also used English to deliver their explanations. I believe this was not an alien activity for them because they also use

only English when meeting their colleagues inside the schools, when teaching inside the classroom and/or when anyone else they know uses English. During the interviews I never told my participants about what the other participants said in the interviews or things they related while teaching, so as not to create a feeling of differentiation or comparison of their own perceptions and experiences with the other participants. Therefore, conducting my research as an outsider, if I can refer toitin this way, prevented me from any confusion or prejudice relating to other opinions and beliefs.

I found the discussion of Glassner and Miller (2011) about questioning the concept of insider/outsider perspectives through the use of interviews helpful in positioning myself within my own research. My acquaintance with the participants' context, as a former teacher, provided me with sufficient subjective knowledge of my research topic 'EFL learning and teaching' to understand the participants' perceptions and experiences as an insider. Notwithstanding, as a PhD researcher who did not witness the realities of their teaching experiences before the period when the educational changes were announced, I was simultaneously conscious of being an outsider. I believe, if it were not for the interpretive approach I followed to interpret my data, I would not have been able to clearly capture the participants' experiences and views towards the subject under investigation where my interpretation was based upon their specific educational milieu.

In my study, I chose to pursue the advice of Maykut and Morehouse (1994) which states that the researcher needs to endeavour to keep a marginal positioning that is sufficiently close to appreciate the participants' viewpoints, while simultaneously keeping away from the risks of becoming over-engaged with research participants, remaining an insider and at the same time an outsider.

Hence, my position as a researcher in this space is both as an insider and an outsider. I was an insider, on the one hand, in terms of being a former teacher, and this gave me the facility to conduct this research because I have taught in the Algerian context. This allowed me more easy access and I was able to use English, French, or Arabic when required. On the other hand, I consider myself an outsider because when I was gathering the data, I was not part of the environment of those schools where I collected the data, neither a colleague to the teachers nor a teacher to the learners participating in the study. That is, I did not know either teachers or learners and no one was a relative of mine. I believe this could be

considered a natural relationship between my research participants and myself as a researcher because I was not familiar with either the schools' context or the participants. My first meeting was the first time I got to know those schools and participants (both teachers and learners), and I had no biases towards either the teachers or the schools. I believe I was objective towards the participants, their responses, and the context.

Considering the Foucauldian understandings of power (1991), I believe my subjectivity as a researcher is historically and situationally generated with regards to a series of permanently changing processes, such as the fact of shifting from being a teacher into a researcher. Additionally, my positioning can be defined only through those interactions that took place in specific social contexts (Algerian Middle School context) with the participants, and the way they viewed me in their teaching and learning processes. With regards to teachers, on the one hand, they at first viewed me as a PhD researcher and student coming from the UK, where I felt they gave me high status simply as a student with a high level and competencies because they did not know me before. However, as time passed from day to day, I realised the teachers had started to view me as a teacher or a colleague. This emerged after building that relationship through informal conversations, and breaking that status they gave me as a PhD student. They appeared to change their perceptions towards me, and started to view me as a colleague by calling me 'teacher' instead of my name, and by sharing with me informally some events that occurred during their teaching practice and at other times recalling previous events and experiences. That is, I built a good relationship with the teachers outside the classroom when talking and asking them about things that happened inside their EFL classrooms, and seeing their viewpoints and explanations.

With regards to young learners, on the other hand, I could not know how they viewed me while I was observing their English classes. They just used to greet me outside their classrooms when seeing me walking around. Then, the data collection process ended and I came back to the UK without having any idea about how those young learners (the participants of the study) regarded me. Three months after my arrival back to the UK, one of the teachers I interviewed during the main data collection contacted me informally through an email asking about me and my studies. By the end of the email, she/he highlighted that:

My learners and other colleagues' learners are always asking about you. They told us when the inspector will come to attend with us again. Well, they considered you as an inspector, my colleagues and I did not want to mention that you are not, we just decided to let them see you as an inspector hhhhh. Actually, we all miss you and got use to have you with us. We wish you best of luck and success in your studies.

(Informal email, February, 2020)

I had no way of realising the status of my presence during the classroom observation or the way young learners viewed me till the moment I received this email. Hence, I discovered that the learners regarded me as an 'inspector', and the fact they were asking about me and willing to have me again in their classes gave me the impression that they viewed me as part of their classroom atmosphere. I believe the idea that the participants gave me a special space in their minds reflected my subjectivity towards my presence as an outsider and to some extent an insider. This constructed a certain positioning in the young pupils' minds. It also established and gave consistency to an understanding that those learners who took part in this study built a view towards me and provided me with a position within their learning milieu, just in accordance with them and the way they perceived my presence with them. I think, they viewed me as an inspector based on their perceptions and culture, since at primary school any person who sits at the back of the classroom is 'an inspector'.

4.4.1.1. Power relations within this research

This section discusses power dymanics and their implications in the development of the research and the data collected. With respect to power relations in my data collection process, I contend that the interviews, questionnaires, classroom observations, and the informal conversations that were recorded in my research diary were academic discussions. These academic conversations were mainly based on attaining research-pertinent data by focusing on the aims of my research as well as the research questions I intend to answer throughout this study.

Drawing upon my experience with interviewing, questioning, and observing my participants during the entire data collection process, it is undoubtable that there were degrees of power that existed in interactions between my participants and me as an interviewer and

oberver during and after the data collection process. With this regard, Kaaristo (2022, p. 743) states that "whether the relationship has devolped over an extended period during a long-term participatory fieldwork, or in a more limited contact of arranging and conducting an interview, the identities and personalities of all parties considerably affect the data co-creation process". Based on this, I, first, refer to the levels of power that were employed over me during the data collection phase as 'circumstantial power'. The latter suggests that the participants possessed more power than I did in terms of the choice of language when interacting with me- as most of them preferred to use English rather than the L1- and also in terms of elaborating further their answers of the interviews' questions during the interview process in order to gain more detailed explanations of what they said before. An example of this is an incident that took place during the second interview where I kindly asked the interviewee to elaborate more about the purpose behind using positive punishment as a pedagogical practice with their multilingual young learners, through which they replied back "no, I don't think there is more to say about this". Notwithstanding, I had to respect their choice of using English more often than the L1 and gave them the freedom to use the language they feel comfortable with, I also had to accept their replies without insisting more on the participants because I was totally aware that this might cause ethical issues, which may lead them to withdraw from participating in my study.

Second, I refer to the levels of power that were exerted over me after the data collection phase as more into 'personal traits' as a form of power linked to preconceived cultural ideas in a given context (Ganga and Scott, 2006; Thomas *et al*, 2019; Kostet, 2021). This level of power suggests that the participants, more precisely the young learners, had drawn a picture of me in their minds by giving me the title of an inspector, although I was a passive observer. I believe they viewed me as an inspector based on their perceptions and culture, since at primary school any person who sits at the back of the classroom is 'an inspector'. This made me realise that, aside from being a researcher, there seems to be other identities that have been attributed to me with respect to the participants. As I explained in the section above, I believe the idea that the participants gave me a special space in their minds reflected my subjectivity towards my presence as an outsider and to some extent an insider 'halfie' (between outsider and insider), as Abu-Lughod (1991) refers to it.

Although there exist degrees of power in this research, there was a high degree of flexibility and openness by the participants when it came to sharing with me their personal experiences about teaching and learning practices during interviews, questionnaires, and informal conversations. They also showed more readiness to help in all ways and even through informal conversations when they felt they forgot something important to mention during the interviews without me asking about that, and or narrating incidents they encountered in their classrooms during their daily teaching, and this helped me a lot to gain rich data about what I was searching about.

4.4.2. Reflexivity

Reflexivity is often viewed as "the process of a continual internal dialogue and critical self-evaluation of researcher's positionality as well as active acknowledgement and explicit recognition that this position may affect the research process and outcome" (Berger, 2015, p. 2). Based on this definition, reflexivity seems to be a self-reflection on the research under investigation and the data gathered. This means the way in which the researcher is situated during the data collection, and their perceptions of the responses and performance of their participants through interviews, observations, and questionnaires. Furthermore, it indicates the reflection of the researcher on the impact this might have on the research setting and the participants under study, the questions being interrogated, the data being gathered and the way it has been interpreted (Cohen *et al*, 2011, p. 198).

I believe I have been reflexive because I brought into this research what goes back to my own personal teaching experience, and raised what I observed as problematic. Accordingly, Cohen *et al* (2018, p. 302) claim in their explanation of this that:

> Reflexive researchers bring their own personal characteristics, experiences, knowledge, backgrounds, values, beliefs, theories, age, gender, sexuality, politics, theories, race, ethnicity, conceptual frameworks and prejudices to the research and that these are often mediated through, and are in a conjunction with, issues of power and status.

> (ibid)

Linked to the abovesaid, my understanding of the participants' perceptions and experiences as well as how I chose to interact with them (tools) exemplify my reflexivity. The sociocultural perspective acknowledges that reality is mentally constructed based on the perceptions and experiences of a group of individuals, where the participants and the researcher are indivisible because they influence one another through interaction (Vygotsky, 1978). Therefore, my research process was in fact a process of interaction between my research participants and me as a researcher; for example, the interviews I conducted with them exemplify a social interaction that generated a new knowledge. This was another example of being reflexive because I got a new understanding of how EFL learning-teaching occurred and a new knowledge of how it was perceived. This enabled me to view the experiences of participants of my research from their perspective, and to see the issue under investigation in the way it is seen by them, which made me jump out of the lens of my pre-conceived ideas towards EFL teaching.

For example, during an informal conversation a teacher respondent, Hafid, showed me an example of the difficulty of words used to describe a task in the textbook, which made me understand why they are dissatisfied with the use of the textbook. I argue that if I had not been reflexive during the data collection process, I would probably not have come to understand my participants' perceptions of the textbook. All those reflections were transferred into a concrete version, which is the research diary. I used this to further develop the boxes that I had ticked during the observation sessions. These reflections enabled me to further investigate some points with some participants. Thus, I think my 'good' observations helped me to better understand and make sense of what was going on in the setting. If I had not been reflexive enough, I might have missed many interesting issues to tackle in relation to my research.

Hence, I believe, my own reflection on the research was itself reflexivity because my reflection did have an impact on my research setting, and created new insights and feedback for further reaction whenever I came across something new (e.g., sense of insecurity) which I was at a loss to explain and/or had not even thought about it before in the way I did when my own thinking about the research issue increased. At that time, I started developing my philosophical and hypothetical insight as a researcher to improve my understanding towards both the topic and the new emerging knowledge, because

"reflexivity suggests that researchers should consciously and deliberately acknowledge, interrogate and understand their own selves in the research, seeking to understand their part in, and influence on, the research" (Cohen *etal*, 2018, p. 303).

Being reflexive provided me with a new and better way of looking at EFL and understanding the topic under study in the wider literature that I have been exposed to in the field of second language learning and in other researchers' work, then trying to reflect on what they have discussed in terms of my own personal assumptions and credibility. This gave me an edge, first, as a previous teacher, and then as a researcher specialising in the field of Applied Linguistics. At a certain moment, when my PhD research career was shifting and becoming attuned to different insights, I explored further and understood that my reflexivity needed more depth. Then, as I delved more deeply into my research subject, I sometimes obtained a more developed understanding of the intricacies of my own constructions about my research, made with the help of literature.

The way I accessed the schools and the way teachers introduced me to their young learners indicate my reflexivity towards the research. During the data collection process, I was driven by an epistemic responsibility to obtain the participants' views about English in the right way to uncover the reality related to pedagogies of English as a second foreign language in Algerian Middle Schools. This responsibility referred to my own reflection and voice in the research writing about the data. An example was the formal interviews, where I had the opportunity to gather data about the research topic and sought to know and understand what I did not know without ignoring any data provided by the participants. I also gave importance and relevance to all the data collected and counted it as true and valid. Moreover, I resorted to informal conversations seeking for more real data, which probably could not be obtained through formal interviews or other research tools. In this vein, my reflexivity has turned into a methodological matter, by allowing myself as a researcher to be taken into consideration as a source of reflection and representation when analysing the data collected, which was grounded in the participants' social context in the research (the Algerian Middle Schools). Therefore, I consider myself to have been reflexive towards both the data I gathered and the participants I interacted with.

The next section describes the schools and participants of this study.

4.5.   The schools and participants involved in the study

This section describes the schools and participants involved in this study.

4.5.1. Description of the Schools

To allow the collection of a considerable amount of rich data, I decided to conduct my research in Middle Schools in Algeria. I first of all sent a letter of access to ten Middle Schools situated in both rural and urban cities in the West of Algeria, in order to gain access and consent to interview teachers as well as to administer the questionnaires to learners. The reasons why I addressed all these schools is to avoid being biased to particular schools, also for the availability of transportation. However, I received a letter of acceptance from only three Middle Schools that are involved in this study, while some of the other schools refused and the rest did not even reply to my emails and letters. Hence, I decided to conduct my study in those three Middle Schools that gave me physical access to their schools.

The three schools that took part in this study are located in the Northwest of Algeria along the Mediterranean Sea. They are public Middle schools funded by the Algerian government. The education is free and for all the Algerian citizens. Hence, all schools follow the same national curriculum and textbook, but the way of teaching and delivering lessons differs from one teacher to another. Schools 'one' and 'two' are located in rural towns, whereas school 'three' is situated in an urban city between them. The schools are 50 minutes and an hour and a half away from each other in the West of Algeria, and therefore, it was necessary to travel out to each school. The setting was a good fit for my research subject and objectives and was appropriate in terms of offering me permission to get physical access, and the possibility of supplying a considerable amount of rich co-ordinated and pertinent data.

4.5.2. Description of the Participants

This study involved five teachers and 223 young learners. It may seem strange interviewing only five teachers in contrast to the number of learners, but this is because there were solely three to four teachers in each school, which is what is required in the educational system in Algeria. I conducted the formal interviews with the abovementioned five teachers, whose anonymised names were Ahmed, Hafid, Farida, Khadija, and Zineb. However, the

classroom observation was conducted with only three of them, Ahmed, Hafid, and Farida, because they volunteered, while Khadija and Zineb refused to be observed for unknown personal reasons. These teachers have either Bachelors or Masters degrees in English and are either trained for teaching or not but obtain their teaching placements after going through an official national contest for teaching. They have been teaching English for four to 15 years in Algerian Middle Schools of the study. The young learner respondents numbered 223, and their anonymised names were Abdelmajid, Houria, Khalida, Younes, Hakim, Akila, Ahlem, and others (too many to list here). These young learner respondents are elementary adolescents aged between 10 and 15 years, who are first introduced to English as a second foreign language at the level of Middle School after graduating from Primary School Education, which lasts for five years and involves studying school subjects only in Arabic and French languages. These learners were taught by those teachers who volunteered and were observed during the fieldwork. With regards to the level of learners under study, I included all levels from level one to level four without exception (the Algerian Middle Schools system comprises four levels: level one, two, three, and four, which are called "MS1, MS2, MS3 and MS4" in accordance with the range of ages and gender). Therefore, teachers and learners in this study represent all levels of the Middle Schools from MS1 to MS4.

Notwithstanding, it should be highlighted that the fact that number of participants in this study include male and female (those of the learners and teachers) as well as different age groups and level does not necessarily mean that I planned to explore the way level, gender and age nature of the participants could impact on their pedagogical choices and practices. That is, the level, age and gender of the participants was not something that I purposed to investigate as I am not an expert in the field of age and gender studies, and as my main focus was on what impacts on the pedagogical choices and practices of the participants and the way they perceive successful pedagogical practices in their EFL classrooms, regardless of their level, age and gender.

The participants of this study (teachers and learners) were selected on the basis of volunteering. I approached the headmasters and three class teachers in three different Algerian Middle Schools (two schools in rural towns and one school in an urban area) with a letter asking permission to gain access and consent to interview those three teachers and to administer the questionnaires to learners. It is worth highlighting that in Algeria the

headmasters' permission to interview teachers and to question learners is sufficient because this is all that is required there. Hence, the permission of parents is not required because the headmasters have the power to allow my access into their institutions.

In the next subsection, I explain how piloting interviews and questionnaires made me change some of the questions.

4.6. Changes to interviews and questionnaire questions due to piloting before the main data collection

Before the main data collection, I piloted my interview questions and questionnaire, which led me change some questions and add others to both learners' questions (see subsection 4.7.3.), and teachers' questions (see subsection 4.6.1.1). This piloting process is explained in detail in the next subsections.

4.6.1. Pilot interviews (May-June 2019)

During the period of April and May 2019, I worked on the interview questions and then decided to pilot them. The two participants I piloted the interviews with (as I described previously) were my previous colleagues who teach English as a school subject at different Middle Schools within distinct regions in Algeria. The first participant was a male teacher under the anonymised name Yacine, who was 27 years old and had been teaching English at Algerian public Middle schools in the East of Algeria for four years. The interview took place on the 26th of May 2019, and took 40 minutes. The second interviewee was a female teacher under the anonymised name Samia, who was 26 years old and has been teaching English at Algerian public Middle Schools in the West of Algeria for three years. The interview was conducted on the 3rd of June 2019, and took 58 minutes. These pilot interviews took place four months before the main interviews were undertaken.

An example of teachers' interview questions that was added is *'What makes your pupils motivated in your English class sessions?'* This question was asked in order to know more about teachers' teaching strategies and tools that learners learned well with. This adjustment was mainly due to the pilot interviews, which were recorded and transcribed.

Another example of this is asking the question *'What do you do to involve your learners when they do not seem to be involved?'* instead of just posing the question *'What types of*

activities do you use when your learners do not seem to be engaged?'. I believe this could help me to gain more data than just the question about the activities used.

The other thing that made me amend some of the questions in particular were the interviewees' answers during the main interview process. For instance, when the interviewee told me: *"…if you encourage them, they will participate, even if they do not know the answer…"* (Farida (2019), main interviews, p. 3), I unconsciously responded back with the question: *'What kind of encouragement do you usually use with your learners?'.* This question was not planned or even mentioned in my list of questions, but most of my interviewees mentioned that point. Hence, I found it fundamentally important to ask about encouragement. Additionally, I found myself asking other new questions that were not prepared before, but again related to the participants' responses, for the sake of getting more and fuller details and data. I believe this process is what a semi-structured interview requires because it allows the researcher "to follow up interesting developments and to let the interviewee elaborate on certain issues (Hence the 'semi-'part)" (Dörnyei, 2007, p. 136).

During the pilot interviews, some of the interviewees could not understand my interview questions properly. They sometimes kept silent, thinking for a long time and then asking me to elaborate on my questions. This issue was not resolved at the pilot stage, but it gave me a degree of experience in interviewing and how to sort out misunderstandings if I came across them in the main interviews. As both a researcher and an interviewer seeking more information and details, I tried hard to keep the interviewees talking as much as they could, and also asked them to think well about more answers and to illustrate with examples taken from their own concrete teaching experiences and situations. Another technique I used and really found helpful during the pilot phase was interpreting what my participants said and letting them deepen their responses by giving more details, also to see whether I understood their answers correctly by using follow-up questions from time to time. Personally, I found this helpful to make sure of my understanding and interpretation of their speech, and to obtain extra data related to their answers, which I made sure was kept recorded during the interview registration process. I found this more helpful than keeping on taking notes while interviewing the participants because if I did so, I would miss the chance to carefully listen to them and re-word their responses.

The problems I encountered with the pilot interviews was that the interviewees were providing me with short and closed answers, where I found myself asking repeatedly for elaboration and explanation. The other thing is that I sometimes felt as if I was asking leading questions, but not too much because most of the questions were related to some extent to their answers. Those answers really helped me to consider the questions and adjust them, because they provided me with data I had not expected would help my research.

The aim of piloting the interview questions was for the purpose of ensuring the right wording of the questions, which allowed me to opt for additions and changes. Moreover, it also helped to test my interviewing skills and techniques in order to prepare me for the main interviews and help me not to repeat the same mistakes when asking the questions.

The table below provides information about each participant's gender, age, and experience during the pilot interviews.

Interviewees	Gender	Age	Experience	The date	Duration
Yacine	Male	27 years old	4 years teaching English in a public middle school in the East of Algeria.	26/05/2019	40 minutes
Samia	Female	26 years old	3 years teaching English in a public school in the West of Algeria.	03/06/2019	58 minutes

Table 4.6-1 Pilot Interviews' Information

4.6.1.1. The new adjusted interview questions

When piloting the interviews, the questions were carefully patterned to supply a sufficient range of information about the purpose of my study. The main questions of the interview were elaborated in the form of a full statement that was followed by a series of sub-questions for further investigation and clarification. The new questions I added to my interview questions after the piloting stage were those I found necessary to ask during the main interviews because they provided me with interesting and rich data. These questions are:

1. In your opinion, what are the things that affect the participation of your pupils?

2. What makes your learners motivated in your English session? Why is that?

3. How do you find your pupils when asking them about previous English lesson?

4. What are the things that you think your pupils find easy when learning English? Why?

5. What do you think of the use of Arabic and/or French during the English lesson?

6. In your opinion, what is your role and responsibility as a teacher teaching English to young learners? Why do you think so?

7. Did national curriculum policy makers explain how such textbook content should be implemented?

8. How do you successfully implement the textbook content and objectives?

9. What do you think about your learners' engagement during your English lesson?

4.6.2. Piloting the questionnaire questions

The main aim of piloting the questionnaire questions was to overcome unexpected issues that might have stood out when conducting the actual questionnaire in the fieldwork. Hence, as the questionnaire was one of the essential data collection instruments in this study, testing its questions was highly important. Thus, a semi-structured questionnaire was piloted on two Middle School volunteers by June 2019 (both of the volunteers were girls). The first participant was a 10-year-old pupil studying in the 1st level (MS1), while the second was a 13-year-old pupil studying in the 3rd level (MS3). Piloting the questionnaire questions emphasised the improvisation of the main aim of the research and helped examining the validity of the main questions I had designed for the learners (Oppenheim, 1992; Wilson and Mclean, 1994; Krosnick and Presser, 2010), and see whether new questions need to be removed, added, or changed as I explain below.

With regards to the development of the questionnaire in response to the pilot study, I have had the ability to revise the whole questionnaire by checking acceptability and rehearsing in the concrete setting because it hepled me check for and shed light on any potential problems that may arise before formally running them (Owen *et al*, 2016; Cohen *et al*, 2018). Meanwhile, I became able to change the chronological order of the questions as well as the order of importance because I had a sense of the kind of responses I may receive. In turn, I placed the questions that might impact the responses for other questions. For

example, one of the learners who answered the questionnaire prior to the actual study mentioned an important issue of easiness and difficulty. For this reason, I had to place a new question with regards to the underlying issue after asking the rest of the questions.

In this vein, after testing the questionnaire, I added only one question related to English learning issues, which is *'What is the thing that you find easy or difficult when learning English?'* followed by the question '*Why*' with some space for extra elaboration and justification. Hence, I became able to make sure that there was enough space for the respondents to write their answers and ensuring that it is an amiable questionnaire that is easy for the respondents to read and answer (Appendix 5).

The following table describes the gender, age and level of the participants, and the date of the distribution of the questionnaire.

Participants	Gender	Age	Level	The Date
Aya	Female (girl)	10 years old	1styear middle school pupil.	22/06/2019
Imane	Female (girl)	13 years old	3rdyear middle school pupil.	23/06/2019

Table 4.6-2 The Pilot Questionnaires Participants' Details

No classroom observation was piloted because by the end of June it was the end of the academic year in Algeria; hence, there were neither classes nor lectures.

All these were the main reasons that caused me to make alterations to questions.

4.7.   The main data collection timeline

I collected my data over a period of approximately three months, which included the period of September, October, and November 2019. This was done by using first, classroom observation, carried out through the entire period of the data collection process. Second, five semi-structured interviews were conducted with teachers. Finally, I used a semi-structured questionnaire which was completed by 223 young learners. This section describes how I conducted my data collection process to investigate and explore the participants' attitudes within the setting.

The following diagram explains the main data collection procedures of interviewing, observing classrooms, and distributing the questionnaire. It also gives information about the participants' number, school, and date in details.

school 1	school 2	school 3
Ahmed & his learners [7 observations]	Farida & Her learners [7 observations]	Hafid & His learners [7 observations]

Interview timeline

[A total of 5 semi-structured interviews with 5 teachers]

Name: Ahmed Age: 46 years old Location: school library Duration: 49 minutes Date: 25/09/2019 Experience: 11 years	1- Name: Farida Age: 27 years old Location: cimputing room Duration: 45 munites Date: 06/10/2019 Experience: 4 years 2- Name: Zineb Age: 28 years old Location: school library Duration: 1h 30 minutes Date: 07/10/2019 Experience: 4 years	1- Name: Hafid Age: 34 years old Location: school library Duration: 25 minutes Date: 14/10/2019 Experience: 5 years 2- Name: Khadija Age: 39 years old Location: school library Duration: 58 minutes Date: 14/11/2019 Experience: 15 years

Questionnaires

[A total of 223 open-ended questionnaire]

Male teacher with 2 levels 1st year (40=20 pupils from each class "2 different classes") 4th year (34=17 pupils from each class "2 different classes")	Female teacher with 2 levels 2nd year (38=19 pupils from each class "2 different classes") 3rd year (40=20 pupils from each class "2 different classes")	Female teacher with 2 levels 1st year (36=18 pupils from each class "2 different classes") 2nd year (35=17 pupils from 1st year class + 18 pupils from the other class)

Figure 4.7.1 The Data collection process timeline

4.7.1. The main classroom observation timeline

The classroom observations were conducted in three Middle Schools "1,2, and 3", with only one teacher from each School, included because they volunteered. These teachers are among the teachers I interviewed, whose anonymised names are Ahmed from School 1, Farida from School 2, and Hafid from School 3. Ahmed, Hafid, Farida, and their pupils were observed during their teaching and learning processes on different occasions. The three participants mentioned above have their pupils three and/or four times a week at various times (sometimes in the morning and other times in the afternoon). Hence, a total of 21 non-participant observations were conducted in the three schools, with seven observations in each school, using a structured checklist and a research diary where I kept the essential data I asked about and found interesting during the observation process. I could not observe other teachers because they refused to be observed for unknown personal reasons.

Additionally, Ahmed, Hafid and Farida were following the English lessons at different levels "1st, 2nd, 3rd, and 4th" (Elementary Level A1 and A2 for European framework) and with each level's textbook content. As stated previously, English sessions take place three to four times a week, two or three hours for the main lessons, and one hour for the tutorial session where learners are divided into two groups (one group studies French and the other one studies English in separate classrooms). The observation timetable was dynamic in the sense that some observations had to be conducted during the morning and others in the afternoon according to my availability and decision. The flexibility of my timetable did not seem to be a problem with teachers, they did not ask for a strict time or specific days or even oblige me to keep to any timetable. Each time I informed my participants earlier about the day and time I would be observing their next sessions, either through personal contact or phone SMS.

I used a non-participant observation system where I neither participated in the lives of the participants being studied nor interacted with them during the lessons inside the classroom. However, I interacted with teachers informally outside the classroom through informal conversations that were recorded in the research diary. Therefore, I consider myself as a passive observer because I neither participated nor interacted with the participants during the main observation inside the classroom.

I went to the field with a structured checklist sheet, listing the main guidelines for what I was planning to observe. This structured checklist of 19 points was developed related to the main aims of the research and the research questions. It encompasses a number of items about teaching and learning activities, skills, and behaviours (Martinez *et al*, 2016; Bell *et al*, 2019) with checkboxes next to them grouped in a table in order to help me observe, capture, and check whether particular characteristics occurred or not and whether particular actions were taking or not at the time of its occurrence, as Smritirekha (2019) and Hong *et al* (2020) recommend. The observation checklist developed in this study was developed from the teachers' pilot interviews, learners' pilot questionnaire, and related teaching approaches and strategies (Richards and Rodgers, 2014; Hodge, 2016; Bentadgine, 2018) in order to observe, capture, understand, and determine the process of teaching practice and learners' learning performance in the participants' EFL classrooms, such as:

- The concrete teaching and learning processes of the English language, including the lesson plan with listed clear learning goals, such as knowledge, understanding, skills and practice.

- The use of the textbook.

- The use of other teaching supports to introduce the lesson's goals.

- The use of other languages, such as Arabic and French to address or explain the lesson rather than using English.

- Whether pupils appeared aware of and understood the learning objectives.

- What kind of linguistic issues learners faced during the lesson.

- How the learners were engaged with regards to their participation.

- The way Hafid, Ahmed and Farida explained and addressed the English lessons with regards to teaching tools they used and the way they performed.

- And, whether pupils answer, ask and interject ideas and questions for the clarification of particular things related to the lesson content.

Second, the checklist was used to ensure the collection of concrete data and compare it with the data gathered from the interviews conducted with teachers as well as with the learners' questionnaire, and to obtain data that could not be collected from the other research tools (the classroom observation checklist is provided in Appendix 6).

Furthermore, I worked hard to keep myself aware about what to observe using the checklist, and asked questions informally about new emergent data and repeated facts when necessary. I did not take any notes during the observation process. However, after each classroom observation, I recorded in writing the informal conversations I had with teachers linked to things I observed in their EFL classrooms that I sought to understand in more detail; this was purely qualitative. Thus, the data that was gathered through classroom observation and the use of research diary is referred to in my findings' chapters 5 and 6.

Overall, the classroom observation provided me with a considerable amount of data that I had not imagined would be possible. Indeed, it supplied my research with important and valid data that made a vital contribution to answering my research questions. It also allowed me to study the process of EFL teaching and learning in a natural setting, and broadened my outlook towards teachers' and learners' views and attitudes regarding their EFL teaching and learning within their specific multilingual context. In other words, the use of classroom observation provided my study with rich details that paved the way for an effective understanding of processes both for teaching and learning of the English language. It helped me understand and describe the functional and instructional teaching and learning performance and issues, which were confronted by both teachers and learners and that occurred inside their classroom where the language was taught and learned. It also helped me compare it with the data I gathered from the interviews and questionnaire.

The next section provides information about conducting the main interviews with teachers.

4.7.2. Main interviews timeline (September-October-November 2019)

The main interviews were conducted with five teachers teaching English at Middle Schools, two males and three females under the anonymised names Ahmed, Farida, Zineb, Hafid and Khadija, respectively. I had already gained their consent, as described in subsection 4.5.2. These interviews took place in September, October, and November 2019 on different occasions, according to the participants' availability. This process was carried out after a week of conducting the classroom observations. Moreover, the choice of the place of the interviews was totally theirs (the interviewees). The semi-structured type of interviews offered an adequate flexibility to address various interviewees in different ways whilst still dealing with the same areas in collecting the data. The interviewees' answers were audio-

recorded using my phone in order to preserve a considered record of the conversations, which could not be registered on a sheet of paper during the interview process.

During each interview, I had hard copies that contained the most important questions as well as other questions that I found needed to be asked during the interview linked to things I had observed in the participants' classrooms or read in the questionnaire's answers, which I sought to understand in more detail and to interpret properly. Those hard copies varied from one interviewee to another for the reasons mentioned (See Appendix 2).

The first interview was unexpectedly conducted at 10:00 o'clock with a male teacher under the anonymised name Ahmed, who is a 46-year-old teaching English as a school subject at Middle School for 11 years. This interview took place during free time set aside for teachers once a week for one hour. When Ahmed and I were seated in the teachers' library in 'School one', I asked him questions and he provided me with rich data. By then, we had decided to conduct a formal interview and to record our conversation because both the time and place were suitable, and, more importantly, the interviewee and I felt at ease to have a discussion. Thus, the interview, which was recorded and then transcribed, took approximately 49 minutes on the 25th of September 2019.

The second and the third interviews were both booked according to the teachers' availability. The earlier was carried out in 'School two' with a female teacher under the anonymised name Farida on the 06th of October 2019 at 09:00 o'clock in the school computing room. Farida is 27 years old and has been teaching English at Middle School for four years in the West of Algeria. The interview took approximately 45 minutes. The latter interview was conducted with another female teacher under the anonymised name Zineb in the school library within the same school (School two). Zineb has also been teaching English as a school subject for four years and she is 28 years old. The interview occurred on the 7th of October 2019 at 11:00 o'clock and lasted for almost an hour and a half.

Finally, the fourth and the fifth interviews were booked beforehand according to the interviewees' accessibility. The former was conducted with a male teacher under the anonymised name Hafid, who is 34 years old and has been teaching English at Middle School for five years. The interview took place in the school library on the 14th of October 2019 at 13:00 o'clock in 'School three' and lasted for 25 minutes, whereas the later one was

conducted with a female teacher under the anonymised name Khadija in the same school as Hafid. Khadija is 39 years old, she has been teaching English at Middle Schools for 15 years. The interview with Khadija was carried out on the 14th of November 2019 in the school library at 10:00 o'clock and lasted for 58 minutes. All the interviews were audio-recorded and transcribed.

During the interview process, the interviewees were allowed to speak as much as they could without interruption. Their answers were re-worded and reformulated from time to time in order for the interviewer to understand their responses correctly. During the interviews, there were some responses in Arabic language; therefore, the translation is included and provided in the Appendices.

The table below gives information about the interviewees' gender, age, and experience.

interviewees	Gender	Age	School number	Experience
Ahmed	Male	46 years old	School 1	11 years teaching English in a public middle school in the West of Algeria.
Farida	Female	27 years old	School 2	04 years teaching English in a public middle school in the West of Algeria.
Zineb	Female	28 years old	School 2	04 years teaching English in a public middle school in the West of Algeria.
Hafid	Male	34 years old	School 3	05 years teaching English in a public middle school in the West of Algeria. 2 years teaching in a private school.
Khadija	Female	39 years old	School 3	15 years teaching English in a public middle school in the West of Algeria.

Table 4.7-1 Main Interviews Interviewees' Information.

The table below gives information about the main interviewees' gender and the interview's place, date and duration.

Interviews' number	Participants/teachers	Gender	Place	Date	Duration
Interview 1	Ahmed	Male	School library	25/09/2019	49 minutes
Interview 2	Farida	Female	School computing room	06/10/2019	45 minutes
Interview 3	Zineb	Female	School library	07/10/2019	1hour and a half
Interview 4	Hafid	Male	School library	14/10/2019	25 minutes
Interview 5	Khadija	Female	School library	14/11/2019	40 minutes

Table 4.7.1-1 Teachers' Main Interviews Process.

The following section provides information about conducting the main questionnaires, which were distributed to the young learners who were observed during the classroom observation process.

4.7.3. The main questionnaire timeline

The following graphical representation explains the procedures of distributing the questionnaire and provides information about the participants' number, level, school, and date in details.

School 1	School 2	School 3
Male teacher with two levels (1st & 4th year)	Female teacher with two levels (2nd & 3rd year)	Female teacher with two levels (1st & 2nd year)
1st year (40= 20 pupils from each class "2 different classes") 4th year (34= 17 pupils from each class "2 different classes")	2nd year (38= 19 pupils from each class "2 different classes") 3rd year (40= 20 pupils from each class "2 different classes")	1st year (36= 18 pupils from each class "2 classes") 2nd year (35= 17 pupils from the 1st class+ 18 pupils from the other class)

10 November 2019	14 November 2019	17 November 2019

223 pupils

Figure 4.7-2 The Questionnaires' Participants' Number, Level, School and Date Details.

4.7.3.1. The description of the graphic

The figure above describes the distribution of the questionnaire, giving the number of participants, in which school, at which level and the date of distribution. The distribution of questionnaire took place on different occasions and in different settings. First, in School 1; the questionnaire was distributed to 74 pupils studying at different levels during the tutorial sessions on the 10th of November 2019; these included 40 pupils from 1st year level and

from different classes (20 pupils from each class) and 34 learners from 4th year level and from different classes (17 pupils from each class). Second, in School 2; the questionnaire was handed to 78 pupils on the 14th of November 2019, and also during the tutorial sessions; those who received them included 38 pupils from 2nd year level from two distinct classes (19 learners from each class), 40 pupils at 3rd year level from two different classes (20 pupils from each class). Finally, in School 3; the questionnaire was given to 71 pupils during the tutorial session as well on the 17thof November 2019; the pupils included 36 chosen from distinct classes of 3rd year level (18 pupils from each class), and 35 learners at 2nd year level from two different classes at the same level (17 pupils from the first class, 18 pupils from the second one).

The questionnaire was provided via hard copies and in order to ensure that the learners understood all survey questions as intended, there were a set of actions taking into account to achieve that. For example, the three teachers who have participated in the classroom observation were invited to read the items of the questionnaire on a trial basis, and at the same time I was explaining further the meaning of the questions as well as the purpose behind each question. The questionnaire, therefore, was both handed over and explained to learners by their teachers at the three schools, not by me, the researcher. This is because the learners are familiar with their teachers who can best use and guide classroom conversations about the questionnaire to inform instruction without making it an activity alien to their learning environment. That was to make the participants feel at ease to answer with no reinforcement and made them able to be managed by their teachers so that they would not be disruptive. Moreover, a variety of teaching behaviours as well as topics related to teachers' and learners' interests were addressed, including EFL instructional practices, classroom activities, and learning attitudes and preferences (such as, whether they like the way their teacher teaches them English, how they like to learn English, etc.). Here, and linked to the first action, if the pupils sought further clarifications of questions, they would feel at ease to ask their teachers. This would elicit a positive emotional response to answering the questionnaire in their usual learning space without making it an activity alien to their classroom atmosphere. This helped enable learners to actively select information about learning processes from their environment, using both their previous and

current knowledge to interpret their viewpoints and attitudes towards learning English the way it took place in their EFL classrooms.

As was highlighted in the last section, I used an open-ended questionnaire. This focused on open-ended questions, which asked the young learners about their perceptions and mental representations of learning English, for instance, *'What do you like about how your teacher teaches you English? Why?'* or '*In your opinion, why are you learning English?'*, etc., (see Appendix 4). As stated previously, the questionnaire was designed in English and Arabic, but distributed in Arabic language. Hence, the translation is provided in the Appendices.

Questionnaires as a data collection tool enabled learners to express themselves freely without any leading or guiding questions, and those questions were merely qualitative. Pupils were asked to answer in Arabic without mentioning their names. The questionnaire was distributed during the tutorial session in particular because the official lesson hours are devoted to lessons. Therefore, teachers were unable to provide me with that hour because they were obliged to give a lesson in order to follow the programme on time and were not allowed to miss the hour of the official lessons.

The questionnaire allowed for considerable and diverse samples of data to be collected from learners in different schools in a relatively short time period.

The next section describes the data analysis process, and the way themes were generated and developed.

4.8. Data Analysis

As a synopsis of my data collection phase, I used three data collection tools, namely, semi-structured interviews with teachers (two males and three females), a semi-structured questionnaire which was completed by 223 young learners, and classroom observation with a structured checklist and a research diary. Accordingly, bringing in together the various datasets have been of a paramount importance in giving birth to the analysis and discussion processes. This section, therefore, addresses the data analysis process, the reasons for choosing thematic analysis as an analytical method, and provides a detailed explanation about the steps I followed to analyse the data.

It is affirmed that the data analysis is inclined to be a continuing process from the beginning of the data collection to its writing stages. It is also described as an interrelated chain that is not necessarily separated from the data collection and processing stages (Bryman and Burgess, 2002; Nieuwenhuis, 2007; Creswell and Creswell, 2018). This is because the analysis process in this research was done in stages through elementary analysis, which was practised during the data collection process because it helped me move "from description to understanding to explanation, interpretation and conclusions" (Cohen *et al*, 2018, p. 643). In this respect, Creswell (2009, p. 171) points out that the qualitative data analysis "is an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study. I say that qualitative data analysis is conducted concurrently with gathering data, making interpretations, and writing reports". In line with this, the data analysis process was a fundamental part of my data collection process because it was carried out hand in hand with collecting data, transcribing it, and making explanations in my head throughout the collection process. That is, my uninterrupted mental analysis helped me get the chance to further ask, inspect, and have deeper understandings of what was happening and why it was happening. The underlying process helped me have an overview of the data gathered, when making links between the data and then when delving deeply into the data through proposing, describing, understanding, and noting what occurred and why it occurred, and finally when interpreting it and making sense of it as well as writing it down. The research was, therefore, located within a thematic analysis approach.

The following subsection describes the choice of thematic analysis, and thereafter, the practical steps included in the analysis of the data using this analytical approach (coding, classifying data into categories, and developing themes), which is informed by the interpretivist research paradigm.

4.8.1. Thematic analysis

In contrast to quantitative research approach, qualitative research consists of multiple analytical methods through which qualitative dataset can be analysed without necessarily holding to specific sets of directing standards (Robson, 2002; Nowell *et al*, 2017; Braun and Clarke, 2012). With regard to the method of data analysis adopted in this study, I opted to use thematic analysis as "a method for systematically identifying, organising, and offering

insight into, patterns of meaning (themes) across a dataset" (Braun and Clarke, 2012, p. 2). Since the aim of my study is to interpret the participants' viewpoints and experiences about what impacts on pedagogies of English as a second foreign language from a sociocultural perspective, choosing thematic analysis as an approach to analyse my data appears to be pertinent because it "allows the researcher to see and make sense of collective or shared meanings and experiences" (ibid).

This approach has several advantages in principle. First, this method of data analysis is flexible in the sense that it does not need a particular framework (Braun and Clarke, 2006, 2012, 2021). It can therefore be used with any framework espoused in research. Second, it helped me enormously in terms of looking at the entire datasets with an unlock and interpretive eye as a qualitative researcher whose aim is to construct themes that are relevant to the main aim of my research. The inductive use of the thematic analysis approach, which is mainly data driven, therefore, reflected the multiple subjective and analytical skills that I carried with me during the process of making sense of the data. This is because, as Braun and Clarke (2006, p. 12) claim, "researchers cannot free themselves of their theoretical and epistemological commitments, and data are not code in an epistemological vacuum". Since thematic analysis is informed by interpretivism, I, therefore, contend that the entire themes presented in this thesis were the outcome of the multiple interpretations that were mainly developed through the reflexive relationship that occurred between me, the researcher, and the participants involved in this study. That is, the themes were strongly associated with the dataset themselves (data driven) as well as by my interpretations, but did not emerge from the data unthoughtfully, instead, they were constructed in an interpretive, reflective, and thoughtful way emphasising their quality in terms of interest.

Notwithstanding, I have to clarify that though I labelled the adoptation of thematic analysis to make sense of the data gathered as inductively used, this does not necessarily mean that no theoretical assumptions were used during the analysis phase. As I explained in the introduction (Chapter One), more precisely in Section 1.1, I used a sociocultural perspective as an inductive approach and an analytical tool which helped me tremendously, during the data analysis process, make sense of the participants' views and attitudes and to better understand the data. In this regard, Braun and Clarke (2006, p. 9) argue that "it is important

that the theoretical position of a thematic analysis is made clear" because this method of data analysis "does not equate to analysis in a theoretical vacuum" (Braun and Clarke, 2021, p. 345). They (ibid, p. 338), therefore, recommend that any qualitative researcher adopting this analytical method "should always reflect on and specify the philosophical and theoretical assumptions informing their use of TA, even inductive TA".

Overall, my analysis approach to make sense of the data was mainly based on thick description of the findings. This was mainly achieved by a critical and reflective generation of unanticipated insights and sets of meanings from the data provided by the participants and highlighting points of similarity and difference following interpretivist premises, with an attempt to make sense of those views and attitudes and understand them from the participants' perspectives. Moreover, using thematic analysis, following Braun's and Clarke's (2012) designed procedures, helped me summarise key pictures of a large dataset collected from semi-structured interviews, semi-structured questionnaire, informal conversations, and classroom observation reflections recorded in the research diary. All these helped me make connections between various sets of data, themes and the interpretivist philosophical paradigm underpinning this study, thicken my description of the findings by making my data more authentic and trustworthy, and then come up with a systematic report about the emergent themes and findings. As a result, in the following subsection I explain and demonstrate the data analysis steps I used following Braun and Clarke's thematic analysis approach, these include familiarising myself with the data, developing initial codes, generating themes in relation to the codes previously developed, revising, and reviewing the generation of the themes, refining the themes, and defining their meaning, and last but not least, writing them up.

4.8.2. Data analysis steps

4.8.2.1. Familiarisation

In terms of analysing my data, I followed the 3-step guidance of Braun and Clarke (2012). These include familiarisation, generating initial codes, and definition of themes. This was done by transcribing the interviews from audible data into written data. The transcription was performed manually to assist familiarisation with the data. The latter also included reflecting upon my research diary, which refers to those reflexive thoughts, interpretations,

and informal conversations I had with teachers that were noted down in the research setting as it also refers to those reflections and interpretations on the classroom observations that were not noted down in the setting but at home, I was making links between what was happening in the participants' classroom and what I was getting from the informal conversations I had with the teachers to better understand the issue under study (Creswell, 2009, p. 171).

The more I read and became familiar with the content of the data provided from the research diary, I realised how much help and data this research tool gave me, which would not have been possible to gather uniquely during the observation process, the teachers' interviews, or the learners' questionnaire. That is, the more I read those written records the more they enabled me to understand my research problem deeply and allocate some initial coding and linked it to those derived from interviews and questionnaire. They also gave me clear insight into the way English was taught and how the participants thought about English and its status and role in their lives. Similarly, reading the hard copies of the answers to the questionnaire had a primary role in becoming much more familiar with the whole data provided and gathered. During this process of familiarisation, my uninterrupted mental analysis helped me make links and see patterns between the different expressions constructed by the participants, which I regard as a way of achieving familiarisation with the data, though it was time-consuming, tiring, but reflective and enjoyable.

4.8.2.2. The Journey of development of codes and themes

After the completion and transcription of the whole data collected from the fieldwork, I made an initial analysis where I coded the qualitative data I gathered (Lincoln and Guba, 1985; Robson, 2002; Braun and Clarke, 2012; Nowell *et al*, 2017). This included, as I explained earlier, a careful reading of interview transcripts, research diary and questionnaire answers where categories were generated (Braun and Clarke, 2012, p. 6). As discussed previously, the analysis process of the data was instructed by my philosophical stance adopted in this study, which is the interpretivist research paradigm. This proposes that I considered the subjective standpoints of the participants, which in turn was shown in the way I generated codes and developed the final themes that have existed thanks to the active engagement of all my participants and I in the entire process of data collection and analysis.

As I became more familiar with the content of the data, I moved to the analysis stage where I started the process of examining every single piece of gathered data. This was mainly achieved by exploring in-depth insights and sets of meanings from the data provided by the participants and highlighting points of similarity and difference following interpretivist premises. After that, and beyond solely arranging those homogeneous views and attitudes spoken by the participants, I converted them into patterns, then in turn classified them into categories of several sets of incidents that possess distinct meanings in relation to those specific incidents as described by Braun and Clarke (2012). Practically, I noted down the categories in a copybook, that I devoted for the analysis phase, where I headed each page with a category. I, after that, below each category I wrote down the instances that occurred in the data providing a description of each incident with a reference (Braun and Clarke, 2006, 2012, 2021). The categories that arose from the research diary and interviews data, for example, showed that the EFL lessons in the participants' multilingual classroom were mainly constructed in a way that was based on teacher-centeredness with limited teaching skills, which indicated that there was a weak implementation of different mediators to guide the learners' learning process and to involve them, as there was a lack of interaction and learners' centeredness. Then, the categories that were written in the copybook system were transferred into and stored in Microsoft word which helped me tremendously storing the data as well as analysing new categories and sub-categories and bringing up more descriptions of examples from the data with a reference. Hence, the classification of these categories and their findings confirmed my analytical path that I followed later with every single gathered data and analysis.

Subsequently, the analysis progressed as I took on board two main types of coding, which Braun and Clarke (2006, p. 6) refer to as "a mix of the descriptive and interpretative", with analytic coding based on the sort of the data provided. They (ibid) refer to descriptive codes as "semantic" which "involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labelling those categories with a term, often a term based in the actual language of the participants (called an in vivo term" (Creswell, 2009, p. 173). In this respect, as I explained earlier, when I was appointing the descriptive type of codes, I kept concurrently reading the whole written data many times to get the meanings that the data carried with an allowance to any unexpected

or puzzling issues to be upbrought by highlighting the participants' words, sentences, or paragraphs that I found had lineal pertinence to what impacts on pedagogical choices of EFL teaching and learning. For example, I took one of the interviews transcripts and began reading and re-reading it countless times, and I was simultaneously underlying different pieces of data. Then, the descriptive codes I identified from this transcript would be 'textbook', 'difficult', 'boring', etc. I also resorted to the participants' actual words from questionnaire, interviews, and research diary to develop codes, "an in vivo term" as Creswell (2009, p. 173) refers to them, such as 'the textbook is difficult', 'I dislike the textbook', 'I dislike the tasks of the textbook', etc. The other type of coding I used, besides the descriptive one, is the interpretative coding. The latter ultimately reproduced and turned those simple and immature descriptive codes into more depth, clarified, and meaningful themes "that revealed multiple facets of a particular meaning or experience" (Braun and Clarke, 2021, p. 340) with thorough analysis and prosperous discussion of the data began to occur, which I consider as the central point of the analysis of my data using the thematic analysis method.

After this had been established, I attempted to constitute the link between the various codes and simultaneously clarify the meanings that the classified categories carried. I then assembled the generated codes into detached themes. When I fully coded my data with the appropriate data extracts assembled with each code, it became easier for me to review and recognise the relationships the different codes have with the themes that included them (see Appendix 9). Accordingly, I arranged and associated the "potentially" relevant coded data within certain possible themes, and simultaneously grouped some of the codes that were converted into potential subthemes.

After the process of thorough reading, familiarisation, and coding, my analysis began to have a shape. This is through a shifting point from coding to emergent themes, which became more related to what Braun and Clarke (2012, p. 9) refer to as "defining and naming themes". The phase of developing themes included checking back thoroughly through the data coded to pinpoint areas of resemblance and interference between codes and the entire dataset, which described and presented a specific consistent and meaningful pattern in the data. For example, the initial descriptive and topic codes, such as 'the low status of English', 'the influence of parents' described with words and expressions like 'English does

not have an importance in our society', 'usually use Arabic and French everywhere', 'most of the parents impact on their children's motivation to learn other languages', and 'my mother is always helping and supporting me to focus more on French' were all derived and condensed into one theme, which is *social context factors* (chapter 5, section 5.1.1/5.1.2), and the rest of the themes were generated and developed in the same way.

With respect to this, I became able to produce the final themes, which were then organised into findings chapters that eventually made it into this study. In the final phase of my data analysis process, I linked the final constructed themes to the literature I reviewed as well as the research questions raised. Therefore, the stages of data collection and analysis gave me the opportunity to explore and identify new features to add to the perceived factors and attitudes towards pedagogical choices impacting on EFL learning among multilingual young learners.

This elucidates that taking the thematic approach to data analysis by diving myself in the data and its analysis and bringing my analytical skills through my own epistemological lenses through which I looked into the data and interpreted them by reflecting, asking analytical questions, linking the entire analytic process into the premises of the interpretivist research paradigm and the sociocultural perspective, going back to the participants for more clarification or sharing some of the themes with them, was highly important in the evolution of the final themes. Therefore, the latter which made up the two findings' chapters Five and Six are shown in the table below.

CHAPTER FIVE **The Perceived Factors Impacting on Pedagogies of English as a Second Foreign language in Algerian Middle Schools**	CHAPTER SIX **The Perceived Attitudes Towards Successful Pedagogical Choices of English as a Second Foreign Language in the Algerian Middle School Setting**
6.1. Social context factors • The low status of English in society (the place of English within the participants' community).	**6.1. Cross-reference using L1 and L2.** **6.2. The construction of learners'**

• The influence of parents. **5.2. Classroom Context perceived Factors (Internal Context)** ➤ **Primary factors:** 5.2.1. Textbook dissatisfaction. 5.2.2. Insecurity with teaching. 5.2.3. large class sizes. 5.2.4. Linguistic issues, namely, grammar, vocabulary, and pronunciation. ➤ **Secondary factors:** 5.2.5. Limited proficiency of EFL teaching methods. 5.2.6. Lack of teaching resources.	**learning and participation "Demo".** **6.3. Positive punishment.** **6.4. Reward and support.** **6.5. The role of the teacher.** **6.6. Oral repetitions.** **6.7. Teachers' assumptions about learners' level.**

Table 4.8.2-2-1 Outlining the themes and sub-themes

The table below describes how the data was displayed in the finding chapters 5 and 6.

Type of Data Collection Tool	In-text Labelling
Teachers' pilot interviews	(Anonymised name of the participant, pilot interviews, month, year)
Teachers' formal interview	(Anonymised name of the participant, formal interview, month, year)
Learners' questionnaire	(Anonymised name of the participant, questionnaire, month, year)

Research Diary (informal conversations & classroom observation reflections)	(Anonymised name of the participant, research diary, informal conversation/classroom observation reflection, month, year)

The next section justifies the trustworthiness of the data gathered and analysed.

4.9.   Trustworthiness

The purpose of this section is to show the extent to which the interpretation of the data provided in my study out of the numerous interpretations gives an accurate and reliable representation of the data gathered. I use the term "trustworthiness" as an interpretivist concept in this qualitative investigation that aims at supporting the declaration that the findings of the research study are significant and worth attention (Lincoln and Guba, 1985; Cho and Trent, 2006; Rallis and Rossman, 2009), while terms like "validity" and "reliability" are positivist concepts that are frequently used in quantitative enquiries. The trustworthiness of the interpretations of the data I collected can be justified and ensured in accordance with the scheme suggested by Rallis and Rossman (2009, p.269), which incorporates the elements described in my study as follows.

The first is me "being there", which can be explained by my corporeal data collection process that occurred within approximately three months. This phase included my interactions with, and observations of, the participants in this study, which took place between 08:00/09:00 in the morning and 15:00/16:30 in the afternoon. When I finished the data collection stage and left the research field, I carried on interacting with the participants, and more specifically with the teachers, through emails. I believe, "being there" during that period helped me increase my understanding of the views and attitudes provided by the participants.

The second component is "triangulation", which I justify by the multiple research tools I used to collect the data, including pilot interviews with my previous colleagues, formal interviews with the teachers participating in this study, a questionnaire with the learners involved in this study as well as a research diary where I kept a record of those informal conversations and classroom observation reflections with the participants. The utilisation of

multiple research tools helped me thicken the description of the findings and make my data more authentic and trustworthy. Therefore, the underlying tools added a record of explanations and meanings of the views and attitudes provided by the participants.

The third component is "members' checks", which I explain as a way of obtaining potential amendments, descriptions, and additions to the initial analysis of the data I made. This was done by sharing some of the interview transcripts and research diary extracts with the participants for the purpose of checking and gaining assessments.

The fourth component is "Peer debriefer". This can be described through several emails and meetings I had with the first supervisor and chair of studies, with whom I shared and discussed my findings, and who also gave me feedback about the pieces of writings I submitted, with regard to the potential themes and to a justification of the way I approached those specific themes.

Last but not least is the component of "using your community of practice". I justify this underlying component with reference to those discussions I had with my fellow researchers, with whom I shared and discussed my findings and who provided me with constructive feedback and helped me extend my understanding of the participants' views and emerging themes.

All in all, I would sum up by saying that my data is trustworthy because I used more than one research tool (triangulation), shared my findings with some participants, as well as my supervisor, and asked for comments from other academic colleagues. These all helped me make sense of the significance of the data.

In the following section, I address the ethical procedures I considered in the fieldwork of my study.

4.10. Ethical considerations during the fieldwork

Having justified the trustworthiness of the data gathered and analysed in this research, this section aims to address the ethical procedures I considered in the fieldwork of my study. It is essential for each researcher to take ethical procedures into account in all kinds of studies (Brown, 2004, p. 498). These considerations deal with "what researchers ought and ought not to do in their research and research behaviour" (Cohen *et al*, 2018, p. 111). As a

qualitative researcher, I worked hard to perform and behave ethically during each stage of the fieldwork in order not to affect the research participants under any circumstances or to take any decision for granted, in order "to preserve their dignity as human beings" (ibid, p. 112) and ensure the protection of informed consent.

Among the early stages of this research has been the completion of the University research ethics' application forms (see appendix 1). This latter was approved and authorised by Institutional Review Board Committee (12th August 2019) before the data collection began to assure that research processes addressed informed consent, privacy, and preserved my participants from any risk of harm. This form included a description of the content of the study, including its aims and objectives, the intended research methodology, the multiple types of data collection tools used, the research setting, and the population selected.

Reducing potential risk of harm in my research has several ethical procedures in consideration. First, the access and entry for the fieldwork were negotiated beforehand with the three schools' directors and teachers almost four months before the start of data collection through a formal consent form via email, which included the purpose of the study, the voluntary nature of their participation in the research as well as the issue of confidentiality (see appendix 1). This meets the requirement for "access to the institution or organization where the research is to be conducted, and acceptance by those whose permission one needs before embarking on the task" (Cohen *et al*, 2011, p. 81).

In particular, I gained informed consent from the young learners in my study through receiving back the formal letter of permission (which I approached to their schools asking for permission to embark the learners in the research, particularly in the questionnaire and observation, emphasising the necessity to inform them about the voluntary nature of their participation in the research) from their headmasters. During this procedural ethics, an unexpected key ethical issue raised which was opting for an open-ended questionnaire with the learners instead of interviews. This choice was something I was not in control of at that time, as I was not allowed the time to do so because of the busy timetable the learners had, and the headmasters found that interviewing the learners will distract their learning hours. Therefore, I had to seek other alternatives to ask the learners, which was opting for a questionnaire as the best choice to answer the research questions as well as not to distract

the learners' learning hours. This is because if I insisted on interviewing them, this would have led to ethical issues and might have made informed consent refused.

Second, when I began the fieldwork, I met first the headmasters and teachers, and during our conversation they let me know that the learners were informed again (and by again they meant that the learners were informed about the optional nature of their participation in the task since the first day I contacted the schools for permission) by their teachers about my access to observe their classroom and to question them through questionnaire a day before my entry, and that they appeared to be happy with that. However, to ensure that my research was carried out in an ethical way, which reduces risks and expands beneficial effects on the participants, I had to inform the learners, myself (the researcher) orally, about the optional nature of their participation in the study and ensured that I would take their privacy into account without "disclosing information from a participant in any way that might identify that individual or that might enable the individual to be traced" (Cohen *et al*, 2018, p. 130). Hence, I ensured that their names (those highlighted during the observation and questionnaire) would be kept anonymous in my final thesis, by anonymising the names of who were engaged and the places where the study was conducted (research context). Anonymity protection "is an important way in which researchers can minimize this prospect", as Denscombe (2017, p.356) refers to it. Furthermore, to ensure confidentiality, I kept reminding both teachers and learners that they had the right to withdraw at any time they wished without any need for a justification.

Eventually, my essential aim during the three-month period of data collection phase was clearly highlighted beforehand in each part of the fieldwork. Hence, caring about my participants and showing respect to them were among the first priorities I had to consider during this process. This is because they had a significant place in my study that I had to be cautious with my language when addressing my questions. I also avoided any questions that contain sensitiveness or embarrassment that might harm the participants and or impact the sort of data I was gaining. Therefore, building a trust-based and respectful relationship with the participants in this study has had a pivotal role and effect on the quality of the data I obtained.

4.11. Chapter summary

This chapter has provided an overview about the research methodology used in this study. It determined that the research was within the interpretivist research paradigm, focusing specifically on the way data was collected and providing a description about the multiple research tools used to collect data. Furthermore, it has given a detailed explanation about the way the data gathered was analysed for the principal research objective, which was to investigate pedagogies of English as a second foreign language in Algerian Middle Schools.

The following chapters present the discussion of themes and findings that emerged as part of this research. The emergent themes are divided into two chapters on findings, and these are based on my research questions. Hence, the first findings chapter addresses the perceived factors impacting on EFL pedagogical choices in Algerian Middle Schools with a complex linguistic environment, and is divided into two main sections. The first section 5.1. discusses the perceived social context factors impacting on English learning in the research setting, including the low status of English and the influence of parents. The second section 5.2. discusses the perceived classroom context factors impacting on the learning of English, which include primary factors and secondary ones (for more details, see chapter 5). The second findings chapter discusses the perceived attitudes towards successful pedagogical choices in EFL learning in the Algerian Middle School Setting (see chapter 6).

CHAPTER FIVE

5. The Perceived Factors Impacting on Pedagogies of English as a Second Foreign language in Algerian Middle Schools

The previous chapter presented the research qualitative methodology that was used to collect data. This chapter presents and analyses the data, informed by a sociocultural perspective. As a result, this chapter falls into two main sections. First, section 5.1. discusses the perceived social context factors impacting on pedagogiesof English in the research setting (social influence), namely;

- The low status of English in society (the place of English within the participants' community).
- The influence of parents.

Second, section 5.2. discusses the perceived classroom context factors impacting on pedagogies of English, where those factors take place internally during the EFL learning process due to the lack of mediation as a significant feature of language learning and pedagogy in the participants' context. It recapitulates the most important fundamental factors, including;

- Textbook dissatisfaction.
- Insecurity with teaching.
- large class sizes.
- Linguistic issues, namely, grammar, vocabulary, and pronunciation.
- Limited proficiency of EFL teaching methods.
- Lack of teaching resources.

These findings emerged from data that were analysed qualitatively using thematic analysis. This chapter, therefore, is concerned with the perceived factors that, according to the participants of this study, impact on pedagogical choices of English as a second foreign language in Algerian Middle Schools in their specific multilingual environment: that is, specifically as they are affected by their surroundings, social and mediation factors.

5.1. Social context factors

Among the essential perceived factors in the social context that are argued to impact on pedagogies of English as a second foreign language in the Algerian multilingual Middle Schools setting are the following:

- The low status of English in society (the place of English within the participants' community).
- The influence of parents.

5.1.1. The low status of English in society

The low status given to the English language within Algerian society seems to impact on Middle School young learners' learning of English. This appears to indicate that social and cultural factors influence the perception of learning EFL, especially in a multilingual context with a very rich sociolinguistic background, like Algeria. This case is quite unusual in that English is only used at school two or three hours a week, while Arabic and French are spoken inside and outside the school, in public places and at home. These are social and cultural factors that seem to determine the impact of society on the pupils' learning of English, by having an effect on their attitudes, especially their beliefs about the importance of English for their social and academic status. The Algerian government gives much importance to the social, cultural, and academic status of Arabic and French, which suggests that the learners' specific environment influences how they think about English.

The importance given to both Arabic and French within the participants' community is widely recognised, unlike English. In this respect, on the one hand, Hafid states, as I wrote in my research diary, that "unfortunately, English does not have an importance in our society because we[Algerian people] usually use Arabic and French everywhere like schools, hospitals, hotels and even in the streets" (Hafid, research diary, informal conversation, October, 2019). This claim shows that English appears to be an additional language for the pupils, who direct their focus mainly on Arabic and French because they are the languages mostly used within their social community. Those two languages are the ones given high importance within the participants' society as they "usually use Arabic and French everywhere", as the participant claims. This may suggest that the low status of English might be due to social and multicultural aspects of education in Algeria, since the Algerian context

is both multilingual and multicultural with arich linguistic background, due to various invaders and especially to French colonialism (Maamri, 2009; Benrabah, 2014; Le Roux, 2017; Belmihoub, 2018; Kerma, 2018).

Ahmed, on the other hand, perceives that:

> Society affects, affects everything even the field of learning...because...for example, if you go outside and you meet a man who says or said to a pupil 'why are you studying English? You do not need it, why do you need it?' ... 'look at all people before you[who studied English] they are leaning on walls...there is no work, there is no job[for the English language]'... 'Because English I[pupil] am not going to use it in my future time...why do I bother myself and learn this language?!

> (Ahmed, formal interview, October, 2019)

The data provided by Ahmed and the other four teachers show that the societal and multicultural situation appears to influence the young learners' learning and use of English outside the classroom or the school in general. To put it differently, learning English seems to produce no modifications in their social and cultural values, unlike Arabic and French which are used in their everyday conversations, and they are largely influenced by their surrounding culture. That is why English is given a low status in contrast to the other languages.

Furthermore, the data collected from the young learnersindicates that English is socially disregarded and not important for their future professional lives, as in Abir's answer to 'What do you think about learning English?' that "English is a lovely language, but it is not important like French because I do not use English when I speak to my parents or friends. I always speak in French and Algerian dialect" (Abir, question 3, questionnaire, November, 2019, translated from Arabic to English). Similarly, Abdorahmane states that "English is an international language spoken by many people around the world, but not in Algeria. In Algeria everything is in French and Arabic, so I focus more on these two languages instead of English because both are important in my social and professional life" (Abdorahmane, question 3, questionnaire, November, 2019, translated from Arabic to English). Hence, the

data indicates that the sociocultural milieu seems to affect the educational aspect of English.

Based on the previous information, it can be said that societal, multicultural, and environmental factors might have a recognisable influence on the learners' perceptions about English learning. These factors are related to the Algerian society and its members' perceptions about the significance of English, linked to its social and cultural merits in relation to their first and second languages (Arabic & French). It might be said from the data given by learners that they are aware of the low place of English in their society, so they address their attention towards Arabic and French. Therefore, this factor might be linked to:

- The learners' multicultural and social perceptions about the importance of English for their social and academic status, as Algeria has a complex linguistic background where both Arabic and French are mostly dominant in the participants' daily communication, while there is no exposure to English.
- A possible lack of interest in learning English.
- The effects of the French colonial policy.

5.1.2. The influence of parents

The parents' perception towards English in their multilingual context seems to impact on their children's learning of English. This perception in this section is looked at through a sociocultural lens. The interrelationship between this perspective and the overarching aim of this section can be explained as follows. The sociocultural perspective allows a profound understanding that the multilingual and multicultural aspect of the parents seem to affect the learning of their children, who perceive that the learning of English does not have an important real-world consequence in their multilingual community, which seems to be focused mainly on Arabic and French. The data suggests that the Algerian parents have an impact on their children's learning involved in this study, as they perceive that English as a school subject is not as important as the other school subjects. In this regard, Khadija, states during the main interview that:

> I need help from my colleagues, the administration, the society, and their
> parents. All these should cooperate to make...their son or daughter love
> English, especially the parents. They should help their children at

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home...encourage them to watch films in English, listen to children songs in English ah...even if the parents do not speak English, but their encouragement to their children to learn English plays a big role to the learners' motivation.

(Khadija, formal interview, October, 2019)

Khadija declares that the support and encouragement of the learners' parents in education, and in learning English in particular, is required and essential. Furthermore, it is argued that parents need to be aware of the importance of their support and involvement in their children's learning, which might influence their children's motivation and interest. Nonetheless, the learners' parents appear to be the opposite of what the teacher above expects. Hafid, another teacher respondent, speaks about the influence of the parents on the choice of their children to learn English as an additional language, given that French is more important for their future career and even in their everyday communication, as these extracts from the informal conversations show:

[...]most of the parents impact on their children's motivation to learn other languages, because they order their children to learn and focus on specific school subject or future directions as being an architect or a dentist or I do not know, and even outside you hear people given much value to the French language than even Arabic. I think that is why our learners are not that much interested to learn English.

(Hafid, research diary, informal conversation, November, 2019)

Hafid seems to show the impact of the parents on their children's choice and enthusiasm to learn English, and the way their social community disregards English and gives much more importance and value to French and Arabic. In contrast to Hafid's view, Farida points out that "I do have an excellent pupil who adores the English language, and I think that is because his mother is an English teacher. You always find him interested on what the lesson is about, unlike his classmates" (Farida, research diary, informal conversation, November, 2019). Farida describes one of her learners' interest and love to learn English reflecting back to his mothers' positive impact on his love and interest towards English. Thus, the data

provided by both Hafid and Farida tend to show the importance of the parents' role in influencing their learners' learning choices and preferences.

The young learners' responses reflect those of the teachers, "English is widely famous and used around the world in contrast to Algeria because French is the most used one. That is why my mother is always helping and supporting me to focus more on French as this language will help me in my future career as a gynaecologist" (Malika, question 3, questionnaire, November, 2019). Let us understand the pupil's speech as follows. The young learner's claim puts forward two points: first, the dominance of the French language within the Algerian society, and second, the impact of the parents on their children's learning attention and decisions. Another Middle School pupil states that "English is good, but my father wants me to study aviation at university like him. So, he always encourages me to focus on studying French because it will help me in my professional and social life" (Amine, question 3, questionnaire, November, 2019). The aforesaid data ascertain that the parents appear to influence their children's English language learning. They ask their children to address their focus on learning French, and on ways in which it is important in their everyday and future lives.

This point of view is provided by four other teacher respondents, as they explicitly stress that parents are the ones who pass down demotivation and carelessness to their children. According to the respondents, the parents' role is vital; they have the key role as pedagogical players, and in fact are defined as the primary educators of their children. Parents seem to make a difference to their children's EFL learning because of their multicultural background, while the children appear to have a sense of connection between home and school, and also between parents, teachers and themselves. Consequently, they are more willing to be an active participant in their own learning career if this accords with their parents' perceptions.

To put it differently, the learners' learning does not seem to consist of independent chains that are separate from each other; instead, everything seems to be integrated (learners, parents and society). The parents seem to comprise an imposed hidden curriculum shaped by the multicultural aspects of the multilingual society, whereas the school follows a specific academic curriculum. Learners seem to be watching what their parents do and how they perceive things, and learning to follow the goals designated by their parents, while the

parents in their turn are expecting their children to behave in a certain way in accordance with the instructions they give. The multilingual aspect of the parents' perceptions seems, therefore, to shape their children's thought, as they take on the perception that English does not have an important real-world consequence in their multilingual community. All of this determines that their perceptual processes seem to be focused on the two dominant languages, Arabic and French.

Concurrently, this implies that both the influence of parents and the low status given to the English language in the Algerian society have an impact on the EFL learning process among the young learners. Nonetheless, the question that needs to be raised here is how the Algerian government can raise the status of English among the people in its community?

5.2. Classroom Context perceived Factors (Internal Context)

The data presented in this section discusses the perceived classroom factors that influence pedagogies of English as a second foreign language in the research setting. These include;

- ❖ Textbook dissatisfaction
- ❖ Insecurity with teaching
- ❖ Large class sizes
- ❖ Linguistics issues (grammar, vocabulary, and pronunciation)
- ❖ Limited proficiency of EFL teaching methods
- ❖ Lack of teaching resources.

5.2.1. School Textbook dissatisfaction

Most of the teacher respondents are disgruntled about the use of the English textbook, which is an important factor in English teaching practice, and find themselves using other teaching tools that fit their learners' learning level. The textbook seems to be a valuable tool for both teachers and learners, but it is perceived to impose pressure on both the teaching and learning processes. There seems to be a difficulty in the language being used to give the instructions for the tasks, and what is more the syllabus design that defines the objectives of EFL teaching is perceived to be prepared[7] with too little thought.

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[7] By prepared with too little thought I mean it does not seem to meet the learners' needs, teaching objectives, and no correspondence seems to exist between the textbook, learning aims, and the teaching objectives.

Overall, this finding reveals that the main issue with the textbook seems to be the lack of teacher education. That is why teachers appear disgruntled about it because they do not seem to have a clear picture of the implementation of the textbook. Accordingly, among the changes that the Algerian government policy seeks to make in its educational system is the emphasis on the significance of teacher education to generate "a more professional approach to education, with an emphasis on training on every level, as well as updating the curriculum for the technological age" (The Report Algeria, 2018, p. 202).

It was predominately visible in various reports, such as that of Hafid, who gives a well-explained description of the textbook, saying:

> …we find the textbook's tasks difficult, difficult for the pupils…I know they belong to the lesson, but those words used are very hard for the learners' level. In this case, the teacher should bring easy tasks and try to simplify them for the[learners]….so that the learner understands the lesson…To be honest, those curriculum policy makers did not provide us with how to use the textbook. They produced a book, gave it to us, and we do implement it the way we know. We do not have a format that shows us how to use it.

(Hafid, formal interview, October, 2019)

The teacher respondent expresses dissatisfaction about the use of the textbook. He highlights four interesting points related to his own perception. In the first two points, Hafid shows that he dislikes the textbook because particularly the tasks are difficult. This is due to the words used to give instructions for the task, which gives an indication of the principal keyword that explains that difficulty. The third point expressed by Hafid was the sense of the teachers' responsibility to facilitate the instructions for the tasks, when saying "[...]the teacher should bring easy tasks and try to simplify them for the[learners]". This latter seems to reveal that it is the teachers' job to know how to facilitate and simplify the instructions for the young multilingual pupils. It seems to be the teacher who needs to match the textbook content with the words used to describe the tasks. The fourth point demonstrates that teachers do not seem to have a teachers' guide book, which would show them how to apply the textbook content, when saying "we don't have a format that shows us how to use

it". This seems to be another perceived issue that explains that the instructions for the tasks are difficult not only for learners, but seemingly for teachers too.

In another instance, during the interview with Hafid, he adds "I just open the textbook, plan my lesson and teach, as simple as that. Concerning the tasks, if I find the textbook tasks match with my learners' level, I use them. If they do not and found them difficult, I look for other tasks which work with my pupils...I bring my own" (Hafid, formal interview, October, 2019). Hafid continues showing his discontent towards following the textbook tasks by making three important points. These points include the specific lay out and the difficulty of the words used to describe and explain the tasks, as he is aware of his young learners' level (meta-cognition), and seeks hard for simplification. He supports a simple and well-explained way of teaching that fits and works best with his learners. This was also noticed during observation of his English classes. He used to switch from the textbook tasks, which seemed to complicate the learning of the EFL lesson for his learners, and just followed his own already planned tasks (Hafid, research diary, classroom observation reflection, September, 2019).

This finding demonstrates two points. First, the syllabus of the English textbook, as a teaching resource, might be pedagogically defective or prepared with too little thought (lack of examination of the context and level). It does not appear to meet the learners' language competence, or the teachers' perceptions. Second, teachers might not have the teaching skills to deliver the language instructions. This suggests that teachers lack training and professional development, which seem to make the textbook a problem for them.
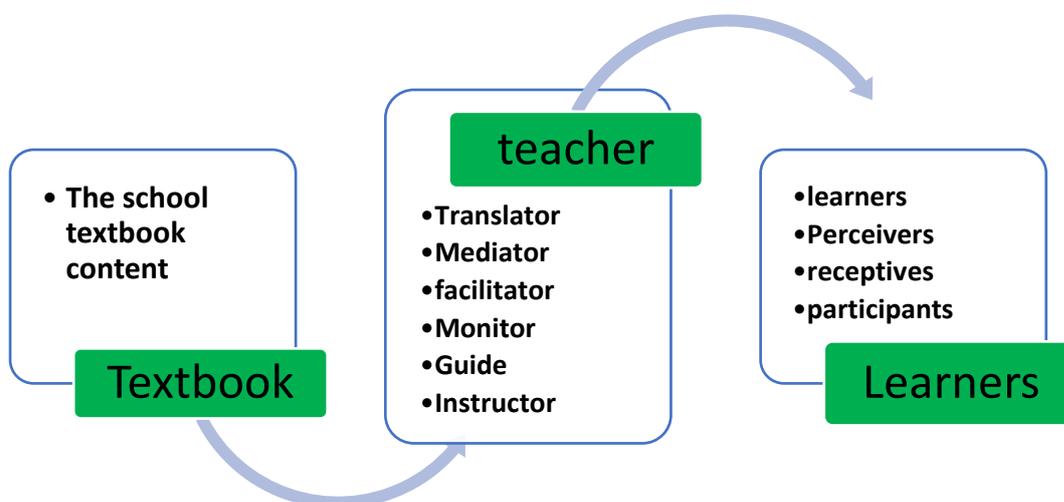
Figure 5.2.1 The Textbook Implementation by the Teacher

Some teacher respondents in the interview transcripts appear to respond in identical ways. They express their dissatisfaction about using the textbook as an essential factor in their EFL classrooms. However, although they mention similar things, their answers are not the same, but are different in relation to specific lessons and tasks. Yacine, a teacher respondent, for example, stresses that:

> [...]And most importantly that the lessons are really hard and do not fit their[learners] needs and level, the lessons mentioned in the textbook are really difficult and above the learners' level, that is very weak. Hence, they cannot concentrate or follow the teacher because they don't understand what the teacher is saying.

(Yacine, pilot interview, June, 2019)

Yacine above gives a different explanation with regard to his dissatisfaction about using the textbook. That is, his explanation relates to the same point that was highlighted by Hafid previously, who suggested that it is the teacher who does not know and/or who fails in explaining and facilitating the content of the textbook.

Instead, Yacine seems to criticise and blame the textbook, while forgetting his own responsibility and job to use it, that is, it is the teacher's job to clarify the textbook's complexities for learners by describing the instruction for the tasks to them in a simple way, instead of complaining about the textbook (lack of mediation).

The teachers' guide book is generally sent by the National Academy of Education, and only one book is sent to each school. Sometimes it is never sent, becauseof some unrecognised administrative issues (Khadija, research diary, informal conversation, November, 2019). However, Yacine's and Hafid's responses appear to show that such a book, designed to guide their teaching process, does not exist or is not available for them, and may not even be available in their whole school. If this is the case, then Hafid's response makes sense. Thus, this data seems to show that it is a matter of 'unavailability' and not a matter of either 'money' or 'choice'. Nevertheless, it might be suggested that the textbook designers seem to encourage teachers to look further than what is proposed in the textbook, so as to

improve their teaching skills without being restricted to or reliant on the teachers' guide book, but instead to rely on their teaching professionalism and creativity when using the textbook. In this way, EFL teaching and learning might successfully occur.

It was claimed strongly by more than one young learner respondent that the textbook does not provide them with what they need to learn in English because it contains many difficult tasks per lesson that they are obliged to do, even though they do not understand the words used. In addition, they dislike their textbook because it makes them feel bored (Questionnaire, November, 2019, translated from Arabic to English). This data suggests that the textbook designers seem to have little knowledge about the learners' level, needs and/or the generic principles of EFL textbook design for the Middle School level. The learners' words seem to show a tendency for misconceptions about the textbook, which might be acquired from their teachers. However, they do not seem to be adequately taught how to exploit the textbook content, which seems to show their teachers' weaknesses in implementing it as well as their lack of teacher education.

Farida and Hafid appear to have similar viewpoints. Her opinion may summarise the situation for many Middle School EFL teachers towards the textbook use, disclosing:

> Sometimes, I adjust for textbook tasks, but sometimes I do not when I find it difficult and boring. I try to bring my own tasks, and I try to simplify it because I know their level[learners' level]. I try to simplify it as much as possible…In the afternoon inchallah, I am going to teach them[learners] about the sport they like and a sport they do not like. In the post listening, I am supposed to ask them about what they like and what they do not like. When I went and had a look on the tasks of the book, I found the language is difficult…language was difficult. So, I simplified it… "which sport do you like?" as simple as that.

> (Farida, formal interview, October, 2019)

Farida appears to have some assumptions towards dealing with the textbook. She appears to show how to differentiate from it appropriately, using other approaches which enable learners to be taught beneficially. She seems to have some understanding of how a range of

elements in the textbook might inhibit learners' ability to learn English, and how to properly overcome those elements through simplification.

A similar report comes from both an observation from Farida's classroom and an informal conversation with her recorded in the research diary. She seems to be ignoring the textbook during most of the tasks in her lessons. She resorts to other alternatives, such as using pictures and at other times distributing flashcards to her learners with the instruction for the tasks, because, for her, that was the "right" solution to simplify the tasks better for learners (Farida, research diary, classroom observation reflection, September, 2019). Farida, whose multilingual young learners are still learning and acquiring the language of instruction (English), frequently simplifies her EFL oral explanation of the textbook tasks by resorting to confirmation and clarification.

In the same vein as with Farida's teaching technique, Hafid resorts to gestures and to learners' first and second languages to work on their understanding and engagement, saying "I use flashcards and gestures...to make them[pupils] understand more...sometimes, learners don't understand, so here we use the French[language] or...the last choice we use Arabic to make them understand more" (Hafid, formal interview, October, 2019). These teachers seem to offer some teaching techniques that, for them, are considered standard approaches in EFL teaching. The significance of these seems to lie in making the simplification of learning for their learners their first concern, and ensuring they are on the proper learning track to attain clear understanding.

Farida and Hafid made the case for pedagogies built on oral clarification, gestures and learners' first and second languages, defined as effective teaching tools, which are perceived to provide learners with their learning needs and to work best in advancing their understanding. For them, these techniques are significant for supporting the teachers' teaching performance to meet the existing EFL learning needs and to cope with given classroom situations. Their teaching techniques are referred to in many literature reviews, in discussions of the 'Language of Instruction and/or Classroom Discourse/Talk', where it is mentioned that teachers use various interactional techniques to clarify the meaning of the instructions for tasks. This is to facilitate and develop their pupils' understanding and to produce good learning interaction, which encourages the learners to participate and be engaged with the EFL teaching content (Zhang, 2008; Hemphill, 2010). In this respect, it

might be argued that when it comes to the textbook, some teachers become agents and are responsive to change, considering their pupils' learning level and working much more on the learners' understanding. That is why they do not seem to be too submissive to the textbook, despite the fact of not being trained.

Echoing Farida's views above, Khadija, another teacher respondent, declares that she makes adjustment to the task's instructions and use of words (referred to above as language instruction) used in the textbook to describe the tasks– or will even change them completely, since her main aim lies in facilitating pupils' understanding and engagement (Khadija, formal interview, October 2019). She stresses that she feels at ease and strongly favours using "songs" and "games" with her learners when coming to "the tutorial session" (in this session learners are divided into two groups; one group studies English and the other studies French separately). Khadija appears to believe in the importance of these techniques which, for her, are considered standard approaches in EFL teaching. For Khadija, exposing learners to English through listening and speaking is essential to raise their interest and motivation towards it. She perceives that language clarification and interaction are crucial to activate the learners' learning, understanding and engagement.

Most of the teacher respondents seem to have a strong critique of the whole system, saying that the textbook and the programme in general is hard to be understood or explained by either teachers or pupils. This shows that the issue is linked with the huge amount of EFL baggage (quantity) that the multilingual pupils are required to learn, in a context of poor teaching resources (quality). However, the data reveals that teachers seem commonly to fail first in understanding the content of the textbook and the reason behind using the specific words it does use to describe the tasks, and second in explaining what the textbook intends to teach the young learners in their specific complex linguistic environment. Hence, the data suggests that the textbook is an issue for teachers because they lack teacher education.

The sociocultural perspective emphasises that the language of the textbook seems unable to be matched with the social context where it is being applied as the major mechanism for EFL pedagogies. Accordingly, it might be suggested that the perceived issue with the textbook, in this study, can be related to two problems:

- Lack of pre-service training and teaching skills regarding guidance to the implementation of the textbook. Teachers seem unable to use various mediators to guide the internalization process, and unable to mediate the development of learners through practical tools and other figurative methods.

- The syllabus of the textbook might be pedagogically flawed or designed with too little thought, because it cannot be easily adapted to meet the learners' level and the teachers' beliefs with regards tothe textbook designers' expectations. The designers seem to have little knowledge about the learners' level and needs, and/or about the generic principles of Middle School EFL textbook design (myth & reality).

5.2.2. Insecurity with teaching

Although some teacher respondents seem quite confident about what to do with the textbook, and make efforts to facilitate EFL learning and understanding for their pupils, they appear to have a feeling of insecurity and fear about their EFL teaching. This seems to give them a feeling that they themselves might be a factor that impacts on their learners' learning. I suggest below, from a sociocultural point of view, that this feeling of insecurity seems to be linked to pre-teaching training and the guidance of the inspection system. It is shaped by their perceptions of their teaching performance and their experience in their specific social situations[8], and how the cultural aspect[9] gives structure to their thoughts about teaching English, and becomes highly reliant on the inspection system. The data suggests that insecurity is a problem for teachers because they lack teacher education.

The feeling of insecurity was particularly visible, for example, in the reflections of Ahmed, who shows that he is unconvinced of the value of his teaching performance in his classrooms, and shows how much he is dependent on the guidance of the inspection system. For Ahmed, the inspection system is devoted to supplying teachers with "the right teaching strategies and guidance". It helps teachers improve their teaching skills, engaging

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[8] By specific social situations I mean the Algerian specific educational context, where the English language is being taught. This context includes multilingual teachers and learners who speak more than two languages, including; Algerian dialects, Arabic, and French. These people are shaped by their Algerian norms, rules, educational and political systems. Thus, this term is used to refer to teachers' reflection of their teaching actions in their specific EFL classrooms.

[9] By cultural aspect I refer to the inspection system that is given a high status within the Algerian educational context. This system is perceived to be devoted to provide EFL teachers with the appropriate teaching strategies and guidance as well as to help them improve their EFL teaching skills.

their pupils and facilitating the learning process for them effectively. Ahmed emphasises instruction delivery as something needed to be improved (Ahmed, formal interview, October, 2019). However, the inspection system cannot be blamed for the teachers' feeling of insecurity, which seems to influence their teaching skills, the learners' learning, and their surroundings, as well as making them unable to be agents to a greater extent in that specific sociocultural base. It does not appear to be the job of the inspection system to guide teachers and make them become creative and skilful. Teachers seem to have misconceptions on how to develop their teaching needs. In fact, the data indicates that much of what the teachers say (above and below) suggests they lack teacher education.

The perceived feeling of insecurity seems to make teachers unable to make changes in their teaching syllabus. For example, it seems to prevent them from searching for other teaching resources and methods, because they feel unsafe about their teaching practice. There is some evidence recorded in my research diary that the teachers themselves also have an impression that their static way of teaching does not support their EFL teaching to their young learners (research diary, informal conversations, November, 2019). Additionally, they perceive that teaching EFL requires more innovative teaching strategies and pedagogical freedom. To avoid feelings of insecurity, they perceive that ongoing inspections and teacher education might be a way for them to gain confidence as EFL teachers, which might support their reliance on their ELT skills in their specific teaching context. Their feelings of insecurity are probably shared because of a general lack of teacher education.

It was predominant in various reports, such as those of Khadija, a teacher respondent, who asserts that she seeks help from EFL inspectors to guide Middle School teachers on how to teach English sufficiently well, saying:

> …We also need our inspector's help to guide us and give us more information about the new or current useful teaching methods. What we [teachers] have noticed is that they always let the teacher works himself without guiding or helping us. They just give us the coursebook, the yearly planning and do your job. Sometimes the teachers find himself in a circle… everyone is teaching the way he or she knows. But none of us knows the right way of teaching this foreign language to our pupils.

She emphasises that:

> I hope, I really hope if the inspectors visit us more frequently to see the way we are performing in our classrooms, and tell us if we are doing it properly or not, if not, they should guide us and show us how to do it, give us solution… useful and appropriate teaching guidance. I don't want to teach my pupils in the wrong way, I am willing to teach them in the right way and make them learn the language successfully and love to learn it because we teachers are not trained to teaching English as a foreign language. Therefore, I am saying that we must not accuse our pupils about their learning, because the current level of our learners is because of many reasons among them we teachers, inspectors, the coursebook…

Khadija expresses feelings of insecurity about her teaching performance. She speaks out about seeking FLT training, inspectors' feedback and directions to improve her teaching practice in her classroom. Moreover, Khadija perceives that teachers' self-doubt and feelings of insecurity about their teaching practice might be among the factors that impact on the learners' learning, as also indicated by the answers of Ahmed and others below, who agree with Khadija's view. Similarly, Ahmed and Farida perceive that the inspectors' guidance is vital, which seems to give them more confidence to improve their teaching skills and liberate themselves from those feelings of insecurity about their performance. They state that they sometimes find it hard to explain some language points to their pupils in a simple way (research diary, informal conversations, November, 2019). Notwithstanding, there is a hidden part that shows it is the teachers' job to cope with those aspects of teaching and be skilful on their own. This suggests that the teachers' reliance on the inspection system and their lack of teacher education seem to make insecurity a problem for them.

Zineb, however, disagrees. Although she perceives that she could not do the whole job by herself without training and guidance, she blames English language inspectors and textbook

designers both for the teachers' inability to ameliorate their teaching strategies and for the learners' low level, stating:

> …Coursebook designers and language inspectors think that teachers are miracles or super human beings to achieve good teaching skills and do well in our classrooms. No….no… we are not, we really need their help, comments, suggestions, and especially guidance. I am not sure I am teaching my learners in the right way, maybe I am the one who makes the language difficult for them to understand. To be honest, sometimes I feel like my way of teaching is a complexity or[…]an obstacle for their understanding…I know, we gain more skills through experience, but believe me training is the only thing that make[s] us gain those skills, and the one that direct[s] us to the right and correct way of teaching English without making it difficult for our pupils.

(Zineb, formal interview, November, 2019)

Zineb's words, like those of others, show perceptions of fear, insecurity, and the need to meet high expectation of dealing with things to achieve good teaching. Furthermore, Zineb highlights that this is very often exactly how teachers are. She gives an example of what people expect from teachers in considering them as "superhumans", which is impossible. There is a huge moral issue in the expectation for teachers to be better at everything.

Based on the above, the data propose that the feeling of insecurity might be seen as a hindrance to young learners' learning and understanding of EFL. Seen from a sociocultural perspective, the feeling of insecurity seems to take the form of perception, interpretation, and reflection about teachers' everyday teaching experience in their multilingual milieu. This ranges from their need to seek help from the inspection system to their own attempts to improve their practice while also receiving help from the system. The reason I believe that it is sociocultural lies in the fact that teachers seem to be fully reliant on the inspection system in their specific sociocultural base. The sociocultural perspective confirms that the lack of pre-service teaching and the social interaction that occurs during training sessions are the key factors for the teachers' feeling of insecurity in real classroom practices. These

make them unable to mediate the development of learners via technical tools, or to implement various mediators to guide the internalization process.

Nik-Hashim *et al* (2014), found that the teachers' personality and the environmental context impacted on students' EFL communication proficiency in the Malaysian bilingual university context, focusing specifically on speaking proficiency. That the teachers' performance influenced the learners' learning was a common finding in other previous studies. They discovered that among the challenges faced by EFL teachers is their lack of professional development and limited mastery of teaching methods, in studies that mainly focused on specific bilingual teaching contexts such as Thai, Saudi Arabia and Indonesia (Alam khan, 2014; Songbatumis, 2017; Bland, 2019; Torres-Rocha, 2019; Alzobiani, 2020; Jansem, 2020).

However, in my thesis, the data suggests that insecurity is an issue for the Algerian EFL teachers in their specific multilingual context, which can be related mainly to:

- Total reliance on the guidance and feedback of the inspection system.
- Lack of pre-service teacher education in the Algerian multilingual milieu.
- Lack of teaching skills (lack of mediation).

5.2.3. Large Class Sizes

Teachers' and learners' perceptions about large class sizes[10] seem to impact on and discourage them in their EFL performance in the classroom. The sociocultural perspective allows a deep understanding that learners' inability to concentrate and participate goes back to teachers' incapability of managing the lesson and learners in the classroom. Thus, the data suggests that large sizes are an issue for teachers because they lack teacher education to teach this type of class, which seems to influence pedagogical choices. This typifies how teachers perceive their performance in relation to the classes they teach, as, in terms of almost every aspect of the lesson, they do not seem able to control the class in a way that would promote a learner-centred atmosphere. This issue might be among the changes the Algerian policy seeks to make in its educational platform "to reduce the

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[10] No precise definition has been given to the term large class sizes by previous researchers because learners' number differs from one country to another according to the educational and situational perception (Locastro and Norton, 2001; Miyake and Harris, 2017), (see chapter 2 for more details). Hence, the term large class size is used in my thesis to refer to crowded classes that contain more than forty learners in the Algerian specific educational milieu.

number of students per class, which averaged 24.2 nationally in 2016" (The Report Algeria, 2018, p. 200).

Ahmed, for example, divulges that "we have huge classes ah...a classroom which contains forty or forty-one to forty-two students, it is hard for the teacher to manage all the classroom, and to talk to each student or sorry pupil alone" (Ahmed, formal interview, October, 2019). Ahmed's response shows how hard it is to teach large classes, in which he finds himself unable to monitor, guide and interact with each learner's learning and engagement with the lesson and the tasks. This constitutes a real challenge in the spiritual side of his teaching and the learners' learning. He perceives that large class size impact mainly on his learners' attention and concentration, and his ability to control and manage his classroom, especially because of the time devoted to the English session (mainly one hour two/three times a week). He perceives this issue as time-consuming, and efforts have to be devoted to finishing the syllabus on time rather than seeking for efficient teaching performance focusing on the learners' assimilation of the learning. However, it is the teachers' job to cope with these teaching situations regardless of the number of learners. Thus, the data suggests that much of what the teachers say above and below indicates that they lack pre-service teaching.

Echoing Ahmed's views, Farida, announces:

> ...How will you deliver the lesson? We[teachers] waste most of the time in; keep silent, be quiet, write the lesson. Here we[teachers] waste almost ten minutes or more from the lesson time...and the number, I am really annoyed by the huge number of learners; forty learners. I really feel sorry about the learners, especially those who feel shy, why forty pupil per class? One learner learns and the other doesn't, what should we do?!!! And, we teachers are obliged to finish the lesson in a way or another.

> (Farida, formal interview, October, 2019)

Farida strongly emphasises three points. First, wasting the lesson time and her teaching energy on making the classroom atmosphere quiet. Second, it seems to be a realistic expectation to have small class sizes in this context because of the CBA that is under implementation, which requires small number of learners in each classroom. Finally, Farida

refers to "shy learners" who are reticent, uncommunicative and hesitant in making involuntary contributions to classroom interactions, and who lose chances to be heard or participate in large classes. For her, losing attention and chances to participate and to be involved in the learning process is highly predictable in large classes, especially when there are different learning abilities and where teachers become unable to ensure and check each individual's understanding. But all of what Farida said suggests it is her job to overcome these classroom issues, which indicates that she, like Ahmed, lacks training, particularly in teaching large classes. This lack appears to make teachers powerless to control and manage the content of the tasks and the classroom interaction within the lesson, which in turn leads to lack of learning interaction, engagement and knowledge production.

Similarly, the issue under debate emerged from the answers to the questionnaire as well. It was criticised by more than one of the young learner respondents. They show their annoyance about the classroom sizes they were learning in, because it distracted from their concentration and attention during the learning process. Amine, for example, a learner respondent, discloses his disturbance regarding class size when answering the question *'What do you think about your classroom atmosphere when learning English?'*. He claims that "it[classroom] is really crowded and noisy, and this disarrange my concentration with the teacher and find it difficult to understand what the lesson is about" (Amine, question 11, questionnaire, November, 2019, translated from Arabic to English). Another learner respondent answers the same question highlighted above, asserting:

> Our English language classroom atmosphere is normal, but most of the time it is hard for us to learn well and participate with the teacher because of the huge number of pupils in each class. I feel too much pressure because of that, I feel shy and do not get the opportunity to tell my teacher that I did not understand because of the noise. I wish if the school reduces the number of pupils per each classroom so that we can learn at ease this foreign language, just like the way we do in the tutorial session.
>
> (Houria, question11, Questionnaire, November, 2019, translated from
> Arabic to English)

Both Amine and Houria, in the extracts above, stress their viewpoints regarding the distraction caused by class sizes when they begin talking about the poor learning conditions because of the noise. For them, this issue makes them lose the chance to either learn better or make learning enquiries during the tasks, which can only be done through participation. Both pupils perceive that they learn best in small classes, and they support their perceptions by giving concrete examples of their learning during the "tutorial session", in which the number of learners is few. In addition to Amine's and Houria's answers, Yacine, another learner respondent, affirms that:

> I love the English language lessons, but it is so hard for me to follow with my teacher during the lesson. I always get distracted and disturbed by the classroom crowd and noise. I prefer learning English during the tutorial session, the number of the learners is few and the atmosphere is calm and supportive. We also have different ways of seating and we all have the chance to speak and participate with the teacher.
>
> (Yacine, question 11, Questionnaire, November, 2019, translated from
> Arabic to English)

The learners' responses above appear to show the impact of class sizes on their concentration and enthusiasm to learn English. Additionally, it seems that the large class sizes lead to an inadequate seating arrangement and inadequate monitoring of the lesson as well as a lack of interaction between teachers and pupils. But their responses indicate also that they are not being taught adequately. It is the teachers' job to attract their attention and involve them in the EFL learning process. Thus, this data suggests that large class sizes are an issue for learners because their teachers lack teacher education.

Furthermore, I came to observe that Farida had a big problem in getting the attention of her pupils and controlling their noise during the lesson. In an informal conversation with her, she asserts that the classroom size makes her unable to manage the flow of the lesson, where both she and her learners get distracted because of the crowd and noise during the lesson (research diary, classroom observation reflection & informal conversation, November, 2019). This data reveals that during the main lesson, which takes place two or three times a week, with the number of pupils exceeding 40 per classroom, Farida and

others seem to find it difficult to manage each individual learner's EFL learning and understanding. More precisely, they appear to waste their teaching time in attempting to create a supportive classroom atmosphere and engage all learners in the lesson. This, for them, seems to be challenging and somehow impossible to be achieved easily. For them, drawing the learners' attention and engagement are the difficult things to deal with in crowded classes, and is one of the things that teachers need to give attention to. Most of what they said suggests they simply lack pre-service teaching.

The issue of class size was common in the context of previous studies (Copland *et al*, 2014; Miyake and Harris, 2017; Songbatumis, 2017). The main points that emerged as challenging in their findings were behavioural problems, classroom management and lack of group work. Although the issue is common, the researchers did not highlight any challenges faced by learners. This issue in their studies was examined only from the teachers' viewpoints in bilingual contexts, where learners' opinions were not taken into account. Moreover, their studies differed from mine, in their educational and situational perceptions.

The issue of large class sizes, in my thesis, is viewed from the viewpoints of both teachers and learners, for whom English is a second foreign language and a compulsory school subject in their multilingual context. The evidence here uncovers that in teaching practice the teachers seem incapable either of managing their classes or promoting a learner-centred pedagogy. Hence, it can be suggested that what makes this finding important is linked to lack of teacher education, classroom control and the management skills to teach large classes.

5.2.4. Linguistic Issues

The teachers and learners involved in this study argue that learners face several language difficulties that seem to impact on their EFL learning. From a sociocultural perspective, there seem to be three perceived important linguistic issues influencing English learning, specifically in the Algerian multilingual EFL classroom. These issues are: grammar, vocabulary, and pronunciation. The correlation between this perspective and the encompassing aim of this section can be illustrated as follows. The sociocultural perspective allows an understanding that the social interaction that occurs during the EFL lessons is interfered with by their complex linguistic background (more than two languages). The

central point that the data stresses with this issue is the differences between the learners' L1, L2 and English, especially in multilingual young learners who are shaped by a linguistic construction of more than two languages. Hence, the rules of those two languages are perceived to highly influence their EFL learning in their complex linguistic milieu, as I explain below.

5.2.4.1. English Grammar

Teachers and learners perceive that English grammar is "difficult", "complex" and even "weird" in terms of rules. It was predominately visible in various reports, like that of Zineb, a teacher respondent, who announces her perceptions of how her young learners perceive English grammar by covering issues about verbs, tenses, and plurality. She states that "they[learners] find difficulties to learn English, especially with grammar...it has to do with a lot of rules. So, they have to memorise and remember the rules. For example, ...add an 's' of the present, the verb to be...to have they have to change all the form with he, she and it" (Zineb, formal interview, November, 2019). Zineb expresses how English grammar is hard to understand for her learners, showing that the issue lies in the huge number of rules and their changes that the multilingual pupils are required to learn and memorise, which seems to inhibit their learning ability. She offers a very interesting point of an assumption that EFL grammar learning seems to be a matter of memorisation of rules in their specific learning milieu. This appears to be a significant technique that, for her, is considered to be the standard approach in EFL teaching. Her speech suggests misconceptions of how grammar is taught to multilingual learners, which might be related to her lack of pre-service training.

Hafid, another teacher respondent, perceives that his learners find English grammatical rules complex and hard to remember, and even harder to use correctly, especially the use of future and past tenses and their spelling form (Hafid, research diary, informal conversation, November, 2019). He describes the way his learners find English grammar, which is most of the time confusing for them, such as "future and past tenses" use, which seems to be different from the rules and conjugations of the young learners' first and second languages. This language difference seems to refer to the structure of the English sentence and its parts of speech containing pronouns, verbs, nouns, prepositions, adjectives and adverbs, and their order within a sentence.

A hidden part of this data seems to highlight an important point to this issue, which is language transfer. It shows the effect of multilingualism on learners speaking different languages. Hence, this data is important because it suggests that language transfer seems to affect the multilingual learners' EFL learning. They do not seem to differentiate between how the languages they speak work and how English works. Instead, they seem to confuse the rules of the former with the latter because of their complex linguistic background.

On the one hand, Abdelmajid, a learner respondent, gives his answer to *'What is the thing that you find easy or difficult when learning English?'* stating that "the most difficult thing in learning English is conjugating English verbs because the English language contains many strange rules, and those rules always change. That is why it is always hard for me to do grammatical tasks" (Abdelmajid, question 10, questionnaire, November, 2019, translated from Arabic to English). On the other hand, Nassima states that:

> I find English language verbs so hard to conjugate because there are a lot of types of tenses used with particular period of time unlike French and Arabic, such as the past perfect and the passive form where the verb changes completely. Also, there are different ways of using the future which is for me really confusing.

> (Nassima, question 10, questionnaire, November, 2019, translated from
> Arabic to English)

Abdelmajid and Nassima give information about their perceptions towards the difficulty of English learning, which is mainly concerned with grammar and particularly with "conjugating English verbs", such as passives, though verbs in English do not really conjugate in the way they do in Arabic and French. The data shows that there is a tendency to misconceptions about English, which seem to be acquired from their L1 and L2. This tendency appears to mean that these learners do not distinguish between the rules and structure of each other language they have mastered and English, showing this confusion by the use of the expression "strange rules". EFL grammatical rules seem to be complex and confusing because of the huge number of grammatical changes that occur in each sentence, which makes it harder for them to know how to use tenses correctly. This might not be the case with bilingual learners in other countries with simpler linguistic backgrounds. Thus, the data

suggests that English grammar is difficult for learners because of the language transfer issue.

The same data was provided by Ahmed, a teacher respondent, as by the learner Nassima, about difficulties with the passive form, stating that "they[learners] have a problem with active form and passive form, and they don't know when to use the present participate, for example 'is or are' with the past participle…sometimes they don't know if the verb is conjugated in the present tense or in the past tense" (Ahmed, formal interview, October, 2019). Both teachers and learners keep using the word "confusing" to express how English grammar is hard for them, unlike learners for whom English is a second language. Nassima, above, makes a comparison between the English grammar, her original language "Arabic" and her first foreign language "French". These two languages are frequently different and vary in terms of rules and sentence structure. For Nassima, this difference makes it difficult for her to learn English rules as they change each time according to the sentence. This includes the use of the right tense for verbs, which is "really confusing" for her, including the use of the future tense. This data seems to suggest that both teachers' and learners' perceptions about English grammar are due to their complex linguistic background, and most importantly that they (the teachers) do not seem to know how English works, which leads to confusion for the learners when they teach. This is mainly because the language context is not just about communication of English, but is a multi-language context that seems to impact on the learners' learning of EFL.

This issue can also be seen in teachers' discussions of their pupils' emphasis on differentiating between colours in English like "sky blue" referring to "bleu ciel" in French, and whether "table", "sky" and "moon" would be masculine or feminine in English, depending on the grammatical gender of their first and second languages, although this emphasis does not exist in English (Research diary, informal conversations & classroom observation reflection, October, 2019). The teachers express how the learners' L1 and L2 rules seem to impact on EFL rules, giving the example of grammatical gender, where every noun and adjective gets assigned a gender, frequently masculine or feminine, while English does not. This concept of gender is very prevalent in the learners' languages, which shows how it affects their EFL thinking and learning (for example, when saying "sky blue") and seems to be a very pervasive impact that the multi-language context has on the learners'

learning. This suggests that grammar is an issue for learners because of language transfer where multiple languages impact on the rules of each others' rules.

In other data recorded in the research diary, a teacher respondent, Khadija, says that for the most part within her EFL classroom, any sign of grammar makes her learners uncomfortable during the lesson because of the difficulties they encounter in their efforts to understand the grammatical rules. She gives the example of tenses and transforming words into the plural form, like "mouse/mice, child/children" and "responsibility/responsibilities". She perceives that her learners do not distinguish between "regular" and "irregular" plural markers, they do not add an "s" when necessary (Khadija, research dairy, informal conversation, October, 2019).

Similarly, Farida perceives that "the grammar can be difficult for the learners...most of the time with tenses; especially the past simple...present perfect...there is a problem with the past participle of the verb" (Farida, formal interview, October, 2019). Seen from the data presented above, another grammatical point is perceived to be difficult besides English tenses, which is "plurality". Learners do not seem to know when to use the "s" for the plural and when the other words' plural form changes. Simultaneously, the data reveals that the learners of this study usually seem to fail to apply the English grammatical rules correctly because of their perceptions about the different kinds of difficulties, which are often related to issues found frequently in the data sources, such as verb tenses and plural types. The difficulties the learners face in EFL learning are impacted by language transfer issues as well as inadequate EFL teaching.

This aligns with Chad (2012), Vemuri *et al* (2013), Copland *et al* (2014), Kocaman (2017), Songbatumis (2017). The difficulty with grammar was common in their studies conducted in bilingual contexts. Alqahtani (2019, p. 51) described this as "low understanding of overall grammar frameworks" influencing the students' English-speaking fluency. This is strengthened in Alam Khan's research (2014), which explored how Saudi Arabia students' learning of English was influenced by their negative transfer of L1 grammatical rules to the writing of L2 in a bilingual context.

The issue of English grammar in the Algerian multilingual context, in this thesis, can be identified with the following:

- Language transfer seems to affect the multilingual young learners' learning of English because they have a complex linguistic background (speaking different languages), and in addition their first and second languages seem to give no related clues to English, as they do not seem to know how English works.
- Unqualified way of teaching (lack of mediation).

5.2.4.2. English Vocabulary

Teacher and learner respondents perceive that English vocabulary is difficult to memorise and remember. The teacher respondents argue that the learners do not have the habit of using English outside the school (no exposure to English in their multilingual environment), which is why they seem to find it harder to memorise English words. The data suggests that vocabulary is difficult for learners because of language transfer and the pedagogical approach used based on memory and practice.

According to the participants, English vocabulary or spelling of words appears to be challenging for the learners involved in this study, based on how they are pronounced. In this regard, Hakim, a learner respondent, states that "the thing that makes it difficult for me to learn English is vocabulary and its meaning. I cannot understand it or memorise it because it is difficult to pronounce and write. I tried many times to memorise it, but failed to do so and then quickly forgot" (Hakim, question 10, questionnaire, November, 2019, translated from Arabic to English).

According to the teachers' perceptions, this difficulty makes it harder for their learners to ascertain the meaning of words depending on how they are written or pronounced. Therefore, a teacher respondent perceives that "their[learners] lack of vocabulary or background knowledge is another factor" (Yacine, pilot interview, June, 2019). This data suggests that the learners' complex background knowledge is purely Arabic and French, but not English, and this was implicitly stated by my interviewees. For now, it is enough to show that the learners' background knowledge seems to impact on their learning of English vocabulary. Similarly, Ahmed, a teacher respondent, says that:

> Sometimes they have difficulties with sounds, with pronunciation, for example with the right pronunciation of 'more' they don't know it is 'm,o,r,e' because they used to hear the word 'more' [he pronounced the

word and emphasised on the sound 'r']. They expect that this is a new word.

It is perceived that the incorrect or the unclear pronunciation of words makes it harder for the learners to recognise English words, as they perceive that the languages they speak and English are too different. The learners' perceptions about the pronunciation of English words seem to be misunderstood, because they have the idea of importing their previous background knowledge, which brings together their mother tongue and second language, "English words are complicated and hard to guess their meanings, they are widely different than French words" (Iyad, question 10, questionnaire, November, 2019, translated from Arabic to English). This perception seems problematic because, for them, to speak a new language, they need to have some knowledge of it, but they appear to have knowledge only of Arabic and French, and know little or nothing in English. Perhaps understandably, then, English vocabulary learning is often being perceived and examined through memory by the multilingual young learners whose first language is not English, as Malika, a learner respondent, states "it is very difficult for me to understand an English word and look for its synonym or opposite. Whenever I try to use my previous knowledge to look for a meaning of an English word, I can realise it only in Arabic or French, but no word is available in English" (Malika, question 10, questionnaire, November, 2019, translated from Arabic to English).

Accordingly, this data reveals that English vocabulary is distinct from the pupils' L1 and L2. That distinction encompasses the words' pronunciation, spelling, and meaning, but all these appear to be confusing and hard for the learners whose first and second languages are not English. This indicates the impact of the language context, as learners have no exposure to English outside school. Hence, this suggests that vocabulary is a problem for learners due mainly to multi-language influence and lack of mediation.

Additionally, the learner respondents perceive that speaking English demands a rich linguistic baggage of 'vocabulary', which they lack. Accordingly, Halima, a young learner respondent, explains this underlying issue saying:

> I don't have enough linguistic baggage in English because its vocabulary is
> so hard to remember and memorise. That's why I am bad at English. I
> think to speak and write in English, I need to memorise a lot of words with
> their meanings. I could not because most of the vocabulary is complicated
> verbally and in writing.

> (Halima, question 10, questionnaire, November, 2019, translated from
> Arabic to English)

Based on what is said above, it is shown that the learner respondent has a clear and well-illustrated explanation for her perception about EFL learning difficulties, which is clearly vocabulary. She perceives that her language weakness goes back to the lack of the "linguistic baggage" that includes the use of English words and their meanings.

In another instant, Zineb explains how her learners find difficulties in learning vocabulary when she is teaching them English, she says "[...]when I deal with new vocabulary, new lexis which doesn't have to do with the previous lesson such as 'find' they always write it with an 'a' instead of 'i'. They find some difficulties to grasp new vocabulary and forget quickly the next day" (Zineb, formal interview, November, 2019). Zineb perceives that basic words or new ones are hard for her learners to understand and remember, as the spelling and pronunciation can get confusing. However, the data show that those new words seem to be used only in the EFL classroom nearly all the time, so the meaning of those words and their use becomes a question of how they are written and the way they are pronounced. Thus, Zineb's claim seems to reveal that her learners find issues with using the English words due to lack of practice outside the classroom. The environmental, social and cultural circumstances seem to play a big role in influencing the process of EFL learning for the learners (lack of mediation).

This aligns with Chad (2012), Elttayef and Hussein (2017), Kocaman (2017), Alqahtani (2019), Shen and Chiu (2019), for whom English vocabulary was indeed a common factor in their studies that impacted particularly on the students' speaking performance in English as a second language. This finding, in their studies, was established from psychological, linguistic and environmental perspectives, and included insufficient vocabulary, lack of linguistic skills, inaccurate pronunciation, lack of learning context for English communication, nervousness,

shyness and anxiety, and low self-confidence. In this thesis, however, the issue of vocabulary is viewed from a sociocultural perspective, considering the multilingual learners' complex linguistic background (language transfer). At the same time, all the aforesaid data suggest that the issue with vocabulary can be linked to the following:

- Language transfer seems to impact on the young learners' EFL learning because they have a complex linguistic background (speaking different languages). They perceive that English vocabulary contains complicated spelling and sounding because they seem unable to associate them with their L1 and L2 (lack of mediation).

- Being taught too many points and exceptions to the rules of EFL to follow, using a pedagogical approach based on memory and practice, seem to impact on the multilingual learners' assimilation, and bring them confusion.

- It is argued that the learners do not have the habit of using English outside the school (no exposure to English in their multilingual context), which is why they find it harder to memorise English words.

5.2.4.3. English pronunciation

English pronunciation is another factor that is perceived to have a negative impact on the learners involved in this study.This can be seen in a variety of participants' accounts, such as that of Dalila, a learner respondent, who declares that "English is difficult to pronounce because its alphabets' pronunciation changes each time and with each word such as the letter 's', sometimes it is pronounced /s/ other times /z/ or /j/ and sometimes /sh/ like the words 'sure and measure'" (Dalila, question 10, questionnaire, November, 2019, translated from Arabic to English).

The same data was provided by another learner saying that "I find English words very hard to pronounce. I most of the time do not make difference between French pronunciation and English. I got used to French way of speaking, that is why I find English heavy and complicated as sounds change a lot with different words" (Abir, question 10, questionnaire, November, 2019, translated from Arabic to English). Both Dalila and Abir perceive that English words are difficult to pronounce. It seems to be due to the difference between the written and spoken form of the word. They perceive that their L1 and L2 seem to have neither that sound distinction nor those various combinations of letters and/or the same

letter. However, they do not seem to know how English works, they appear to only know how Arabic and French work. Thus, this data suggests that what makes pronunciation a specific problem for them is the language transfer influence due to lack of mediation.

Language transfer appears to be associated with problems that influence the learning of English, precisely caused by the learner's first and second languages due to lack of mediation. It seems to occur as a consequence of the learners transferring features of Arabic and French into English by making assumptions about its pronunciation and spelling, as the three languages are different. Although French and English contain the same letters of the alphabet, they have differences in the sound system. This seems to cause difficulties of comprehension and speech output for the learners.

More data emerged from the answers given during the pilot interviews by teacher respondents, such as Yacine, who said:

> [...]Definitely affects a lot and that is very clear from their difficulty to pronounce some English words. Let me give you an example, they always tell me that they cannot pronounce the words information and exaggeration in English, it is very easy to pronounce in French, but so hard to be pronounced in English.
>
> (Yacine, pilot interview, June, 2019)

The multilingual learners in this study seem to have issues with pronouncing English words, as Yacine perceives this issue "affects a lot" on his learners' learning of English. They have the tendency to carry out different first and second languages' phonetic and phonological processes, intonation and sounding rules than those that apply to English pronunciation. It is claimed that most of the time the learners feel confused about how to pronounce English words as they always ask their teacher to pronounce it for them first, otherwise they pronounce it using French sounds, especially when the word contains a silent letter (unvoiced) or diphthongs (Hafid, research diary, informal conversation, November, 2019). This issue seems to be due to the EFL phonetic alphabets, which differ from their native language. An example they gave is of "silent letters and diphthongs", which French has too

(non voisé[11]), but there are no unvoiced consonants in Arabic. Thus, this shows the impact of multilingualism on learners who speak different languages, because of the lack of mediation to teach pronunciation. This data is important because it suggests that language transfer does not seem the only factor that impacts on English pronunciation, but also the inadequate way of teaching.

The underlying difficulty is highlighted by Mohamed, too, another young learner respondent, who divulges that "there are also other words in English I do not know how to write them because when I hear them they look the same, but they are not alike, for example; bad and bed, also two and too. I always mix between these two words. There are a lot of ambiguous words like that in English" (Mohamed, question 10, questionnaire, November, 2019, translated from Arabic to English). Mohamed expresses his difficulty in pronunciation specifically of "homophones" when providing the example of "two and too". This category of learners seems to learn homophones with apparent difficulty. They do not seem to produce them every day, and their production seem to be processed through a transfer from the languages they speak. Thus, this data proposes that EFL pronunciation does not seem to be properly taught, because teachers seem to lack teacher education (mediation).

At the same time, it can be summarised from the data that pronunciation problems are perceived as a factor that impacts on multilingual learners' learning of English. This seems to be crucial for the learners to master correctly. It needs serious efforts by the learners to produce English words' sounding and intonation correctly, especially long vowels, such as diphthongs, words containing the letters "th" /θ/ /ð/or confusing consonants, such as unvoiced ones, in contrast to the pronunciation in their first language, where all consonants are voiced. Their inability to accurately articulate some English sounds appears to be due to the tip of the tongue being unacquainted with those sounds in speaking Arabic or French.

This issue has already come up in previous studies, such as that of Tergujeff (2013), who discovered that the learners' low level in pronunciation was because of the insufficient strategies to teach pronunciation in the Finnish Secondary School context, which was studied from a phonological perspective. This aligned with Daff-Alla's research (2017), for

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[11] Non voisé is a French term that refers to unvoiced letter sounds in the French language system.

example, in which the issue of pronunciation was prevalent in his study and was seen as due mainly to the unqualified teachers with insufficient teaching strategies, the influence of the mother tongue and the syllabus to teach pronunciation at the Sudanese Higher Secondary School level. This is also strengthened by Elttayef and Hussein (2017), Kocaman (2017), Alqahtani (2019), who emphasised in their studies that hindrances in the learners' learning of English are associated also with pronunciation because of the lack of learning context for English communication, the lack of appropriate strategies to teach pronunciation, shyness and anxiety, and low self-confidence. These findings were correlated with language communication and psychological perspectives in bilingual research contexts.

Nevertheless, in this research, it can be demonstrated that the perceived issue with pronunciation in the Algerian multilingual context can be linked to the following:

- The language transfer that might influence English pronunciation due to the learners' complex linguistic background.
- Lack of pre-service teaching and mediation to teach EFL pronunciation adequately.
- Lack of practising the language outside the school (no exposure).

5.2.5. Limited proficiency of EFL teaching methods

In this section, I argue that teachers' perceptions of their own limited proficiency in EFL methods have an impact on the learners' learning. As I show below, although these teaching strategies and methods exist, they do not seem to be applied within the teachers' pedagogical context. My analysis shows that the teaching practices involved in this study seem to reflect three key aspects of their practice and context:

1. The inspection system's use of feedback and guidance rather than training per se.
2. Textbook insufficiency.
3. Lack of teacher education.

In particular, I highlight the lack of pre-service teaching and especially social interaction in teacher development as the main factor that leads to inability to implement different mediators to guide the internalization process. The zone of proximal development and mediation proposed by Vygotsky in pedagogies are shared functioning, where tasks are achieved by the mutual endeavours of the training (intermental level), then become internalized by teachers individually (intramental level). Hence, teacher education needs to

focus on helping teachers to dismantle any barriers that stand in the way of teachers' implementation in the classroom, like liberating them from feelings of insecurity about their performance, rather than focusing solely on providing them with techniques that have shown to improve learners learning.

Based on the teachers' perceptions, the current EFL teaching approach, the CBA[12], which is under implementation, does not suit the Algerian Middle schools and learners. They perceive that the school atmosphere is one of the reasons that leads to the failure of this teaching approach, including large class sizes and lack of teaching resources, which the CBA requisition (Hafid, research diary, informal conversation, October, 2019). Farida, for example, perceives that teachers have not been taught how to implement this teaching approach. She does not seem to follow a specific way of teaching, but shifts to different ways that she feels are useful during the lesson, including situations where they should stand (Farida, formal interview, October, 2019).

Most of the teacher respondents above have an anxiety that comes from the fact that the school does not prepare them either for the category of learners they will be teaching or the teaching methodologies that should be used with this specific category of learners. This anxiety seems to be linked back to the factor above, "insecurity", because it seems associated with the issue of lack of teacher education (section 5.2.2). It suggests that the teachers are not trained to teach English because they seem always to be reliant on the guidance of the inspection system. The teachers appear to be using certain teaching strategies with their young learners, which are perceived to fulfil two purposes. First, they provide better communication with the pupils, and second, they support their use of explanation of the English language. Examples include hand signals and gestures to facilitate English learning for the learners, besides their frequent checking for understanding that comes from the learners' facial expressions. For them, these strategies are being used in accordance with the EFL curriculum's educational goals with respect to colleagues, learners'

[12] The competency-based approach (generally shortened to CBA) is one of the recent teaching methods that has appeared in the mid-nineteenth century. It seeks to see the way learners will be able to use the language, and the way it will enable them to function in accordance with societally accepted situations through a range of learning skills, including; speaking, reading, writing and listening within communicative and interactive situations, and knowledge of language usage in various situations, (Savignon, 1997; Richard and Rodgers, 2001, 2003, Brown, 2007; Chelli, 2007; Coyle and *et al*, 2010; and Richards & Rodgers, 2014; Ben Hammadi, 2016; Boukhentache, 2016; Selama, 2018) (for more details, see chapter 3, section 3.6.3).

learning styles, school environment, and the education programme (Research diary, informal conversations, October, 2019).

Apparently, like Farida, Zineb does not seem to follow one specific method when teaching English. She perceives that teachers are not implementing the CBA as they should be because they are teaching in an unstable way. She stresses that the CBA invites pupils to be the centre of the classroom, whereas it is not the case in the traditionally more teacher-centred Algerian classrooms. Zineb perceives that this influences the learners' EFL learning. Her examples include the lack of interaction and authentic teaching materials, especially listening materials, adding that the CBA requires an innovative way of teaching using technology, but unfortunately that is not available in her and other teachers' schools (Zineb, research diary, informal conversation, November, 2019).

Most of the teacher respondents perceive that the CBA does not really fit the Algerian educational context, and that teachers are not trained to implement it. Ahmed reports that "I think there is a kind of misunderstanding. We as teachers, we have not read about competency-based approach very well, or been trained how to use it while teaching" (Ahmed, formal interview, October, 2019). It is undeniable that the CBA failed to be successfully implemented in their schools, but it is the teachers' job to master various innovative ideas to deliver the lesson's and curriculum's objectives effectively to meet their learners' learning needs. This suggests that teachers might lack both the teaching skills and pre-service teaching.

The teacher respondents above seem to change and adapt teaching, learning activities and instructions for their learners' assimilation, but they do this randomly, without following one teaching method or strategy. This change seems to help them understand the impact of their way of teaching, and what is more is to understand where to adapt teaching strategies to better work on their pupils' understanding. Notwithstanding, school inspectors appear still to be a tool of support for EFL teachers by prioritising feedback and implementing a whole school approach. Furthermore, the teachers seem to seek for activities that provide evidence of learners' learning, planning for task processing and self-regulated feedback, and checking that learners understand and act on the activities of the lesson and the feedback provided, without resorting to one specific method. For them, the inspectors' guidance and feedback seem to provide a powerful impetus to improving and enriching EFL teachers'

practice. This suggests that limited proficiency in EFL teaching methods is an issue for teachers because they lack teacher education and are totally reliant on the inspection system.

Along similar lines, Khadija, another teacher, seems more constructive, creative and challenging in her critique, disclosing:

> I myself sometimes feel like we[teachers] are just teaching them[learners] about rules and grammar of the language without putting them in the real-life context of the language ah…for example, ah…make them listen to or watch a real video which shows the correct use of language… And to be honest, I will not lie on you, we teachers should also blame ourselves about the way we are teaching English because each teacher teaches the way he or she knows.

<div align="right">(Khadija, formal interview, October, 2019)</div>

Khadija adds in critical words:

> We[teachers] never try to ask other teachers about new teaching strategies or tools to use with our pupils, we have never been told which sufficient teaching methods that work best with our Algerian young pupils. [The interviewee took breathe then adds] I feel like we do not have that courage to make efforts or to devote time to attend my colleagues' teaching sessions.

<div align="right">(Khadija, Formal interview, October, 2019)</div>

Khadija gives a general view about how teaching English as a second foreign language goes on in her Middle School. She supplies an idea about using no exact method to teach English and/or focus on one specific skill. She gives the example of using different teaching techniques by putting learners in real-life language situation, such as interactive audio-visual resources which might help learners to learn English while listening to the language. Simultaneously, listening to their own voices could be achieved by inviting them to use the language properly with the help of audio-visual aids, such as videos speaking in English, taking into consideration the EFL teaching goals listed in the curriculum, which are highly

interrelated (Khadija, research diary, informal conversation, November, 2019). Nonetheless, although teachers seem occasionally to be agents of change, they appear to lack lesson planning that meets their learners' needs, while effectively delivering the objectives of the EFL lesson, and helping them use their lesson time successfully. This may lead them to the choice of which method and activities to use, with the appropriate selection of materials for achieving good learning outcomes.

In agreement with previous literature, it has been disputed that teachers are the ones who construct their professional agency by effectively planning the lesson with useful monitoring of teaching activities, using appropriate teaching methods and resources that work best with the category of learners they are teaching rather than solely relying on FL curriculum and policy (Hardy, 2011; Biesta *et al*, 2015; Torres-Rocha, 2019; Jansem, 2020). Bland (2019, p. 95), for example, asserts that teaching training is vital for EFL teachers of young learners "even when student teachers are fluent academic speakers of English, they will still need training in learning to emphasize the language patterns in classroom interaction". More recently, limited teaching methods were common in Alzobiani's research (2020). He confirmed that teachers should reflect on their own teaching skills which are important factors influencing learner outcomes, and he urged for regular teaching training for teachers on language curriculum planning and language instruction. In line with the above, lack of adequate teaching training was seen to be prevalent. However, reliance on the guidance of the inspection system and feedback were not common, and this is what makes the issue of limited mastery of teaching methods unusual in this thesis with this specific multilingual environment.

Consequently, it might be contended that the issue under debate is perceived to impact on the multilingual young learners' learning process. Simultaneously, the data comes to suggest that this issue can be linked to the following problems:

- Total reliance on the inspection system's guidance and feedback.
- Lack of pre-service teaching.
- Lack of professionalism in teaching EFL to young learners in multilingual context (the absence of developing confidence in their EFL teaching skills).

5.2.6. Lack of Teaching Resources

Analysed from a sociocultural perspective, both teacher and learner respondents perceive that the lack of teaching resources seems to impact on their EFL performance in the classroom. They argue that there is a notable need for teaching resources namely "audio-visual aids" which, for them, are substantial elements in EFL practice. This perspective permits a profound understanding that teachers might lack teacher education and not be professional enough to look for teaching alternatives that would work best with their multilingual young learners in that specific complex linguistic context.

This can be seen in a variety of teachers' accounts. For example, Farida discloses that "I can use flashcards because there are visual learners, audios, ah…for example; songs …I love to use data show, but because of the lack of the materials, I cannot use it" (Farida, formal interview, October, 2019). Farida seems to refer to the Debunked Vakog theory into learning styles which "stands for Visual, Auditory, Kinaesthetic, Olfactory and Gustatory human sensory systems" (Pekařová, 2010, 129), where individuals may have a unique learning preference or a mixture of the five preferences when saying "there are visuals" using pictures and sounds. She seems to be cognisant of her learners' learning styles in the way they understand meaning and formulate ideas into written or spoken forms. For her, using teaching materials is essential in her EFL classroom, with learners of mixed learning abilities, to probe their EFL knowledge according to their learning style. She perceives that audio-visual aids help teachers to deliver instructions that support both their teaching and the learners' learning, and which are required to supplement the textbook instructions and practice, such as for teaching English pronunciation, as Ahmed reflects on below.

I observed Ahmed teaching EFL pronunciation of the final ending "ing" to his learners merely orally. However, his learners did not seem to be concentrating and appeared to find difficulties in doing the task by classifying words according to their correct pronunciation because the textbook task required the use of loudspeakers "audio/listening aids", but the teacher did not have any (Ahmed, research diary, classroom observation reflection, November, 2019). Later, in an informal conversation, he said that "the school lacks teaching equipment. I raised this issue to the director so many times, but nothing changed. Teaching aids are very important when teaching English because they give a good flow and structure to the lesson and tasks, and help learners to learn better" (Ahmed, research diary, informal

conversation, November, 2019). Ahmed's words indicate that these teaching materials are vital tools because they add an essential structure to the lesson in general, and specifically to the way instructions are delivered.

Based on what is said above, it is undeniable that there is a lack of teaching resources, but teachers are aware of that from the beginning, they just seem to look for excuses, maybe to hide their lack of teaching skills. Seemingly, it is not easy to decide what materials should be used for EFL learners, but it would be useful if teachers designed their own teaching materials according to their learners' learning styles, and shared them with colleagues or designed them collaboratively, then applied them in their classrooms. These efforts would show their authenticity and improvisational teaching skills, instead of their waiting for the audio-visual aids that have never been available in their schools. Hence, the data suggests that lack of teaching resources is a problem for teachers because they lack pre-service teaching.

The learners' views reflect those of the teachers. They convey their preference to learn through watching videos and listening to songs in English, but their words show up the unfortunate fact that the favoured audio-visual equipment is not available at their schools. Fatima, whose answer to *'What makes you learn English well?'* is that "I like to learn English through motivating tools such as videos and songs because this gives me the desire and opportunity to practise the new knowledge and vocabulary that we accomplish in the classroom, but this is impossible in our schools because we never do that" (Fatima, question 10, questionnaire, November, 2019, translated from Arabic to English). Fatima seems to prefer learning through listening and watching things related to English, which seem to help her practise EFL easily, but this personal preference cannot be achieved in her school because no teaching aids are available. However, there is a hidden part that suggests she is not being taught properly because the teacher is the main facilitator and guide regardless of the unavailability of teaching resources.

Khadija, like other teachers, prefers using "teaching materials", but witnesses a considerable lack of these resources in her Middle School, providing the example of "the data show and the PCs". She hopes the school will provide teachers with the required teaching resources, as both the CBA and EFL programme call for and demand (Khadija, formal interview,

October, 2019). She put stress on the reason why she finds herself obliged to resort to the textbook, disclosing:

> That is why we cannot, sometimes we ignore the use of songs and games, where the pupil is only obliged to write the lesson down and to do the school textbook task. This is not a good habit to our learners, because what the learners like the most in learning a foreign language is to be motivated, to listen to songs and play games in English...they motivate and promote the learners' speaking skills and even listening, and produces something in production".

> (Khadija, formal interview, October, 2019)

Apparently, Khadija's view of using supplementary materials when teaching English is fundamentally important. For her, they give assistance to the learners' learning improvement, especially "listening" and "speaking" skills, and they become more motivated to learn English with more enthusiasm. For Khadija, using games and songs allow teachers to modify their EFL teaching, instructions and tasks to better motivate, assist, and activate the learners' eagerness to learn. The same data emerged from the pilot interviews, where interviewees announced the matter as an issue within their schools, which is considered as a distraction to the teaching atmosphere as well as to the learners' enthusiasm for learning (Yacine and Samia, pilot interviews, May/June, 2019).

So far, the data suggests that most of the teacher respondents believe that teaching English using the textbook only is not enough. They perceive that introducing other teaching aids may stimulate the learners' learning and engagement. They also perceive that the textbook should be used in combination with extra teaching aids, which might work best for the learners' understanding, allowing them to benefit from those alternatives through participation, and contributing to the creation of a supportive learning atmosphere. With respect to the young learners, they seem to prefer the teaching materials rather than the textbook. They are very keen to learn English in a context where songs, games, movies and pictures are involved. Seemingly, the most-used material in their classrooms is merely the textbook, as some of them state:

I got bored from learning English using the textbook. I learn English well when watching movies on TV and listening to songs when I am at home, it is really exciting and motivating. I wish if we do the same here at school, but my teacher does not use this. I asked my teacher to do that, but she said she cannot because there is no equipment in the school that is why she always use the school textbook, but it is so boring".

(Samir, question 10, questionnaire, November, 2019, translated from Arabic to English)

This answer was provided by more than one young learner respondent, where their excitement and motivation to learn English seem to lie with the audio-visual aids, but these are unavailable in their schools. Nevertheless, although the schools lack teaching resources like data shows and loudspeakers and have no access to the internet to deliver the textbook's tasks effectively, there is a hidden truth that it is the teachers' job to look for alternatives and/or make their own teaching materials according to their learners' level, as they claim, such as authentic texts and tasks. Moreover, teaching aids like games, for some of them, seem to be time consuming and noisy in their large classes.

On the one hand, teachers seem to feel that it is the school's job to make the needed teaching resources available for them, which makes sense and there is no objection to that. They also seem to feel that it is the job of the inspection system to guide their teaching performance and show them what teaching materials to use, and that it is time-consuming to make those materials on their own; these seem to be only excuses to hide their teaching weaknesses. On the other hand, the data indicates that the textbook designers appear to design tasks using materials that are unavailable in the schools where teachers teach, which shows negligence and lack of thought in designing tasks that are unsuited to the real context. The central question that may come to mind is that if teachers are free to use any teaching materials in their classrooms, why do not they show their authenticity and competency by searching and making their own teaching materials, taking into consideration their learners' interest and level, to achieve good teaching and learning outcomes, rather than waiting for those audio-visual aids to be available? Thus, this could suggest that the teachers lack teacher education.

Basically, each teacher might have a computer at home. They could export it to their teaching practice as a new teaching alternative to their classrooms, given the fact that they are free to choose and use any teaching material to achieve the lesson's goal, at least in my own perceptions. Previous researchers have agreed that the most fundamental element in the process of teaching is the teacher (Hardy, 2011; Lv, 2014; Biesta *et al*, 2015; Feschuk, 2016; Songbatumis, 2017; Bland, 2019; Jansem, 2020).

In conformance with this issue, a study conducted by Songbatumis (2017, p. 62) discovered that there was a lack of teaching resources, including school textbooks and "devices such as LCD projector and sound system were very limited in which there was only one device that could be used by all teachers", and that was challenging for them to support their teaching practice. This is also strengthened by Kocaman (2017, p. 123) who emphasised in his study that Spanish learners' hindrance from learning English is associated mainly with "instructional barriers that refer to teacher, material, and instructions in the teaching and learning process". But previous researchers did not relate this issue to lack of teacher education as I do.

In this thesis, the term "teaching materials" is used to refer specifically to "audio-visual aids" as teaching resources, regardless of the textbook that is indeed available but seemingly is not useful for either teachers or learners. Thus, it might be suggested that the lack of teaching resources in this study can be identified with the following:

- Teachers lack pre-service teaching because they appear neither responsive to change nor have agency enough to look for alternatives that work best with their learners.
- The textbook is available as a teaching tool, but is not useful for the reasons mentioned above (see section 5.1.1.), and might be designed with insufficient thought, even though the textbook designers are aware of the lack of teaching resources in the Algerian schools (such as data shows and loudspeakers).
- Both the textbook and the CBA are implemented in a context of constrained teaching resources, which should be offered hand in hand with the abovementioned teaching approach.

5.3.   Chapter summary

This chapter has discussed the perceived factors that impact on pedagogies of English in Algerian Middle Schools involved in this study in two sections. The first section has addressed the social context factors, entailing the low status of English in society and the influence of parents. The second section has addressed the internal classroom context, including primary factors: dissatisfaction with the school textbook, insecurity with teaching, large class sizes, and language issues, including; grammar, vocabulary and pronunciation. It also includes the secondary factors: limited proficiency of EFL teaching methods, and lack of teaching resources.

The next chapter on findings, however, debates the perceived attitudes towards successful pedagogical choices of English in the Algerian Middle School setting, according to the opinion of the teachers; as we will see later, research contradicts these perceptions. These include cross-reference using L1 and L2, the construction of learners' learning and participation "Demo", positive punishment, reward and support, the role of the teacher, oral repetitions and drills, and teachers' assumptions of learners' engagement level, respectively.

CHAPTER SIX

6. The Perceived Attitudes Towards those Factors Relating to Convenient Pedagogical Choices of English as a Second Foreign Language in the Algerian Middle School Setting

The previous chapter discussed the perceived factors impacting on EFL pedagogies in Algerian Middle Schools among multilingual young learners involved in this study. This chapter analyses and discusses through a sociocultural lens the perceived attitudes towards successful pedagogical choices of English as a second foreign language in the research setting, including;

- Cross-reference using L1 and L2.

- The construction of learners' learning and participation "Demo".

- Positive punishment.

- Reward and support.

- The role of the teacher.

- Oral repetitions.

- And, teachers' assumptions about learners' level.

The interrelationship between these findings and the overarching aim of this chapter can be illustrated as follows. These findings, which are informed by a sociocultural perspective, allow a deep view that although there was criticism about some of the findings mentioned above in some previous studies, such as those of Alam Khan (2014), Kelishadroky *et al* (2016), Steel *et al* (2016), Galali and Cinkara (2017), Durmuş (2019), Lubis (2020), the findings that emerged from this investigation suggest that the participants' perceptions govern how they choose to construct their EFL teaching in relation to their own specific multilingual environment, and there is no recent evidence on the validity of these perceptions that seem to be affecting their pedagogical choices.

6.1. Cross-reference using L1 and L2

Most of the teacher respondents appear to recognise the influence of language transfer on the learners' learning of English (see chapter 5, section 5.2.4), when they decided to resort to cross-reference as a teaching strategy.

Cross-referencing (CR) is often referred to as across-linguistic and/or cross-language strategy used to raise the learners' awareness of the distinction between the languages they speak and English. This finding in this section is looked at from a sociocultural angle, however, because the factors influencing the use of CR involve techniques that cannot be reduced to purely linguistic or pedagogical analysis alone. The sociocultural perspective allows an understanding that cross-referencing is an option for teachers because they use it mainly to eliminate the transfer of the systems of the learners' first and second languages into the English language system. I do not wish to claim that cross-referencing is an inappropriate strategy to eliminate language transfer issues, but I would argue that there is no guarantee that it works with all learners as it does not seem always to conform to what they encounter in the classroom. It can therefore be argued that the teachers' perceptions about using cross-referencing reveal a lot about their construction of pedagogical choices, which seem to be influenced by their own understanding and thoughts about sociocultural issues (lack of mediation). Let us understand this perceived pedagogical choice in more detail below.

The teachers argue that a cross-referencing strategy is used to make pupils deliberately look at the three languages side by side, at the similarities and differences in the way they work. The sociocultural perspective confirms that the social interaction that occurs during the EFL sessions using CR is seen as a key technique for learners' development in examining their understanding of English. It is considered that their understanding of the English language is enhanced when their L1 and L2 are recognised through oral translation, through having discussions in the languages they have mastered (speaking/listening), and by developing the meta-linguistic awareness that builds upon their knowledge of Arabic, French and English. The teachers argue that using cross-reference is an instructional technique they resort to during the lesson, in which learners seem to perform meta-linguistic examinations of how their L1 and L2 work and how English works so as to avoid the impact of inter-language transfer. Moreover, they argue that the creation of a learning setting in which learners

investigate the system of English with reference to its differences from their L1 and L2 and the promotion of language conversations using dialogues, teachers and learners, appear to help the learners develop the ability to share ideas and then express their reflections (co-construct new knowledge).

Consequently, the teachers seem to supply an environment where that meta-linguistic consciousness is shared, and that can turn into a learning process for learners. In this respect, Farida discloses that:

> …Cross-reference because they have seen this in French…you can use this strategy. You can just say: "like the French". I was… ah… from 08 o'clock to 09 o'clock, I was teaching punctuation signs. I told them: "you have seen this in French; punctuation, exclamation, full stop oh I mean le point, virgule[13], you have seen that? They said: "yes, Miss". So, it is the same thing تتبدل لي برك اللغة [the rules are the same, only the language changes] […] In French, at the beginning of the sentence we use a capital letter; at the end of the sentence you put a full stop, ب تبدا capital letter و ب تكمل le point, القواعد ماغديش تتبدل. نفش الشىئ تاني ف Anglais كيف كيف يتبدلوا [the rules will not change, so it is the same rule in the English language]. So, this is "Cross-reference".

(Farida, Formal interview, October, 2019)

As already pointed out, the teachers' rationalisation of cross-reference is that it is used as an approach to EFL teaching and in classroom interaction. As example they gave was offering learners an opportunity to acknowledge and identify the names of the English punctuation marks and how they are used, by referring to their L2 names and rules (French) through an Arabic explanation. Cross-referencing has the main pedagogical purpose of improving learners' accent and fluency in English by showing descriptions of the consonants and their manner of articulation, and helping them understand how they are different from their L1 and L2. Additionally, teachers perceive that CR has the further advantages of maintaining learners' understanding and minimising the inter-language transfer that leads to the import

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[13] "Le point" and "virgule" are French words that mean "full stop" and "comma". The interviewee pronounced them in French during the interview.

of systems of rules that result from different processes. These include the transfer from L1 and L2, different types of confusion from English, and the overgeneralisation of newly confronted rules during the learning process. The argument here suggests that all these can be achieved through the purposeful use of cross-reference.

For the teachers, using a cross-language strategy appears to be effective in helping their multilingual learners differentiate between the ways of placing nouns and verbs in French and in English, and learning what each noun and verb means in Arabic, French and English, so as to avoid confusion. On this point, Hafid gives an example concerning adjectives in English, which are generally placed before the noun, as in "blue pen", unless "is" is used, as in "the pen is blue", where the adjective is placed after the verb. This system is different from that of the Arabic and French languages, where frequently the adjective goes after the noun "un stylo bleu, ازرق قلم"[14](Hafid, research diary, informal conversation, November, 2019). The data given by Hafid, like that of Farida, reveal that teachers appear to resort to cross-referencing to make their learners gradually distinguish between the rules and structure of each language they have mastered and those of English, so as not to be confused or mix up the rules of the different languages. In the teachers' view, this seems to be a useful source of vocabulary development for learners both in their L1 and L2, and in English. The use of cross-referencing appears to show how important it is to build upon what their learners know in the languages they have mastered (Algerian dialect, Arabic and French) and how they use that in English such as in "the passive voice" (Hafid, research diary, informal conversation, November, 2019).

However, it is quite hard to judge cross-referencing as always being a successful pedagogical choice in an EFL classroom, especially when there is an imbalance between the learners' L1/L2 and English, with the equilibrium swinging too far in the direction of Arabic and French. Thus, it can be suggested that English needs to be worked on more frequently in the classroom than CR, which is important and useful, but only if controlled.

This is the point of view of more than one teacher respondent. For them, this strategy seems to help their multilingual learners understand how linguistic functions are similar or different in Arabic, French, and English. Learning the difference between the languages they

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[14] "un stylo bleu, ازرق قلم" the first is a French sentence and the second is an Arabic one. They mean "blue pen".

speak and English appears to be fundamentally important, so as not to muddle rules and structures, and this is accomplished by knowing and determining the variation between the three languages they are learning and by having their L1 and L2 recognised. Furthermore, teachers seem to build on those differences by making learners acknowledge the new word in English, and then explain it in Arabic and/or French, especially abstract words which, for them, are hard to explain in English except by resorting to the learners' mother tongue or second language. An example of this is Ahmed's explanation of the word "key" and the abstract word "Friendship":

> I use Arabic or French for specific purposes because sometimes, they[learners] cannot grasp meaning, for example, ah…I am going to explain the word "key", since I have the key, this is a key[show it to them] and they say, for example, مفتاح ok, clé [15], but how comes when I explain something abstract, I do not have for example, ah…"friendship" صداقة [16]I have to say it in Arabic, ok. So that to say this friendship means صداقة, because it is something abstract…we are taught by the inspector to say it first in French, if they do not know it, you can say it in Arabic because we are aloud.

> (Ahmed, formal interview, October, 2019)

It seems to be equally essential for teachers in their multilingual classrooms to be able to build on their learners' cross-language connections as well. For them, highlighting those similarities and differences appears to create an environment where the learners' L1 and L2 are recognised. What is more, the learners seem to become able to more deeply understand and learn how different English is from their L1 and L2, and also to minimise their confusion about English rules. This data suggests that when teachers create an environment where multilingual learners are encouraged to look at those points of distinction and resemblance in their languages, they can create a space that allows for those moments of cross-referencing. At those moments, the multilingual learners in this study appear to acknowledge the English language system by evolving their cognitive ability to

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[15] "مفتاح" is an Arabic word, and " clé " is a French word, which both mean "key" in English.
[16] صداقة is an Arabic word that means friendship in English.

recognise those connections, and to build on those difficult moments of not grasping the meaning of words in English. The main purpose of using CR appears to make learners use the languages they are learning correctly and sufficiently. Moreover, it appears to help learners read, write and communicate in the languages they have mastered as well as in English (Zineb, research diary, informal conversation, November, 2019).

The teachers seem to use cross-referencing as a means to describe their pedagogical choices and practice when they want to convey meaning through the translation method. However, they seem unaware about alternatives of teaching from many perspectives, as they are not trained and appear unaware that this might not be the best way and can be misused.

The same data emerged from the answers to the learners' questionnaires, in which they express how helpful it is when their teachers explain some points in French, and especially in Arabic. For example, Khalida, a learner respondent, declares that "for me, English is difficult to learn and understand, but when my teacher explains in Arabic, especially words' meaning, I grasp the information immediately and find it easy to remember and use, that is what I like about my teacher's way of teaching" (Khalida, question 6, questionnaire, November, 2019, translated from Arabic to English). Echoing Khalida's response, Omar, another learner respondent, states that he learns English well when his teacher explains English grammatical rules in Arabic, and simultaneously shows the difference between French grammatical rules and English. Omar emphasises that his teacher does not demonstrate English rules always in Arabic, but only when he and his classmate find difficulties to understand (Omar, question 6, questionnaire, November, 2019, translated from Arabic to English).

Cross-reference seems, therefore, to be used mainly to show the knowledge of one language and how it interacts with learning another language. The learners appear to be influenced by the pronunciation of their second language (French) when using English. That influence seems to lead to French-sounding pronunciation when speaking in English, such as the sounds "H and R" (Farida, research diary, informal conversation, November, 2019). Hence, the teachers appear to use CR as a strategy to abolish that influence by focusing more on the differences between English and the languages learners have mastered. This strategy seems to occuronly orally in the participants'multilingual milieu, to help learners

grasp meanings and structures and to eliminate the inter-language transfer. However, it does not seem to be used all the time, as Khadija divulges, "it is only used when needed in given situations such as explaining hard vocabulary, grammar and pronunciation" (Khadija, research diary, informal conversation, October, 2019).

Using L1 in teaching L2 and/or L3 in bilingual contexts was a common finding, which was sometimes rejected in previous studies and at other times welcomed. Alam Khan (2014), Galali and Cinkara (2017), Durmuş (2019), suggested that the overuse of the mother tongue in Second/Foreign language learning interferes negatively with the learners' learning of the foreign language. Alam Khan (2014), for example, discovered that the mother tongue (Arabic) of Saudi Arabian students negatively influences the learners' writing in English in terms of negative transfer of grammatical rules from Arabic to English because of the overuse of the mother tongue. In contrast to the abovementioned researchers, the research results of Kayaoğlu (2012), Martínez Mateo (2015), Shabir (2017), García Mayo (2018) indicated that using the learners' first language in EFL classes had a positive influence on both communicative and interactive functions in terms of linguistic and cognitive perspectives. It facilitated the learners' understanding of language similarities and differences between their native language and the target language, such as by explaining "grammar rules and instructions for class activities and management and learn new vocabulary" (Shabir, 2017, p. 49). The perceptions towards forbidding or welcoming the use of L1 and L2 in teaching L3 seem to vary depending on the participants' social environment in the place where the language is being taught.

This study, however, makes a significant contribution to deeper insights into the reason the participants use cross-reference as a pedagogical choice, by looking through a sociocultural lens. The data demonstrates that the perceived attitudes towards using cross-reference in the specific multilingual research setting can be linked mainly to the following:

- Cross-reference is perceived to be used as a form of EFL teaching approach and classroom interaction to eliminate the influence of inter-language transfer.
- This strategy is perceived as a source of English vocabulary development for the multilingual learners of this study, if applied properly.

- Cross-reference might make a distinction between the linguistic systems of the languages the multilingual young learners have mastered and English.

6.2. The construction of learners' learning and participation "Demo"

The teachers involved in this study argue that the use of "Demo" as a teaching strategy help them draw the learners' attention and engagement in the EFL learning process. However, I treat this as both perception and construction and not necessarily as a reality because it shows that this language practice is decontextualised, there is no guarantee that all learners are learning. When the "Demo" strategy is used, it seems that learners are not learning, but performing for the teacher. This is due to a sociocultural problem brought about by how teachers construct their thought and understanding of EFL teaching and learning in their specific multilingual context, as they are not trained. This pedagogical choice can be linked to their incapability of attaining a high EFL teaching performance level, due to the impact of their limited proficiency in EFL methods (see chapter 5, section 5.2.5).

For most of the teachers, the Demo strategy refers to choosing one of the good learners' answers or performances and exposing it to the whole classroom to attract the other learners' attention and engage them in the EFL learning process. The data suggests that the Demo strategy is an alternative for teachers because it is perceived to draw the learners' attention and encourage them to participate and express their thoughts. This can be seen in a variety of teachers' accounts. For example, Farida declares that she uses the so-called "Demo" a lot with her young learners because, for her, it is a helpful strategy to motivate and awaken the learners' participation, and is simultaneously helpful as a strategy for revision purposes. Farida states that:

> All the time I need to remind them about the previous lesson. Ah, for example; with first year, ah, I told them how to introduce themselves; to remind them. Well, this was in the last session. Today, I wanted to remind them, so I selected…I have chosen quick learners. I asked them to come to the board and to introduce themselves to each other; hello, my name is…what is your name…This is a "Demo" we call this in English a "Demo" عرض [in Arabic] by showing them a learning performance. Then, I select "slow learners" and I ask them to do the same thing.

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Farida explains above the way she uses the Demo strategy in her EFL classroom, where her main purpose seems to be to engage her learners in the learning process and to make use of the Demos as a learning example to the others so as to raise their enthusiasm for learning and interaction, and to activate their understanding and participation in the EFL lessons and tasks. However, as I pointed out above, it is more about performing for the teacher rather than learning. The use of this technique reflects the teachers' feelings of insecurity and their lack of various forms of pedagogies, arising because they lack teacher education (see chapter 5.2). It appears that when the teachers recognise their feelings of insecurity and need for control – which are sociocultural problems brought about by the teachers' perceptions of their teaching performance and their experience in specific social situations, and by how the cultural aspect structures their thoughts about teaching English and makes them highly reliant on the inspection system–they seem to make claims that this behaviouristic teaching strategy (demo) is an appropriate pedagogical choice because it is stimulating and entertaining.

Echoing Farida's response, Ahmed makes another essential point regarding the use of the "Demo", announcing that "at the end of each lesson, I ask some learners to come to the board and summarise what we did during the lesson to ensure their understanding. This is very encouraging for the rest of the classroom, to make those who did not understand learn from their classmates" (Ahmed, formal interview, October, 2019). In the teacher's thinking, this strategy seems to be a tool to promote a learning opportunity for all learners and to create a cooperative learning atmosphere, attracting the attention of the learners, ensuring their understanding and reinforcing the whole classroom's understanding of the lesson as well. This might lead to an assumption that the teachers' belief in the effectiveness of using this strategy is shaped by their experiences as teachers within the EFL classroom, and this, as I already highlighted above, is associated with their feelings of insecurity about accomplishing a good EFL teaching performance level. These feelings of insecurity seem to arise from their limited proficiency in EFL methods (lack of mediation), which appears to be what makes them resort to this kind of teaching strategy as a solution.

I argue that it is somewhat impractical to claim that this strategy is useful all the time. This is mainly because there might be some situations where learners do not seem to truly be

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engaged, especially if their teachers rely heavily on this strategy. Thus, it can be argued that such a teaching strategy can sometimes, if not applied properly, become pointless. That is, the teachers need to use it occasionally to maintain learners' engagement and understanding, but also need to know when and for what purpose it should be used. I argue that the teachers do not appear competent enough to be able to selectively and purposefully practise it in a way that would increase the learners' ability to demonstrate conscious understanding about English.

In contrast with Ahmed's and Farida's responses, Hafid seems to use the teaching strategy under discussion in a different way but for the same purpose. He confirms that during the tasks in the lesson he asks slow learners who did the task incorrectly to come to the board and share their answers with the whole class. This is for two purposes. The first is to correct the mistake for all the learners who made it, so they will not make it again during tests and exams. The second is to save time in the lesson, which is usually one hour long, by correcting learners through cooperation, using one learner as an example, and simultaneously creating a learning moment for all his/her classmates in their large classes (Hafid, research diary, informal conversation, October, 2019).

The same data emerged from the young learner respondents when answering the question in the questionnaire, *'What makes you learn English well?'*. On the one hand, Abdelkader, a learner respondent, declares that "I understand well when one of my classmates go to the board and show us how did he answer the first task. I then, grasp the idea and know how to do the next one" (Abdelkader, Question 14, questionnaire, November, 2019, translated from Arabic to English). On the other hand, Akila, another learner, states that "I always make mistakes when doing tasks or answering questions, but once my teacher discusses the answer with some of my classmates, I understand and can immediately notice my mistake and correct it" (Akila, question 14, questionnaire, November, 2019, translated from Arabic to English). This is the answer of more than one learner respondent, they appear to show how useful it is when learning from one another. Some of them seem to have their attention drawn by the performance of their classmates in tasks, which gives an indication that they seem to compare their understanding and learning performance with each other. In their perception, it also seems to stimulate their thinking about their process of learning, understanding and accomplishment in English, and their participation in the EFL classroom.

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Both teacher and learner respondents highlight the fact that the use of Demo as a teaching strategy might attract the multilingual young learners' attention and engagement to learn English as a second foreign language in their specific complex linguistic milieu, for several reasons and according to their perceptions: first, by encouraging learners to participate and express their thoughts in English, and second by providing more opportunities for them to participate and be engaged in the EFL learning process. For most of the teachers, using the Demo strategy can create a supportive learning moment for all of the learners, while simultaneously ensuring their understanding and assimilation of the EFL lesson. Nevertheless, these teachers appear to be shaped by their sociocultural aspect, which seems to form their perceptions and views towards the successful utilisation of this specific teaching strategy. The sociocultural aspect seems in general to shape their teaching and learning practices and interactions on how to achieve success with the teaching strategies they perceive as appropriate to make their learners effectively learn English in their specific educational context.

I would like to link this issue to Holliday's beliefs (1994) about the implementation of inappropriate approaches into specific educational contexts, as a means to critique the unsuitability of the "Demo" strategy within the research setting. In this critique, I contend that the choice of this strategy, which seems inappropriate, is probably related to the fact that the teachers do not seem to be trained to teach EFL. I refer to this, as I have already mentioned, in connection with the analysis of their insecurity and the limited proficiency of their EFL methods. It was noted in chapters 5 within the framework of my critique of the teachers' lack of teacher education and mediation, and the inappropriateness of the CBA in EFL pedagogies, which can lead to a potentially counterproductive approach "with possible effects that go far beyond the management of learning a second or foreign language" (Holliday, 1994, p. 102).

6.3. Positive Punishment

Almost all the teachers made a reference to positive punishment in their accounts, which appears as an aspect of a teaching strategy used as a mediator that contributes to learning outcomes. In the context of behaviouristic teaching assumptions and practices, the participants seem to refer to the theory of operant conditioning of Skinner (1957) that is built on the basis of rewards and punishment, where the latter is viewed as a teaching

strategy used to introduce an unpleasant stimulus to discourage a specific behaviour that comes from the context (Cushman, 2013; Claudiu, 2014; Lubis, 2020). They perceive that this method is extremely effective in encouraging the behaviours they wish to see in their multilingual classrooms (desirable stimulus).

This section represents the participants' understanding of classroom control and management that they use to help them foster the learners' learning. In other words, this teaching aspect is the picture they create in their minds to promote a positive learning atmosphere, and to manage and control the classroom via what they called positive punishment. This can involve cut scores, asking the learners to write words or sentences several times and so on. Thus, the participants' attitudes about the effectiveness of punishment appear to be developed by means of what they observe in their classrooms, and what they lively experience in their specific educational context using this strategy. That is, the effectiveness of positive punishment as a reinforcer seems to depend on their specific educational context (social context).

Farida views positive punishment as a good discipline to enforce a rule as she thinks that writing words or sentences several times is not something her learners like to do but learn well through it. It is a thought that she realised and developed through the teaching activities she implemented and the interactions she had with her learners. She assumes that punishment is likely to decrease the possibility that the language difficulty will occur again, and to allow the EFL learning to occur successfully, in her words:

> Some learners, they…they learn by punishment. Well, I give you the example of names. You teach him [learner] how to write his name. The next session when you ask him to write his name, he don't know…he doesn't know, sorry […] I wrote your name in the last session 'my name is Mohamed', you didn't learn it? […] so, I asked him to write this sentence hundred times and told him that if he doesn't do it, he will be punished to write it two hundred times.

> (Farida, formal interview, October, 2019)

In the interview extract above, Farida seems to use punishment in ways that reflect common assumptions about learning. Claudiu (2014, p. 11), for example, argues that most

teachers resort to punishment for specific purposes like when learners make mistakes or misbehave, it is used as a powerful tool to manage and control the classroom. The notion of punishment is often used to refer to a teaching strategy that helps foster a positive learning atmosphere and encourage the appropriate behaviours during the teaching and learning process (Skinner, 1957; Maag, 2001; Cushman, 2013; Claudiu, 2014; Lubis, 2020). This finding is significant for understanding the nature of the participants' teaching performance, and for determining the features that seem to influence their pedagogical choices and practices in their specific educational context.

Like Farida, Khadija also views punishment as one of the beneficial teaching strategies she uses to increase her learners' interest in learning English, and to make the classroom atmosphere quiet. She demonstrates that at the beginning of each lesson, she warns her learners to concentrate on her explanations, and tells them that she will be asking learners randomly. The learners she finds talking outside of the lesson, she punishes by getting them to come to the board and do the task and/or answer random questions related to the lesson (Khadija, research diary, informal conversation, October, 2019). Khadija sees that the type of punishment brought into her teaching strategies works more in favour for the classroom control to decrease noise, and to increase the learners' attention in what is being taught.

Following this, I asked Farida why she adopts punishment in her teaching practice though there are plenty of alternatives. She answered by saying that:

> Some learners... don't write their lessons, هو و تكتبي و تشرحي جهة في راكي أنتي مجمع قاعد. [You are explaining the lesson and writing, but he is just talking]. Ok, you don't write your lesson, minus two. " حاسبني ،"تقْلعيلي علاه و ميس هذيك نمحيله باش غير جي و يكتبه تو، ماينس نديرله مين همالا. نقْلعها بعد من و مكتوب بالدرس تو الماينس. [The interviewee imitates her pupil saying: "Miss, why will you take two points from my score?". The interviewee answers her pupils back: "When you write down the lesson, I will take the minus off". In this case, when I warned him with the minuses, he is going to write it down just to take the minus I mentioned].
>
> (Farida, formal interview, October, 2019)

As we can see, the use of different types of punishment, mentioned by most of the teachers, is also noticeable in Farida's reasons behind opting for this as a teaching strategy. In addition to the examples illustrated above, Farida gives us more assumption about why, she thinks, punishment is useful. She links it to managing the learners' learning and control their behaviour as well as increasing their engagement in their EFL learning using "cut scores" type of punishment. She suggests that this type of punishment might be a way of decreasing misbehaviour. This is supported by some of the literature as a strategy that decreases misbehaviour, which could positively influence EFL learning (Kelishadroky *et al*, 2016; Lubis; 2020). Farida's suggestion for her learners to write the lesson then she "will take the minus off", for example, seems to be intended to ensure that learners recognise their learning behaviour and its consequences. This type of punishment, for her, seems to be beneficial, because writing lessons is required in their educational context. The data suggests that to "cut scores" as a teaching strategy seems to be merely used as a discipline to enforce a rule. The use of punishment in this case seems purposeful, which can be seen in the teachers' management of classroom misbehaviours and learners' mistakes where correction and feedback techniques are used (see chapter 2.7).

According to the data, although the teachers' evaluation of their teaching performance as limited and insecure due to lack of teacher training (see chapter 5, section 5.2.2/5.2.5), they all appeared to agree on the idea of adopting punishment as a pedagogical practice to foster the learners' learning and enforce disciplines for classroom control purposes. As I mentioned earlier, the participants' opinions and attitudes about the effectiveness of punishment appear to be formed as a result of sociocultural influence. This seems to be shared by means of thought they realised and developed through the teaching activities they implemented and the interactions they had with their learners in their specific social milieu. In this milieu, such agreement on the idea of adopting punishment as a pedagogical practice shows a significant feature of mediation in shaping peer interaction in EFL learning within their specific educational context, which indicates a traditional low teaching practice of the participants. This seems to call for a need of teacher training for improving pedagogy and evolve learner-centredness and achieve an effective teaching practice with appropriate and innovative mediational techniques that work best for learners' learning in their specific multilingual setting.

6.4. Reward and Support

Aligned with the abovementioned pedagogical strategies that the teachers choose to use in their EFL classrooms, both teacher and learner respondents argue that using reward and support seem to be beneficial in attaining successful EFL learning outputs. Notwithstanding, the construction of EFL pedagogy through reward seems to be tremendously problematic, as I argued in sections (6.1, 6.2), because of sociocultural issues (lack of mediation) brought on by how the teachers construct their thought and understanding of EFL teaching and learning practices. The teachers appear to impose reward as behaviouristic norms of teaching English in their multilingual context in the belief that they are both effective and beneficial. Hence, this data suggests that the teachers perceive reward as a good pedagogical choice because they lack pre-service teaching, and seem completely unaware about appropriate teaching alternatives from many perspectives. Learners are not learning English to be rewarded, but to learn it, and this reveals to me that they cannot be learning through reward because the teaching practice seems to be done inappropriately (lack of mediation).

Most of the teachers argue that they usually use reward and support as tools to motivate their multilingual learners, to increase their enthusiasm to learn, and to awaken the spiritual side of their learning of English. For them, these strategies are perceived to encourage their pupils to participate and express their thoughts in their EFL classroom. Most of the learner respondents perceive that they become motivated and engaged in the EFL learning process when they are rewarded by their teachers, especially when being supported and praised through verbal reward, such as good comments on their answers and participation. Nonetheless, it can be inferred from the data, even though it is not directly stated, that teachers seem to fail to draw their learners' attention in their large classes. Therefore, they resort to reward in an attempt to attract their pupils' attention towards EFL learning. Engagement and drawing the learners' attention are difficult to deal with in large classes, as they claim, but this use of rewards, if it is over-used, might restrict the learners' learning so it takes place only in response to a reward. Thus, teachers need to consider using this strategy purposefully and occasionally.

The perceived idea of favouring the utilisation of reward and support can be demonstrated in the words of Farida, who perceives that:

Ah.... Learners adore points, plus one plus two and they participate [the interviewee laughed] that's it, or for example when you bring sweats (the interviewee said in Arabic: "هدي يدي يجاوب لي الحلوى،" [The one who answers will take the sweat], oh, Miss, Miss, Miss [imitating her pupils].

(Farida, formal interview, October, 2019)

Based on this interview extract, the teacher seems to be using reward and support to foster a positive EFL learning atmosphere to encourage adequate behaviours and learning outputs, such as doing homework and answering questions. Farida seems to be saying that she uses incentives in the form of extra points and/or gifts, such as "sweets" for completing a lesson task and/or behaving appropriately in her EFL classroom. Apparently, this motivating tool seems to be used as a push to advance the learners' willingness to get good grade in tests and exams. This applies especially to the use of praise which, for her, seems to be fundamentally effective (Farida, research diary, informal conversation, November, 2019).

Arguably, this data seems to suggest that reward and support are used as tools of motivation to attain the successful accomplishment of an assigned task for learning purposes. They seem to be used specifically to praise pleasant behaviours, achievement of tasks and participation, and to encourage learners and spread feelings of satisfaction among them towards the learning behaviours that might lead them to success. This argument can be clearly seen in relation to the teachers' feelings of insecurity and their lack of various forms of pedagogies, which result from their lack of teacher education (see chapter 5.2). It appears that when the teachers recognise their feelings of insecurity and lack of teaching skills– which are sociocultural issues (lack of mediation) brought on by their perceptions of their teaching performance and how their culture gives structure to their thoughts about teaching English– they seem to see reward as the appropriate pedagogical choice because it is stimulating.

Similarly, another teacher respondent, Zineb, states that she usually asks some of her pupils who have done their homework to read their answers, and rewards them with extra points (Zineb, formal interview, October, 2019). In an informal conversation with her that is recorded in the research diary, Zineb highlights that she does not use this kind of reward all the time and/or at random. She asserts that the value of the reward provided does not lie in

its price, but rather in the relevant purpose behind it. That is, she seems to intentionally use this strategy for defined purposes, such as showing interest to those learners who participate and recognising their efforts, and also to attract the attention of the whole class and increase their motivation towards learning English (Zineb, research diary, informal conversation, November, 2019).

Likewise, the young learner respondents' views reflect those of the teachers. Most of them perceive that being rewarded and praised when doing homework, participating and/or behaving adequately instil feelings of inspiration and increase their enthusiasm towards learning English. For example, Houria, a learner respondent, points out:

> I learn well when my teacher provides me with extra points in the test, especially when I do my homework and participate with her a lot in the classroom. What I like the most about my teacher's way of teaching is even when my answer is wrong, she does not get mad at me, in contrast she always motivates me to think more and try to find the right answer.

> (Houria, questionnaire, November, 2019, translated from Arabic to English)

Echoing Houria's response, Omar, another learner, declares that he learns English well when his teacher provides him with good feedback about his learning performance in the classroom. Omar adds that this kind of feedback makes him so happy and satisfied with his efforts, and encourages him to make more efforts to be praised again (Omar, question 6, questionnaire, November, 2019, translated from Arabic to English). This feeling of happiness and satisfaction is expressed by more than one learner respondent, where the effective impact of that support appears to trigger and orient their performance. For them, being praised also seems to impact on their EFL learning development positively and effectively.

Reward and support seem to be used as mediators that contribute to learning development, and to be linked with understanding the learning of the learners, taking much greater account of their own roles in their learning. This reveals to me that the participants' perceptions seem to govern how they choose to construct their EFL teaching in relation to their own multilingual environment, which makes them assert the usefulness of reward and

support, because their lack of teacher education means they are unaware of teaching alternatives or of the many other perspectives on learning.

Maag (2001), Claudiu (2014), Kelishadroky *et al* (2016), Steel *et al* (2016), Cushman *et al* (2019), Lubis (2020), showed that using reward and support as teaching strategies is fundamental. Most of the abovementioned researchers discovered that nearly all teachers intend to awaken the spiritual side of the initiatives of their learners, using reward as a motivational teaching strategy that optimises pedagogy to encourage participation, generation of good ideas, completion of assignments and good behaviour in their specific bilingual contexts, in Iran, Malaysia, Nigeria, etc.

This thesis, however, makes a significant contribution to the understanding of how Algerian teachers and learners perceive success in their EFL classroom. One of those perceptions of success seems to be the use of reward and support as motivational teaching strategies, which are mainly informed by a sociocultural aspect. In other words, this finding sheds light on how teachers and learners perceive success through rewards and support in teaching English as a second foreign language school subject, which seems to have implications for teaching and social learning of English in their specific multilingual educational context.

The data suggests that the perceived attitudes about reward and support, such as praise, gifts and extra points as EFL teaching strategies in the participants' thinking can be linked to the following:

- Reward and support might be used to motivate the young learners and increase their enthusiasm to learn English successfully in their multilingual environment.
- These teaching strategies might be utilised to effectively awaken the learners' spiritual learning side and their interest in English, and encourage them to participate and express their thoughts.
- Reward and support might be also used to successfully trigger and orient the learners' EFL learning performance in their EFL classroom.

6.5. The role of the teacher

In addition to the perceived attitudes towards strategies of EFL teaching discussed so far, the teachers and learners participating in this study tend to select another behavioural

feature that is for them considered important in EFL teaching. This concerns the teacher and his/her relationship with their learners. It is argued that the teacher is among the mechanisms that make learners love the school subject. He/she is perceived to have an effective impact on the learners' accomplishments and success in learning English. Most of the young learner respondents perceive that they became interested to learn English because they love their teachers. From a sociocultural point of view, learners seem to benefit directly from their social interactions where they co-establish knowledge in cooperation with their teacher, which makes them perform well and make more efforts to learn English as a second foreign language. This latter seems to help establish a positive relationship between teachers and learners, which becomes a learning inspiration for learners, because the teacher is perceived to help learners feel more comfortable and safer in their EFL classroom context. In other words, the EFL teaching in the participants' setting seems to place great importance on the interlocutors' roles.

The learners seem more likely to participate actively in their EFL classroom and challenge themselves to please their teachers. They seem to be highly influenced by their views and attitudes about the effectiveness of their teachers for their EFL learning performance level. Put differently, they perceive that loving and having a good relationship and interaction with the teachers has a positive impact on their interest, passion and motivation for learning English as a school subject, which, for them, appears to successfully contribute to the improvement of their EFL learning process. This can be seen in a variety of accounts from learners, such as Houria:

> What I like the most about my teacher's way of teaching is even when my answer is wrong, she does not get mad at me, in contrast she always motivates me to think more and try to find the right answer. Honestly speaking, she is the one who made me love learning English and perform well in the classroom although my intermediate grades in English. I love her so much because she is the one who always encourages me to learn well and this means a lot to me as a learner.

> (Houria, questionnaire, November, 2019, translated from Arabic to English)

This learner respondent shows how her teacher created those encouraging moments that made her improve her learning and interest towards English. Those moments that supported the exploration of ideas and interest made Houria love her teacher, who successfully stimulated the thinking process in her. Those moments also appear to create feelings of satisfaction and willingness to make more efforts to achieve the desired level when learning English, and this was the point of view of more than one learner respondent. Arguably, this data might suggest that learners' perceptions about the teachers' teaching behaviours, and the way they interact with them appear to enhance confidence in them and give value to their learning. It might also suggest that these perceptions can help by creating a feeling of excitement during the EFL learning process. Furthermore, the challenges, guidance and support provided by teachers are perceived to make learners love their teachers and the school subject, and increase their interest and motivation to learn English. Hence, this data seems to shed light on the fundamental role the teacher plays in the learners' learning process.

The teachers' perceptions reflect those of the young learners above. For example, Khadija, a teacher respondent, perceives that her learners love learning English because they love her. Additionally, she seems to describe the teachers' role and duty to successfully make their learners love the school subject or the language they are learning. During the main interview, Khadija declares:

> My learners…they love me, they love English, ah…they do their best to learn this new language. I do my best to reach my objectives […] In my opinion, a successful English teacher is the teacher who makes his learners like and love how to learn the language. He or she must create a good method, good ways, good interactions between him or her and the learners. A good teacher must focus on how and what should the learner learn from this language.

> (Khadija, formal interview, October, 2019)

Khadija seems to emphasise the word "love", which for her appears to be the crucial starting point of an effective instructional and interactional EFL learning milieu to lead to success for the learners. She makes two important points. First, love for the teacher, for her,

might create a good relationship between teachers, learners, and the school subject. Second, it might be the essential tool that shapes the learners' development and engagement with their learning environment, where the main emphasis lies in "good interactions" and guiding "how and what" learners need to succeed in learning English, while also properly ensuring that they are able to continue learning and achieve successful EFL outputs. Ahmed, another teacher respondent, supports Khadija's viewpoint above, saying:

> The first thing when learners like the teacher, they like the language. When they hate the teacher, they hate the language, it is an Algerian mind set[…] if they like you, they come happy and they like to learn[…]if they hate you, they will put a cross on you[…] Socrates said: "he or she doesn't like me, how should I teach him or her"[…] a successful English teacher, according to my humble experience, is the one who gets his learners involved and engaged in his lesson, which means he is the one who can deliver his lesson to his pupils successfully, and let them lack or like, sorry, the language.

> (Ahmed, formal interview, October, 2019)

Most of the teachers argue that inviting learners to love their teachers is a successful teaching strategy, used deliberately to make the learners become interested in learning English. Similarly, the same data emerges from the research diary in relation to another teacher respondent, Farida, who expresses that her essential role as a teacher is in constructing her learners' ability to learn English. According to her thinking, making learners love her generated in them a fundamental sense of confidence and self-satisfaction for their learning of English in their specific social and cultural milieu (Farida, research diary, informal conversation, November, 2019). Furthermore, Farida adds another important point, that loving the teacher is the primary functional tool that helps increase the pupils' willingness to make more efforts to learn English.The effectiveness of their learning is due to the support and encouragement they receive from their teachers which, for her, is essential regardless of those external social and cultural factors that are perceived to impact on the success of

their EFL learning (see chapter 5, section 5.2.1) (Farida, research diary, informal conversation, November, 2019).

Based on what is said above, the data suggests that the participants in this study seem to perceive that the teacher might increase the lifetime love of learning English successfully for the learners. The teachers seem to intentionally work hard to gain their young learners' love for specific purposes, such as encouraging them to be interested in the school subject and engaging them successfully in the learning process. Concurrently, this data might suggest how teachers and learners perceive success in their EFL classrooms within their specific educational environments, where building good relationship and interaction between teachers and learners are perceived as critically essential to how effectively and well the multilingual learners learn English (research diary, informal conversations, September, 2019).

Additionally, the learner respondents highlight another interesting point that justifies the usefulness of building good relationships and interaction between teachers and learners when learning English. Samir, for example, expresses what made him love his teacher and become more interested in learning English, stating:

> I spent much of my time at school with my teachers and classmates. Although I have only three English sessions a week with my teacher, but I never get bored of her lessons. I love her very much because she is the one who gave me strength in my learning abilities, and guided me to accomplish good learning outputs and goals. She is the one who made me get rid of those feelings of weaknesses and became the learner whom I am today. Her cheering and support affected positively my passion and outlook towards learning English. That is why I always do my best to make her happy with my learning behaviour, participation and work well in tests and exams.

> (Samir, question 6, questionnaire, November, 2019, translated from Arabic to English)

These feelings of love and satisfaction are expressed by more than one of the learner respondents, who understandably describe the effectiveness of those positive feelings on

advancing their EFL learning performance. Samir seems to show his teacher's strong ability to attract his attention and interest towards learning English, which made him love her as well as loving English. The feelings expressed by Samir above appear to indicate the influential effect of the teachers' good interaction and guidance on promoting the learners' cognitive process and engagement in the EFL learning process. Thus, the data suggests that the perception about loving the teacher seems to successfully impact on the multilingual young learners' learning production in English. This is because they want to please their teachers and try hard not to disappoint them in their teaching efforts, passion and support (learner respondents, question 6, questionnaire, November, 2019, translated from Arabic to English).

Most of the participants highlight the fact that creating good relationships and love between teachers and learners offers more suitable and better conditions in which to learn English in their educational context for several reasons, such as providing more opportunities for learners to participate and be engaged in the EFL learning process. For them, creating love, good interaction, and confidence are the proper ways to cope with the lack of concentration and engagement problems, and successfully to facilitate the EFL learning through the motivation, enthusiasm, and interest they create. Both teachers and learners seem to be challenged by their sociocultural aspect, which appears to shape their views towards EFL learning and endeavour.

Predicated on what has been said, it might be suggested that the sociocultural elements involved in the relationship between teachers and learners, built on love and interaction, are perceived to determine the success of EFL teaching and learning in their specific complex linguistic context. Hence, awareness needs to be raised about the importance of EFL teacher education and professionalism, as EFL teaching in the research setting seems to take much greater account of the interlocutors' roles in the learners' learning process.

6.6. Oral Repetition

The teachers believe that repetition is necessary because it helps attract the learners' interest and ensure their understanding of the language as well as developing their skill in memorisation. Thus, repetition is seen as another pedagogical choice for the practice of EFL in the research context. Notwithstanding, I treat this in the context of how teachers chose

to construct EFL teaching in their multilingual context, and not necessarily as a reality because it shows that language practice is decontextualised. When oral repetition is used as a pedagogical choice in EFL teaching, there is no guarantee that learners are learning while repeating things or whether they just repeat because their teachers ask them to. Using oral repetition as a pedagogical choice in EFL teaching seem to reveal that learners are not learning but repeating for the teacher, due to sociocultural reasons brought on by how teachers (who are not trained) construct their understanding of EFL teaching and learning in their specific multilingual context. This pedagogical choice can be linked to their incapacity to attain the optimum EFL teaching performance level, due to their limited proficiency in EFL methods and their lack of pre-service teaching (see chapter 5, section 5.2.5).

I would like to link this issue to Vygotsky's beliefs (1978) about the importance of the cultural and social milieu for learning as a means to explain the use of repetition as a teaching strategy within the research setting. In accordance with this belief, I affirm that pedagogies of English as a second foreign language in the participants' setting are guided by social interactions occurring within their zone of proximal development as learners who are co-constructing their EFL knowledge jointly with their teachers. Nevertheless, the teachers seem to convey their construction of what Vygotsky calls tools of intellectual adaptation, which learners internalise through social interactions that occur in the classroom. These include oral repetition, which, for teachers, seems to be correlated with how well the learners can remember the new learned vocabulary and/or any linguistic point afterwards. This reveals that teachers choose repetition in their construction of their EFL teaching methods, because of sociocultural issues (lack of mediation), and in order to determine the strategies and to help the learners develop the strategies they need to use to develop their memory.

I do not wish to claim that oral repetition is inappropriate in EFL practice, but I wish to argue that it might not work all the time because it does not seem always to conform with what they experience in the classroom. I would therefore contend that the teachers need to communicate the purpose behind using repetition so that learners can have a comprehensible rationale for repeating the vocabulary rather than just taking the repetition for granted.

Using repetition was prominent in various teachers' accounts, such as that of Hafid, who claims that:

> The more I repeat my explanation or new vocabulary, the more likely my learners can store it in their minds. The reason I use repetition orally in my teaching process is to deliver and emphasise on the important elements of the lesson such as grammar points or pronunciation, and to make sure that my learners understood well the content of the lesson, this will help them do well in their tests and exams.

(Hafid, formal interview, October, 2019)

There is here an implication that the rationale for using repetition, in the teachers' thinking, appears to be that it supplies more opportunities for the learners to learn English and develop memory function, which seem socioculturally specified. Yet, in the above extract from an interview, there is an indication that the use of repetition appears to function as a teaching tool, which reflects the teachers' understanding of EFL teaching in terms of the importance of presenting "the important elements of the lesson", and then explaining them repeatedly so that learners could grasp and memorise them quickly. In contrast to what teachers believe, there might be some situations where learners do not truly seem to be learning if their teachers rely heavily on this strategy. Learners might only be repeating what their teachers are emphasising, without truly understanding the linguistic elements. Thus, it can be argued that repetition can sometimes, if not applied properly, become pointless. That is, teachers need to use oral repetition occasionally to maintain the learners' proficiency and understanding, but they need to know when and for what purpose it should be used (Bruner, 2001; Hunter, 2017). Their teaching practice appears to be based mainly on memorisation as a pedagogical approach.

Repetition is argued to be implemented with individual learners as well as with the whole class to ascertain that all learners have fully understood the objective of the lesson. This is shown in the words of Zineb, who makes the same point as Hafid, but expresses it differently:

> I find repetition very helpful when teaching English to my learners be it
> with the pupils individually or with the whole class, especially vocabulary.

My purpose while using repetition is to attract the learners' attention and make them feel that what I am saying and repeating is very important. I try to make sure that my pupils learned by heart the oral repetitions and memorised it successfully, especially vocabulary… So, yeah…I always do that and it works because when I do some sort of revision, I find them remember those things I repeated previously, that's why I like using this strategy in my classroom, I feel it is essential.

(Zineb, formal interview, November, 2019)

The utilisation of spoken repetition as an instructional teaching strategy that seems to be used by zineb for three main reasons. The first is to captivate the learners' focus on the essential points of the lesson and how the language is used. The second is to help the learners develop their background knowledge in English by memorising new vocabulary to commit to their long- term memory. Finally, the social interaction that takes place during her EFL lesson using oral repetition is perceived to encourage learners to rehearse and concurrently practise those learned elements which, in her view, might progressively and over time become easier for learners. Thus, it is suggested that utilising repetition in her EFL classroom seems to be an essential perceived teaching strategy, in the sense that her learners learn English well through repetition, and by going through what they learned again and again to reinforce their understanding and ensure memorisation.

As I have pointed out above, oral repetition might not be effective with all learners. There might be some who become distracted and even bored while repeating things continuously, especially if teachers overuse repetition and neglect to maintain the learners' proficiency. This also suggests that learners might be repeating things without even truly understanding those repetitions or the lesson. Hence, it can be suggested that the overuse of repetition can be a boring learning strategy for learners. For example, Hunter (2017, p. 282) points out "if task repetition is going to be used in the classroom, it is advisable to provide a clear rationale to learners and/or give feedback in order that learners have a clear understanding of the reasons for repeating a task and do not see it as an exercise in futility". Thus, as mentioned previously, teachers need to show a clear purpose behind using repetition so that learners can understand the reason why they are repeating with their teachers.

The young learner respondents declare that the more they repeat words, sentences and/or rules the more they increasingly become familiar with those EFL words and sentences. Khalida, for example, a learner respondent, asserts that "I learn English well when my teacher asks us to repeat after her new vocabulary or words' pronunciation. Repeating those words several times helps me to memorise a lot of vocabulary, also helps me to pronounce English words correctly and to participate with my teacher" (Khalida, questionnaire, November, 2019, translated from Arabic to English). Similarly, Hakim, another learner, describes how useful it is when his teacher explains and re-explains the content of the lesson as well as when his teacher asks him and/or his classmates to come to the board and orally repeat the new words' meaning, and/or any important use of grammatical rules they learn by exposing those oral repetitions to the whole classroom (Hakim, questionnaire, November, 2019, translated from Arabic to English). This data is provided by more than one of the learner respondents, who expresses the usefulness of repetition as a learning strategy to enhance their vocabulary in English besides the other teaching strategies discussed above. It seems to develop their English pronunciation through memorisation, which successfully occurs after they make several spoken repetitions.

The data offers an assumption that EFL learning seems to be a matter of memorisation of language elements in the participants' learning milieu, which seems to be a significant technique, considered a standard approach in EFL teaching. But the teachers' speech suggests misconceptions of how English is taught to multilingual learners, which might be linked to their lack of pre-service teaching. Thus, the data suggests that oral repetition is a special solution for learners and teachers because of the pedagogical approach based on memory and practice. That is, their EFL teaching and learning practices seem to be based mainly on memorisation as a pedagogical approach.

Bozorgian and Kanani (2017) revealed that using task repetition had a positive impact on young learners' speaking skills in English, in terms of fluency and accuracy. Their study was conducted on EFL young learners who were girls with an age range of 12 to 15 years, focusing specifically on speaking skills and utilising particularly task repetition, using experimental and control groups in an Iranian intermediate level institute. More recently, García Mayo and Hidalgo (2019), discovered almost identical patterns with respect to the

influence specifically of task repetition on L2 learners of English. They unveiled that using task repetition helped the sixth-year primary education learners focus their main attention on EFL morphological and lexical features while doing collaborative writing tasks without their teachers' intervention, and with limited attention given to the meaning of words. However, their study was conducted in a primary school context in the North of Spain (where English is considered as a second/foreign language in their specific Spanish educational context) focusing mainly on writing skills using specifically task repetition. Seemingly, no evidence was discussed in the abovementioned studies about the drawbacks of using task repetition in EFL teaching.

However, in my thesis, the data reveals that the usefulness of oral repetition as an EFL teaching strategy seems to be correlated with how well the learners can remember the important elements related to English, which appears socioculturally determined. The data indicates that oral repetition in EFL teaching, in the participants' context, appears to be used by teachers as a tool to examine their learners' attention and comprehension. They argue that when this tool is used learners become highly and actively engaged in the EFL learning process, and are perceived to produce good learning outputs.

6.7. Teachers' assumptions of learners' engagement

The teachers shed light on classifying their multilingual young learners into quick, medium, and slow learners, which seems to come from false assumptions about learners' engagement and their whole pedagogy in the classroom. This latter is shaped by teachers' perceptions towards their EFL teaching experience in their specific social situations, and how the cultural aspect gives structure to their thoughts towards teaching English (Vygotsky, 1978; Lantolf, 1995; Eun, 2019). Slow learners, in the teachers' thinking, are those who are able to engage and learn substantial skills but at below the average of medium and quick learners in the same-age range, and the same applies to medium learners in contrast to quick ones. This assumed classification, for teachers, is perceived to be helpful in making learners learn from each other. In their thinking, when learners are classified as quick, medium, and slow learners, they might make a successful learning combination when working together. Thus, when these classified learners work together in groups, it is perceived that quick learners can help medium and slow learners to

understand, and will help them overcome the learning difficulties that hinder them from grasping the lesson.

This is clearly visible in various teachers' accounts, such as that of Ahmed, who expresses his viewpoint regarding this classification:

> We have mixed abilities in all the classrooms or only in the classrooms I teach. We have that slow learners, and we have that medium, and we have that fast achievers. So here, I focus much more on the slow learners because according to me fast achievers…they do it, […], but we need to sit behind those slow achievers in order not to let them lag behind others… because of the level…there are pupils who understands from your explanation without using Arabic and so.

> (Ahmed, formal interview, October, 2019)

He continues:

> There are medium; they find sometimes difficulties to cope with your explanation. The others they don't know anything, even if you ask them, they say for example; "I didn't get anything, ah…I understand nothing just the time you were explaining in Arabic", these are slow achievers according to me. In my tutorial sessions, I try to make them, for example, later in groups and try to put each slow achiever in group with fast achievers, and try to make them lead and guide the learning.

> (Ahmed, formal interview, October, 2019)

Ahmed explains this specific classification of learners, who appear to be categorised according to their learning understanding and engagement. He asserts that implementing this teaching strategy helps learners to be motivated and involved in the learning process. That is, he believes that putting learners in groups involves the slow achievers in the EFL learning through the help of their quicker and more highly achieving classmates. He seems to make the case for pedagogies built on categorising learners and making them learn cooperatively in groups which, for him, is defined as an effective teaching tool. It is perceived to provide learners with their learning needs and work best for improving their

EFL understanding with the guidance of each other without the help of their teachers. However, this strategy seems to be used, according to Ahmed, only during the tutorial session rather than the main lesson. He gives the evidence that it seems to create distraction and noise during the main lesson in his large classes, which is why he seems to use it during the tutorial session only (Ahmed, research diary, informal conversation, October, 2019). Nevertheless, it sounds somewhat unrealistic for learners to help each other in every task. This is mainly because there might be some learners who do not like to work collaboratively with others, but prefer to learn and work individually. This needs to be considering when classifying learners in this way. Thus, it can be argued that such a classification can sometimes be pointless if it is not done properly and the purpose is unclear.

Similarly, during an informal conversation with Khadija, another teacher respondent, which is recorded in the research diary, she declares that being familiar with learners' learning abilities and level helps teachers to choose the appropriate teaching techniques. This awareness seems to support her teaching performance to meet the EFL learning needs and cope with given classroom situations (Khadija, research diary, informal conversation, October, 2019). In this respect, the perceived classification of learners' level, for teachers, seems to be a strategy they utilise in their EFL classroom to help learners accomplish a common learning objective. It appears to be used to provide learners with the opportunity to actively participate in learning, and simultaneously to build a good relationship with each other through collaborative learning. But this reveals to me that the teachers' assumptions of learners' engagement level and their whole pedagogy show how they are influenced by sociocultural issues in their choices about constructing their EFL teaching and determining the strategies the learners need to use to develop their learning skills. This indicates that teachers might be unaware of other alternatives of EFL teaching because they lack pre-service teaching. Those sociocultural issues include the teachers' social and cultural attitudes and misconceptions about how EFL teaching and learning occur. These issues show the dynamic social milieu that explains the relationship between the learner and teacher, where the latter plays a pivotal role in shaping peer interaction in the learning process within the learner's ZPD. Thus, this data suggests that there is a lack of mediation, which seems a vital feature of language learning and pedagogy in the Algerian context.

Hafid seems to resort to pair work by putting either a medium with a fast learner or a slow with a fast learner during the main lesson that occurs two times a week, while he seems to resort to group work during the tutorial session, which occurs only once a week. However, this strategy frequently does not seem to work well during his main lesson. For example, the reason he gives for using pair work specifically during the main lesson is to avoid noise and/or any kind of distraction. His main purpose seems to be about working on his pupils' understanding and engaging them in the EFL classroom, in a way that is unlike group work (Hafid, formal interview, October, 2019). Likewise, the classification of the learners into different categories is perceived to make fast achievers lead the learning process of their slower classmates by explaining and sharing their ideas about the lesson, and working collaboratively to do tasks through either pair or group work. This is perceived to increase the learning outputs of the learners without the input of the teacher. The sociocultural perspective permits an insight that although teachers perceive that this classification has been proven to make an improvement in the learners' learning, they need also to consider the learners' learning styles and be clear about the purpose, when using it in their classrooms.

The young learners' perceptions reflect those of the teacher respondents. Most of them perceive that learning cooperatively with their classmates who are, for them, excellent learners, helps them understand English instructions better. This can be seen in a variety of learners' accounts. For example, Ahlem, a learner respondent, perceives that she understands well when working with her classroom partner in pairs during the instructions for the tasks. She affirms that "when I discuss the lesson task with my classmate and we share ideas, we help each other in grasping the question of the task. I feel like we both become more focused on the task and try hard together to do it correctly" (Ahlem, questionnaire, November, 2019, translated from Arabic to English). Correspondingly, Iyad, another learner, reveals that he always struggles to understand the content of the lesson quickly. However, once he interacts with his classmates and asks them to clarify the specific points that he did not understand, he perceives that this interaction helps him to effectively understand, participate, and be engaged with the rest of his classmates (Iyad, questionnaire, November, 2019, translated from Arabic to English).

Most of the multilingual learners in this study seem to be affected by the tools of intellectual adaptation supplied by their teachers, such as working with their classmates in pairs and/or groups collaboratively which, for teachers, might allow learners to develop their basic mental functions effectively through the interaction that occurs within their sociocultural milieu (Vygotsky, 1978; Lantolf and Beckett, 2009; Shabani *et al*, 2010; Kurt, 2020). This appears to indicate the purpose behind teachers' assumptions of learners' engagement, which seem to be mainly applied to encourage learners to learn from each other. It also seems to be used to make them focus more attention on the essential language elements during the learning process. Additionally, this data seems to show the importance of cooperative learning in EFL learning within the participants' complex linguistic context. This kind of learning seems to be used as a purposeful strategy to make learners interact, to motivate, encourage and guide their learning, and encourage them to help each other to successfully achieve good EFL learning outcomes without their teachers' intervention. Hence, this data seems to show that this classification might be effective if used properly and for appointed purposes and not just at random. There might be some learners who like to learn from their teachers only; they might become distracted and confused while learning with their classmates, as obviously learners learn and understand things differently according to their own intelligence.

Azizinezhad *et al* (2013) discovered that cooperative learning had a positive impact on junior high school learners' competence to effectively communicate in English. Moreover, it considerably increased their motivation towards learning English in their specific educational context, including both low-achievers and high-achievers. However, they identified that the key issue in using cooperative learning is the teachers' inability to apply the structure of this type of learning properly and with a purposeful objective, especially group work which was considered time consuming if not implemented carefully. More recently, Alrayah (2018), for example, unveiled that cooperative learning activities improved the Sudanese students' speaking skills and fluency in English. Alrayah emphasised that teachers should be trained in how to use cooperative learning sufficiently well in their EFL classrooms, while the misuse of this type of learning might be ineffective for the students' learning of English; the researcher focused specifically on speaking skills. Alrayah's research

was carried out on universitylevel students studying English as a foreign language in their specific Sudanese learning context, focusing mainly on their speaking fluency in English.

Nevertheless, in my thesis, teachers' assumption of learners' engagement is perceived to help learners learn English collaboratively. The usefulness of this teaching strategy, in the teachers' thinking, seems to be correlated with how well learners can encourage and help each other understand the content of English lessons and the instructions for the tasks. The teacher respondents of this study seem to expose their multilingual learners to English inside their EFL classrooms, and to make them practise what they learn during the lesson through pair or group work with their classmates. Thus, classifying learners into quick, medium, and slow learners, appears to help teachers choose the appropriate teaching strategies that work best with their learners' learning abilities. This classification, if used carefully, seems to give learners the chance to practise those newly-learned language elements, such as vocabulary and/or grammar, and simultaneously make them apply those elements collaboratively with their partners in the classroom. The data shows that the impact of the teachers' assumptions of learners' engagement level in EFL teaching, in the participants' context, appears to be a tool that teachers utilise to examine, encourage, and increase their learners' attention and comprehension of English. When this is done properly, learners are perceived to become highly and actively motivated and engaged in the EFL learning process, and are perceived to produce good learning outcomes.

6.8. Chapter summary

This chapter has discussed the perceived attitudes towards successful pedagogical choices of English as a second foreign language in the Algerian Middle School setting involved in this study. It has addressed seven main perceived pedagogical choices. These include cross-reference using L1 and L2, the construction of learners' learning and participation "Demo", positive punishment, reward and support, the role of the teacher, oral repetitions, and the teachers' assumptions of learners' engagement, respectively.

The next chapter, however, offers further discussions, implications, and conclusions of this thesis. It, therefore, addresses the answers to the research questions using a qualitative research methodology.

CHAPTER SEVEN

7. Further Discussions, Implications, and Conclusions

In this last chapter, I address three main points. First, I summarise the findings discussed in chapters five and six to show how my research contributes to, differs from, and fits in with the existing literature. Thereafter, I supply answers to the research questions raised in this study. Second, I address the implications of the study which occur at the level of EFL pedagogical practice in multilingual contexts, for EFL teaching as a career, for teacher education, for EFL teaching perceptions, and for expansion to the sociocultural aspect of society overall, followed by an explanation on how well I think I have met the objectives of my study. I, thereafter, provide recommendations for further research, followed by the shortcomings of this study.

Finally, this chapter offers a conclusion to the thesis, where I review the overarching aim of the study and give a summary of what it introduces and the main findings it unveils.

In the coming section, I give a brief discussion of the main findings of the study. It also provides answers to the research questions mentioned above.

7.1. Summarising the main findings of the study

The findings of this research reflect some of the extant literature on how EFL pedagogical practice takes place in multilingual contexts. These findings are drawn from the data for this study which come directly from both multilingual teachers' and learners' standpoints through a sociocultural lens. They further suggest issues linked to three main areas: social perceptions, teacher education, and perceptions towards EFL pedagogical practice.

In the coming subsection I address issues linked to social perceptions and teacher education, respectively. It must be noted that these are the areas that provide answers to the first research question into "*What factors impact on pedagogical choices of EFL learning in Algerian Middle School?*" which was addressed in chapter five, including:

7.1.1. Issues related to social perceptions

The first section of the analysis presented in chapter five has displayed how social and cultural effects impact on pedagogies of English as a second foreign language in a

multilingual context. It has indicated that the process through which the participants of this study envision English is socially impacted. This process features a mutual effect constructed of two factors, which are societal and parental influences, where desires of parents, institutions and communities are embedded (Reay *et al*, 2005; Motha and Lin, 2015). Jointly, these two factors, namely society and parents, contribute to shape certain language perceptions and beliefs, which impact on how a group of people perceive the importance and role of a given language in their social and academic lives (Bourdieu, 1993; Pennycook, 2007), such as the case of English within the Algerian multilingual context of this study.

It has become clear that the low status of English within the participants' society and the influence of parents on their children's choices to learn English have considerably impacted on how they envisioned English. The latter has been traced through the way these factors influenced the learners' attitudes towards English as a second foreign language. More specifically, these societal and parental factors have traced how the participants, namely multilingual young learners, consider the role of English in their both social and academic lives (Hall, 2012; Benrabah, 2014), and the way they perceive themselves as learners of English as a compulsory school subject and as future users of it in everyday practices (Blommaert, 1999, p. 10) in their multilingual milieu. Consequently, these considerations and perceptions have converted into real classroom implementations and in turn impacted on the participants' pedagogical choices and their practices.

As seen in Finding 1, both interviews and questionnaires showed the role of the participants' society and parents in impacting on the learners' learning choices and preferences regarding English. All the participants explained that society and parents had emphasised the social, cultural and economic benefits of learning Arabic and French over English, and such social and parental intervention had an effect on the participants' choices of learning English. From a Vygotskian sociocultural perspective, the way teaching and learning of English is taking place within the participants' context is often shaped by their social beliefs and norms (Vygotsky, 1978; Lantolf, 1995; Wang *et al*, 2011). These social beliefs and norms place great importance to Arabic and French because both the Algerian school curriculum and parents are often determined by what is beneficial for the young learners in their future careers within their specific multilingual context. These cultural values and beliefs give learners the impression that these two languages are more

important than English in their social and cultural practices, and make it difficult for them to develop a good understanding of English as an area of knowledge, which is socially not paid attention to. In line with these thoughts, Gee's quotation (1999, p. 49) summarises this up precisely when saying:

> [T]hinking and using language in an active matter of assembling the situated meanings that you need for action in the world. This assembly is always relative to your socioculturally-defined experiences in the world and, more or less, routinized (normed) through cultural models and various social practices of the sociocultural groups to which you belong.

> (ibid)

In line with this quotation, this finding emphasises the social nature of the English language and the way it is conceptualised as a social practice within the participants' sociocultural context they belong to and engage in. That is, here the meaning lies in the everyday communicative discourse and practice (Gee, op.cit; Hall, 2012) that the participants engage in rather than the language rules (grammar or vocabulary), as Johnson (2009, p. 44) argues. Thus, the social nature of mental construction of the high status of Arabic and French is based on the participants' socially situated activities that are historically and culturally placed in their specific multilingual context.

Therefore, it is apparent that the participants' widespread perceptions towards learning English in their specific Algerian multilingual context arose from two major factors, which persisted to form and re-form their viewpoints of the significance and role of English in their both social and academic lives. Almost inevitably the participants' social, multicultural, and political context seem to determine the impact of society on English learning, as the Algerian government gives much importance to the political, social, cultural, and academic status of Arabic and French (Bellalem, 2008; Chemami, 2011; Belmihoub, 2018; Kerma, 2018). This suggests that the participants' specific environment influences how they think about English. This finding, therefore, suggests that the social context and cultural values of parental and institutional settings have a massive influence on how teachers and learners talk about their teaching and learning conception and experience of a given language, and on how these are affected in their particular social context (Little, 2007; Leah *et al*, 2021).

Hence, it is essential to understand how social and cultural factors shape, interpret, and influence pedagogical choices and practices of EFL teaching and learning in a given context rather than another. This point is important in my study and especially in the period of writing the thesis because it is a current focus of political interest.

7.1.2. Issues related to teacher education

The aim of this study was to investigate what impacts on pedagogical choices and practices of English as a second foreign language in the Algerian multilingual context. As seen in finding 2, the process through which EFL teaching and learning is taking place within the participants' context is impacted by the teachers' lack of pre-service teaching, and more specifically in terms of training, flexibility and professionalism in teaching EFL to multilingual young learners. This could be seen through the teachers' unqualified teaching performance due to the high reliance on the inspection system and guidance because of their lack of teacher education.

Research data suggested the emergence of issues related to classroom factors, which are explained in a more detailed summary based on the data discussed in the second section of chapter 5. Among these factors is dissatisfaction with school textbooks. The latter indicated that the syllabus design that defines the objectives of EFL teaching is perceived to be prepared with too little thought, and there is a lack of teacher education that could give the skills to use it better. This in turn showed that the designers seem to have little knowledge about the learners' level and needs, and/or about the generic principles of Middle School EFL textbook design (myth & reality). This is because the EFL teaching syllabus designed for the learners did not match their needs and/or the teachers' practices and planning inside the classroom (Bouhadiba, 2014; Arab, 2015) as the latter built a huge gap between the designers' expectations and the classroom real world practice (Hunton, 2015; Crolla and Treffers-Daller, 2017).

As the findings show, the category of young learners involved in this study are characterised by their foremost stages of being newly introduced to English as a second foreign language compulsory school subject at the age of approximately 11. Their knowledge in relation to this new foreign language seems limited and/or non-existent because the learning context in which they belong to and engage in pays little attention to English as a social practice.

Dissatisfaction with the school textbook, therefore, shows that this category of young learners is in need of a well-studied teaching syllabus and classwork materials that can help them learn the language efficiently. The design should be suitable for their cognitive and psychological needs, age, level, and learning context, and should also supply the requisite conditions for EFL learning growth and development across the Middle School curriculum, as these conditions do not seem to be taken into account when participants' school textbook was designed. Many empirical studies support this claim, such as Bourke (2006, p. 279) who stresses the importance of designing a topic-based syllabus for young learners that focusses on the learning process rather than on the products, this is because some syllabus "ignore the fact that language is made in the mind and requires active processing on the part of the learner". More recently, Nirwanto and Nuralisa (2023, p. 79) emphasise the significance of an accurate design of classroom instructional materials in EFL teaching and learning through considering the learners' backgrounds, preferences, and goals when planning lessons and instructional activities to better meet EFL teaching and learning goals in elementary school level.

The sociocultural perspective, more specifically the concept of mediation, emphasises that the language of the textbook is unmatchable with the social context where it is being applied as the major mechanism for EFL pedagogies (Mckay, 2006; Johnson, 2009; Rich, 2014) because, as Bland (2019, p. 81) points out, "this is an uninformed myth that persists worldwide, and has exacerbated serious gaps between the rhetoric of the syllabus - that frequently includes the expectation of a creative and holistic approach to TEYL, with cognitive, affective and sociocultural benefits".

This was evident in the testimonies of most of the participants who had a strong critique of the whole system, especially the textbook. This critique showed that the issue was linked with the huge amount of EFL baggage (quantity) that the multilingual pupils are required to learn, in a context of poor teaching resources (quality). Hence, the data suggests that the textbook is an issue for both learners and teachers because the latter lack pre-service training and teaching skills regarding guidance to the implementation of the textbook, as they were unable to use various mediators to guide the internalization process (Hardy, 2011; Lv, 2014; Eun, 2019), and unable to mediate the development of learners through practical tools and other figurative methods (Feschuk, 2016; Nilsson, 2020).

Although previous studies have indicated that Algerian EFL teachers use the school textbook slavishly (Rezig, 2011; Slimani, 2016; AlHarbi, 2017), and that they appear to be less motivated to make use of innovative teaching skills to produce a good learning atmosphere for learners (lack of mediational tools) (Hamindi and Bouhass, 2018; Djoudir, 2019; Nait-Brahim *et al*, 2022), little account has been given to the reasons behind welcoming or disregarding the use of the textbook within the Algerian EFL teaching setting. The explanation of these reasons is, therefore, what this study reveals. The findings of this study suggest that the textbook is a factor for learners and teachers involved in this study because the latter are mainly dependent on the inspection system, as well as lacking both pre-service teaching and skills, and guidance on how to use the textbook (see chapter 5, section 5.2.1).

Besides the textbook dissatisfaction, another factor that this study uncovers lies in the EFL teachers' insecurity over their teaching performance that made them form a "picture of the world and themselves" (Wenger, 1998, p. 194). A possible explanation for this result may be the lack of adequate teaching skills and performance of the teachers because of their lack of pre-service training. As discussed in section 5.2.2, most of the teachers showed how much they sought feelings of security about their EFL teaching practice. They claimed that they feel that they are not qualified enough in EFL teaching and seemed unaware and unable to look for teaching alternatives (Biesta *et al*, 2015; Feschuk, 2016), which would work best with their multilingual young learners in their specific complex linguistic context (Torres-Rocha, 2019; Alzobiani, 2020) because, as this study unveiled, mediation is a vital feature of language learning and pedagogy in the participants' milieu. Thus, this study suggests that security is a first priority and highly sought-after quality of professionalism in EFL pedagogical choices and practices in the research setting, because it will help teachers "build self-efficacy as professionals which is important in their perceptions of who they are and it influences what they do", as Ulvik and Largongen (2012, p. 44) propose.

This finding corroborates the argument that EFL teachers are not just language experts, but are viewed as the principal element in the language classroom (Stronge, 2018; Nilsson, 2020), who have great influence on the learning lives and performances of huge number of learners (Colpand and Garton, 2014, p. 229). More importantly, this finding suggests that the teachers' sense of insecurity over their teaching practice reflects on their educational

setting, which places great importance on the interlocutors' roles. The latter are viewed as a vital element in the young learners' learning process, as their duty is in mediating, monitoring, interacting with, encouraging, engaging, and motivating learners to construct an intensive interest in FL learning (Songbatumis, 2017; Stronge, op.cit.). This finding gives a beneficial support for the viewpoint that teachers' competency, agency, and training to teach multilingual young learners and the learning environment in which the language is being taught are essential prerequisites to meet the learning objectives for the learners (Gardner, 1985; Hardy, 2011; Djoudir, 2019), and should be encouraged to seek for teacher education sessions before joining their positions as EFL teachers to multilingual young learners, which would help them build their own innovative teaching skills, make use of various mediators to guide the learners' learning process, and more importantly feel secure about their teaching performance. This is an important finding in this study because it is among the improvements that the Algerian educational policies are seeking to make in teacher education across all levels of education at the time of writing this thesis.

The findings also showed an issue with large class sizes that is believed to impact on pedagogical choices and practices of English as a second foreign language. As was evident in teachers' interviews, learners' questionnaire, and classroom observation reflections, all the participants acknowledged that their weaknesses in EFL learning and teaching were highly linked to the issue of large class sizes. It seems possible that this issue is linked with the implementation of the CBA, which advocates an approach that seems to be inappropriate to the participants' specific educational context, and therefore leads to counterproductive approaches (Svignon, 1997; Richards and Rodgers, 2014; Hodge, 2016). The approach supported by the CBA is competency-based approach, which does not seem to work in large classes, especially with the extra issue of lack of teacher education that would be required to implement such approaches in EFL teaching (see section, 5.2.3).

A possible explanation for this issue might be that this EFL teaching approach was implemented with too little thought in the participants' specific milieu (Benadla, 2013; Ben Hammidi, 2016; Abdelfetah, 2017). This explanation fits with Holliday's (1994, p. 102) beliefs about the implementation of particular teaching approaches in inappropriate institutional settings with limited resources, which generates counterproductive approaches. This finding further supports the idea of Bouhadiba (2015, p. 14) who strongly believes that the

counteractive effects that resulted from the CBA implementation is due to the less than considered and rapid planning raised by the directives of the Ministry towards teaching methods and textbooks' programmes. Moreover, this issue relates to the changes that the Algerian policy seeks to make in its educational platform "to reduce the number of students per class, which averaged 24.2 nationally in 2016" (The Report Algeria, 2018, p. 200). While these changes have been planned for in 2018, realising them is still problematic in 2023. Therefore, those responsible for policy changes, on the one hand, are encouraged to consider the issue of large class sizes and reconsider the the implementation of the CBA in their educational context. Those responsible for teacher education, on the other hand, are prompted to give EFL teachers the teaching skills that help them adapt with large class sizes during training courses, because the participants in this study seemed unqualified and unable to overcome this issue, as those responsible appear unaware of these in the period of writing the thesis.

Additionally, there appear to be problems linked to linguistic issues, such as grammar, vocabulary and pronunciation, which seem to arise from the impact of language transfer/interference, as the participants speak more than two languages. Linked to this result, Jarvis and Pavlenko (2008, p. 4) assert that crosslinguistic influence indicates the impact of one language on another in learners' mind. In addition to this, Lado (1964, p. 19) explains that language interference "opens the way to a comparaison of the grammatical structure of the foreign language with that of the native language to discover the problems of the students in learning the foreign language". This issue appears to show the effect of the participants' multilingualism (Arabic and French) on learning another language (English). That is, learners who speak different languages do not seem to differentiate between how the languages they speak work and how English works because they have not yet acquired enough of the second foreign language (Newmark, 1966; Odlin, 1989; Larsen-Freeman and Long, 1991). They seem to confuse the rules of the former with those of the latter partly because of their complex linguistic background, and most importantly because of the teachers' inadequate EFL teaching skills (lack of mediation) that failed to iliminate that intereference, and due also to the misconceptions of the teachers about how English should be taught to multilingual learners. All of this might be linked, as explained earlier, to their lack of teacher education (section, 5.2.4).

The last two sections of the analysis presented in chapter five have indicated how the lack of mediational tools impact on pedagogies of English as a second foreign language in the research setting. This lack features a mutual effect constructed of two factors, which are limited proficiency of EFL teaching methods and lack of teaching resources, which the participants considered among the major factors that impact on their pedagogical choices and performance. By delving into these factors, it can be argued that these issues are mainly linked to the teachers' feelings of insecurity towards their EFL teaching performance as they have not received pre-service teaching into how to implement the CBA approach and/or resort to other teaching alternatives.

This was evident in the testimonies of most of the teachers who had a great sense of reliance on the inspection system's feedback and guidance, in addition to feelings that the textbook is insufficient. These are perceived as factors that bring a complixity and inadequacy to the young learners' EFL learning (Kocaman, 2017, p. 123), and limit the teachers' ability to attain an appropriate level of EFL teaching performance (Djoudir, 2019, p. 155). For example, the lack of teaching resources, such as audio-visual aids (AV), is perceived to have an impact on the participants' EFL performance in the classroom because, for both learners and teachers, these teaching resources are substantial elements in EFL practice. This finding bolsters the idea that both the textbook and the CBA are implemented in a context of constrained teaching resources (Boukhentache, 2016; Boukri *et al*, 2016), which should be used hand in hand with the teaching approach mentioned above.

There is no doubt that teaching resources facilitate EFL learning, and may improve the learners' proficiency in English. However, as was argued in previous studies, what is essential is the teachers' professional agency through lesson planning, useful teaching activities, applying various teaching skills and resources that work best with their learners (Pinter, 2006; Lucif, 2016; Kocaman, 2017; Jansem, 2020) because, as Alzobiani (2014, p. 12) points out, teachers should reflect on their teaching skills which are substantial factors impacting on learners' outcomes. These findings, therefore, reinforce that the teachers in this study might lack teacher education, which means they are likely to be unaware of other teaching alternatives that might work better with their multilingual young learners. It is argued that the teacher is the main facilitator and guide, regardless of the availability of teaching resources (Chelli, 2010; Hunton, 2015; Torres-Rocha, 2019) as the participnats'

context gives much importance to interlocutors' role. Thus, this research shows the importance of teachers' training and professionalism in teaching EFL to multilingual young learners (section, 5.2.5). Those responsible for teacher education are encouraged to focus on helping teachers to liberate their feelings of insecurity towards their performance, and provide them with techniques and skills on how to opt for other teaching alternatives that have shown to improve their learners' learning process.

7.1.3. Issues related to perceptions towards EFL pedagogical practice

This study raises issues in terms of teachers' misconceptions about convenient pedagogical choices of English as a second foreign language in the research setting. These views and attitudes can be explained in a more detailed summary based on the data that have been discussed in chapter 6. It must be noted that this is the area that provides answers to the second research question into *"What are the teachers' and learners' attitudes towards these factors in relation to their pedagogical practices in their EFL classrooms?"*.

It has been argued in this study that the participants' sociocultural perceptions govern how they choose to construct their attitudes towards convenient pedagogical choices of English as a second foreign language in relation to their own specific multilingual environment (Vygotsky, 1978; Johnson, 2009; Wang *et al*, 2011). Based on a series of studies that examined how sociocultural perceptions shape and influence teachers' and learners' performance, such as those of Little (2007), Eun (2019), Djoudir (2019), and Leah *et al* (2021), they argue that the social context and cultural values of institutional settings have a massive influence on how teachers and learners talk about their teaching and learning conception and experience, and on how these are affected and/or conveniently managed and improved in their particular social context. Hence, the current research suggests that it is essential to understand how social and cultural factors shape, interpret, and impact on pedagogical choices and practices of EFL teaching and learning in a given educational context rather than another.

Research data proposed the emergence of issues related to perceptions towards EFL pedagogical practice, which are explained in a more detailed summary based on the data discussed in chapter 6. Though some previous studies contradict these perceptions of convenience (Galali and Cinkara, 2017; Lubis, 2020), as many of those choices are both

problematic and based on behaviouristic assumptions about EFL teaching and learning, the participants exhibited their appropriateness in their educational milieu. These key findings in this study, therefore, unveil that EFL pedagogies are mediated by traditional teaching approaches and tools that are socially and culturally constructed, which appear to be based on behaviouristic assumptions. These teaching approaches and tools, however, are not properly chosen or perfomed but are still in need for development in instruction and improvement in practice because teachers lack pre-service teaching.

All the participants in this study perceived that cross-referencing is an ideal teaching strategy that has the main pedagogical purpose of eliminating the transfer of the learners' first and second language systems into the English language system. This finding corroborates the idea of Martínez Mateo (2015, p. 26) that using translation-based tasks (referring to L1 usage) can be viewed positively from two perspectives, including linguistic and cognitive perspectives that facilitate the learners' understanding of language similarities and differences between their native language and the target one (covering grammar, morphology, syntax, and lexis). This finding indicated that the participants' first and second languages naturally form a part of their context, either consciously or unconsciously, during the EFL teaching and learning processes for pedagogical purposes (Cook, 2008; Talebi, 2013; Alam khan, 2014). In the analysis chapter, I used the term cross-reference expressed by the participants to refer to the use of L1 and L2 in teaching L3 (Kayaoğlu, 2012, p. 33). Reviews in the literature show that different concepts are used to refer to the use of L1/L2 in teaching other languages, expressed in terms, such as "cross-language mediation", "cross-reference", "translation", "code-switching" and/or "cross-linguistic transfer" (Samardali and Ismael, 2017; Durmuş, 2019). Though there is a debate surrounding the appellation, it is beyond the scope of this study to delve into this discussion.

The teachers in the context of this study used cross-referencing as a teaching strategy only in oral contexts in their multilingual milieu, to help learners grasp meanings and structures and to eliminate the inter-language transfer. This result mirrors with Shabir's study (2017, p. 49) which shows that using the learners' first language in EFL classes has both communicative and interactive functions, including explaining "grammar rules and instructions for class activities and management and learn[ing] new vocabulary". Notwithstanding, it can be argued that the use of mother tongue in EFL classes should be

limited and only used for specific purposes in certain situations, like explaining important tasks or grammatical points. "Particularily when the grammar of the student's own culture differs from the English school tradition...it may be more effective to resort to the first language in the classroom when needed" (Cook, 2008, p. 184) without overusing it, so as not to prohibit the learners from genuinely interacting and communicating through the target language under the learning process. Although the participants proclaimed the efficacy of cross-referencing as a mediational tool, they do not seem to use it properly as this strategy needs development in instruction and improvement in practice. This finding reveals much about the construction of their pedagogical choices, which seemed influenced by sociocultural issues shaped by their own perceptions about EFL classroom practice in their institutional setting, as they appeared unable to implement proper mediational tools because they lack pre-service teaching (section, 6.1).

Furthermore, there appear to be views related to the construction of learners' learning and participation via a teaching strategy that the teachers called "Demo" which, as they asserted, involves choosing one of the good learners' answers or performances and exposing it to the whole class, to attract the other learners' attention and engage them in the EFL learning process (Klimova, 2015; Asgari *et al*, 2017; Susanto, 2018). As we saw previously, this is an important component of this study because it reveals that learners might not be learning, but performing for the teacher and according to his/her teaching strategy (Colpand *et al*, 2014, p. 230). The teachers constructed their own understanding of EFL pedagogies dependently upon their interaction and performance with others (Nuthall, 1997; Mantero, 2002), which were also influenced by their cultural, historical, and institutional context (Johnson, 2009; Wang *et al*, 2011), because they did not have the teaching training that would give them wider and more informed choices (Bellalem, 2008; Idri, 2012, Bouhadiba, 2015). The choice of "Demo" as a teaching strategy can be linked, as discussed earlier, to their limited proficiency in EFL teaching methods (see section 5.2.5). Therefore, the choice of this strategy is due specifically to the problem of lack of mediation. This point is crucial because, as I showed in this thesis, the concept of mediation is a vital feature of language learning and pedagogy in the Algerian context. In this milieu, the teacher plays a pivotal role in shaping peer interaction in the learning process within the learner's ZPD through using different teaching tools, support and activities, because EFL

teaching in the participants' setting seems to take great account of the interlocutors' roles, as I explain below.

It has become clear that teachers themselves are considerably among the mechanisms that make learners love the school subject. This has been captured through the way learners talked about their interlocutors who are perceived to make a positive impact on the learners' accomplishment and success in learning English. As seen in section 6.5, the learners' questionnaires and research diary showed the role of teachers in inspiring, guiding, and influencing the learners' learning process and outcome. From a sociocultural standpoint, learners seemed to benefit directly from social interactions where they co-established knowledge in cooperation with their teacher (Lave and Wenger, 1991; Lightbown and Spada, 2013), which helped them to perform well and to make more efforts to learn English as a second foreign language (Wertch, 1991; Lantolf, 1995). Those interactions helped in establishing a positive relationship between teachers and learners, which is argued to become a learning inspiration for learners afterwards (Wang and Zhan, 2020, p. 2), as teachers are perceived to help learners feel more comfortable, safe and motivated in their EFL classroom context (Liu, 2015; Brutler *et al*, 2021). Gardner (1985, p. 109) confirms this when divulging that "clearly teachers play an important motivational role, as do pedagogical techniques, experimental factors, peer groups, etc" in monitoring the learners' learning process. This finding suggests that teachers are encouraged to improve their professionalism in terms of knowledge and skills that effective EFL teaching encompasses, such as a knowledge of approaches to teaching, rather than continuing to feel dissatisfied with the school textbook (see sections 5.2.1, 5.2.2) because "effective teachers recognize the complexity of teaching, communicate clearly, and devote themselves to the teaching profession through conscious service", as Jansem (2020, p. 2) asserts. Thus, teachers may need sustained professional teacher education and support to successfully explore their practices.

Aligned with the participants' attitudes towards convenient EFL pedagogical practice, there were a number of perceptions about using reward and positive punishment in EFL teaching to overcome some of the classroom factors discussed earlier. As was discussed in section 6.3/6.4, all the teachers considered positive punishment, reward and support as beneficial pedagogical choices that they used for specific positive purposes, such as promoting a

positive learning atmosphere, managing and controlling the classroom, and attaining successful EFL learning outputs (Nuttin, 1980; Maag, 2001; Kelishadroky *et al*, 2016). The teachers' construction of EFL pedagogy through punishment, reward and support are socioculturally situated and historically constructed (Vygotsky, 1978; Wertsch, 1985; Karpov, 2003), which appear to have positive outcomes on their learners' learning, as they claimed. This mental construction showed that in order for the teachers to accomplish their teaching objectives, they developed their own teaching strategies that they found useful as mediational tools in the instructional activities that the participants engage in their institutional setting. These findings confirm Johnson's (2009, p. 122) assumption that teachers "can come to terms with the fact that they teach from somewhere, that their knowledge, beliefs, values, and practices are socially situated and socially constituted, and that those practices have social, cultural, and academic consequences on the lives of their L2 students".

The participants have indicated that punishment is used to eliminate some of the large class size issues that influenced their EFL pedagogical practice. The main purpose that contributes to this use is to decrease a learning behaviour by increasing the learners' attentiveness to learning English. Research into the use of punishment and reward in language teaching (Skinner, 1957; Cushman, 2013; Claudiu, 2014) explain how different purposes are intended in using these strategies. Added to that, Claudiu (2014, p. 11) asserts that teachers often use these two teaching strategies as powerful tools to control classroom behaviour. Whilst most teachers intend to awaken the spiritual side of initiatives of learners using reward as a pedagogical optimiser, they resort to punishment for specific purposes as when learners make mistakes, misbehave, or break any pre-clarified rule that learners are already familiar with and aware of (ibid). It has also been shown that using rewards to praise learners for participation, having good ideas, doing assignments, and behaving well is perceived to increase the learners' motivation, interest and willingness to learn and implant confidence in them. This was visible in the testimonies of most of the participants, who indicated that the use of these strategies seemed to be mostly related to good learning outputs and classroom management purposes to decrease noise and simultaneously take control over their EFL classes (Cushman *et al*, 2019; Lubis, 2020; Fuad *et al*, 2021), which illustrated an example of their attitudes towards the factors that impact on their EFL pedagogical practice.

There is no doubt that EFL instruction based on punishment may decrease a learning behaviour, and reward may increase the attentiveness of some learners who want to learn English. Nevertheless, what is not clear is the use and presentation of these strategies as the only ones for successful classroom management and motivational skills because, as Skinner (1957, p. 30-32) points out, the use of punishment should be measured, opposed to the possible negative effects because it has dire consequences, such as instilling fear in the hearts of learners and discourage their desire to learn. Consecquently, using punishment and reward alone and all the time may not be helpful for all learners, all language learning situations and institutional settings. In other words, based on the studies and claims mentioned above, it can be said that there are different consequences from using punishment and reward as pedagogical choices. The substantial implication for teachers who use these strategies is that their teaching outcomes and performance may run a consequential risk if they fail to provide productive conformations of language teaching practice, using systematic strategies and tools in which learners can learn well and be engaged in various learning situations (Maslow, 1954; Idri, 2012; Cushman, 2013; Steel *et al*, 2016). Hence, it can be agued that the abovementioned pedagogical choices were found to be predominately related to the lack of instruction and management skills resulted in lack of professionalism.

Besides the participants' conceptions about punishment and reward as convenient pedagogical choices, which are reinforced in English as a second foreign language practices in the research setting, the choice of repetition as another teaching strategy adds to the intricacy and inadequacy of their teaching performance. According to them, there are various pedagogical purposes that contribute to this choice. These include attracting the learners' interest, ensuring their understanding of the language and developing their memorisation skills; this seems to take place orally only. First, all the participants demonstrated that the usefulness of oral repetition as an EFL teaching strategy was correlated with how well the learners can remember the important elements related to English, which were socioculturally determined. Second, teachers claimed that using oral repetition helped them examine their learners' attention and comprehension, and concurrently make them become highly and actively engaged in the EFL learning process to produce good learning outputs. With reference to Dao *et al* (2021, p. 718), it has been

argued that "the degree of learner engagement was also influenced by interlocutor proficiency". It can be said that their indication of "interlocutor proficiency" sounds realistic, as engaging learners in the learning process requires highly qualified teaching skills because EFL teachers are the ones responsible for making learners be engaged and active in the classroom (Canagarajah, 2014; Kramsch, 2015).

The data offers an assumption that EFL learning seems to be a matter of memorisation of language elements in the participants' learning milieu, which seems to be a significant technique, considered a standard approach in EFL teaching (Benadla, 2013, Arab, 2015; Hemaidia, 2016). This explanation fits with Boualleg's (2016, p. 2) description when she said that "the majority of middle school pupils in Algeria face different difficulties in learning English... This is due to the lack of memorisation which affects their skills as a result of traditional methods", and saw EFL learning as a question of memory through a pedagogical approach based on memory and practice. However, the teachers' speech suggests misconceptions of how English is taught to multilingual learners, which might be linked to their lack of pre-service teaching. Thus, the data suggests that oral repetition is perceived as a convenient pedagogical choice for learners and teachers because of the pedagogical approach based on memory and practice (Bouhadiba, 2006, p. 4). That is, their EFL teaching and learning practices seem to be based mainly on memorisation as a pedagogical approach. Although they declared its efficacy, it seems to reveal much more about how the teachers choose to construct EFL teaching in their multilingual context and not necessarily about how it works in reality, because it shows that the language practice it gives is decontextualised, which in turn reveals how EFL learning is constrained by the teacher's undeveloped teaching skills (Ammour, 2009, p. 120). Using oral repetition as a pedagogical choice in EFL teaching appears to show that learners are not learning, but repeating for the teacher (section, 6.1). This finding is important in this study because it shows that the teachers' incapability of attaining a high EFL teaching performance level is impacted on by their limited proficiency in EFL methods due to lack of pre-service teaching.

Ultimately, the teachers in this study seemed to hold assumptions of learners' engagement level and their whole pedagogy in the classroom, which was shown through their classification of their multilingual young learners into quick, medium, and slow learners. As reported in section 6.7, the teachers' justification for this classification was correlated with

the extent to which learners exhibited deep attention to peers' ideas and their assistance provided during task completion when working in groups. The teachers considerably perceived that learners' engagement through group work can help learners identify their shared EFL learning objectives and negotiate meaning for task situations, which might create a collaborative learning and give birth to social interactions of mutual learning and encouragement where ideas and propositions are shared. In line with these, the teachers' perceptions of learners' engagement correspond to two major dimensions of interaction suggested by previous researchers, namely social and cognitive engagement (Bygate and Samuda, 2009; Qiu and Lo, 2017, Dao *et al*, 2021). On the one hand, social engagement could be shown through the degree of interaction of mutual learning and assistance when completing tasks. On the other hand, cognitive engagement could be reflected in learners' deep attention to classmates' ideas and negotiating meanings and understanding, as the participants claimed. Previous research on learners' engagement considered the indicators expressed by the participants in this study as measures of social and cognitive engagement (Philip and Duchesne, 2016; Lambert *et al*, 2017; Dao and McDonough, 2018).

This result proposes that both social and cognitive engagement fall into the process of interaction, which resonates with the argument that learners benefit directly from social interactions in the classroom when learning in collaboration with the help of peers and teacher through a variety of instructional techniques (Vygotsky, 1978; Lantolf, 1995; Eun, 2019). The Vygotskian sociocultural perspective underpinning this study advances the belief that learning occurs when learners interact with their social context (teacher and peers), as "the learner cannot do by him or herself but has the potential to accomplish with the guidance of others" (Shabani *et al*, 2010, p. 238-239). Evidence is provided that young learners' values, thoughts, and morals are influenced and shaped by social and cultural contexts (the classroom context, for example). Hence, social interactions (pair work and group work inside the classroom) help the mental development of learners by making connections between concepts around them (EFL learning context) (ibid).

In addtition, teachers' assumptions of learners' engagement is perceived to help learners learn English collaboratively. The usefulness of this teaching strategy, in the teachers' accounts, was correlated with how well learners can encourage and help each other understand the content of English lessons and the instructions for the tasks. In other words,

the assumed classification of the learners' levels, in the teachers' thinking, is perceived to be helpful in making learners learn from each other when working together in groups, where advanced learners can help those medium and slow learners to understand and overcome the learning difficulties that hinder them from grasping the lesson. However, as I argued in the analysis chapter, it sounds somewhat unrealistic for learners to help each other in every task. This is mainly because there might be some learners who do not like to work collaboratively with others, but prefer to learn and work individually. This needs to be considering when classifying learners in this way. Thus, it can be argued that such a classification can sometimes be pointless if it is not done properly and the purpose is unclear. With this respect, recent research suggests that "although it is feasible to observe learners' behaviour to determine levels of engagement, it is important to be aware that behaviours may not always adequately reflect how learners engage in tasks" (Dao *et al*, 2021, p. 721), and "L2 teachers need to consider learners' individual differences (i.e., beliefs) when promoting their engagement in task interaction" (ibid). This result suggests that the teachers might be unaware of other alternatives in EFL teaching to facilitate the learners' learning (lack of mediation), which caused them assumptions about learners' engagement level. I therefore argue that the teachers are encouraged to seek for teacher education to learn how to make all learners respond, by choosing the appropriate pedagogical approach that facilitates their participation and guiding them on how to be engaged properly and beneficially.

To sum up, the present study confirms that the social context and cultural values of a multilingual setting are of a great importance in shaping, interpreting, and impacting on how teachers and learners talk about their teaching and learning conceptions and experiences, and on how these impact on their pedagogical choices and practices of EFL teaching and learning in their specific educational context. Moreover, the findings point to the role of mediational tools in supporting teachers' teaching practice and learners' learning performance because mediation is considered as a vital feature of language learning and pedagogy in the participants' context of this study. That is, the way teaching and learning of English is taking place within the participants' context is mainly based on the quality of teaching resources used in the instructional activities that the participants engage in. This is the case because EFL teaching and learning in the research setting is mediated by teaching

skills and tools that are culturally and historically constructed, such as traditional low teaching performance that is based on teacher-centredness and textbook implementation, which appeared to impact on their EFL pedagogical choices and practices due to lack of pre-service teacher training and professional development. Therefore, this study indicates the role of pre-service teaching and professional development in shaping teachers' teaching proficiency and qualification, which is an important finding in the context of this study because it is among the improvements that the Algerian educational policies are seeking to make in teacher education across all levels of education at the time of writing this thesis.

7.2. Implications for EFL pedagogical practice

In my opinion, the findings of this study seem to suggest that there are important factors in various interrelated areas associated with the pedagogical practice of EFL teachers, which may need to be considered when English is being taught as a second foreign language in a multilingual context. This consideration is fundamentally important if the Algerian educational policy of the local initiatives of the country still seek to make changes across all levels of education and make more improvements in teacher education because of the global interest in EFL teaching.

First, and most importantly, it seems that there is an issue in terms of social perceptions, due to the low status that is given to the English language within the participants' society. This indicates that the environment influences how EFL teachers and learners think about English in relation to their social, political, and academic status, in contrast to the importance given to both Arabic and French. It seems to show that awareness needs to be increased concerning the importance of English in society as a whole, because of its global cultural, political, intellectual and economic status. The education sector needs to respond to the new worldwide socioeconomic requirements that the educational policy-makers in the research setting seem to be unaware of at the time of writing this thesis.

The second implication of this study occurs at the level of teacher education, and more specifically in terms of training, flexibility and professionalism in teaching EFL to multilingual young learners. The findings of this study suggest that the teachers need to be trained to teach EFL to young learners, and to implement the appropriate teaching approaches, to use the school textbook efficiently, and to carry out EFL teaching in a community of practice

where teachers can collaborate with each other at school. Thus, awareness needs to be raised about the importance of EFL teacher training among those responsible for teacher education in educational contexts in general and multilingual contexts in particular, who appear unaware of these in the period of writing the thesis.

The last implication occurs at the level of professional development for teachers. A considerable number of issues discussed in the previous analysis chapters (5 and 6) and in the findings section above are mainly related to the teachers' false perceptions about teaching and their constructions of pedagogical practice. Therefore, an awareness of this may need to be developed during training; this might help teachers to correct those misconceptions about EFL pedagogical understanding and practice.

7.2.1. Implications for society

With regard to the more specific implications of this finding, I begin first with a discussion of the implications they have for social perceptions. I make proposals originating from the collected data which seem to show a need to raise awareness of the importance of English to society overall and to EFL teachers and learners specifically.

7.2.1.1. The importance of English

I argue that the issue of social perceptions in terms of the low status that is given to the English language by individuals and in society is one of the most salient factors that impact on pedagogical practice of English as a second foreign language in the research setting. It seems that the fact that many individuals within the research setting perceive and communicate the idea that the English language is less important in both their professional and social lives than Arabic or French has led many of them to give less significance and effort to the teaching and learning of the language.

Therefore, raising awareness of the importance of English to society as a whole and individuals in particular seems to be required to increase the status of English in the Algerian community. This is fundamental if it is to be placed at the starting point of the new educational changes in the education system that the local initiatives of the country are seeking to make in educational policy. This awareness would ensure that both teachers and learners, and the society in general, would become aware of how important English as a second foreign language is in the new educational system. Moreover, it would show how

much a knowledge of English may impact on their professional careers, and on the economy of the country, in view of the global interest in this.

Another significant suggestion is that such awareness could also be raised if the Algerian educational policies of the local initiatives of the country would introduce English as the second foreign language to be taught in grade two along with the French language during primary school education. In other words, the introduction of English language in the primary school education sector alongside French may help increase the status of English in society by giving it as much value as is given to French right from the starting point of the education of its citizens. This will make awareness spread as rapidly as possible within the society overall, and may help construct new facts that impact on individuals' ways of perceiving the English language as well as encouraging them to welcome the English language into their social community.

7.2.2. Implications for teacher education

In terms of the more pointed implications of this finding, I first start with a discussion of the implications they have for the importance of EFL teacher education. I make suggestions derived from the collected and analysed data which seem to indicate a need for official pre-service teaching, flexibility, and professionalism in teaching EFL to multilingual young learners. The findings of this study suggest that the teachers need to be trained to teach EFL to young learners, to implement the appropriate teaching approaches and the school textbook efficiently, and to perform in a community of practice where they learn collaboratively.

7.2.2.1. Pre-service teaching

As previously mentioned in earlier sections, the lack of pre-service teacher education and the presence of some misconceptions within the multilingual research setting seem to have had an impact on the EFL teaching and learning practices of the participants. The EFL teachers participating in this research should not need to rely so much on the inspection system. Perhaps they could avoid this by developing their own teaching agency, and/or asking for official teacher education to teach English specifically to multilingual young learners. Thus, awareness needs to be raised concerning the importance of EFL pre-service teaching among those responsible for teacher education in educational contexts in general

and multilingual contexts in particular, who appear unaware of it in the period of writing the thesis.

An introduction to an official pre-service teaching course appears to be required for EFL teachers of multilingual learners, which may help them gain a broader view and understanding of efficient teaching practice for English. This essentially needs to take place in the early stages of their EFL teaching careers in order to ensure, from the beginning, that they are competent and professional enough to cope properly and authentically with different teaching situations in their EFL classrooms. This early introduction may also raise their awareness of various EFL teaching alternatives, which they can resort to in their everyday teaching practices for English language learning in their specific educational contexts (monolingual, bilingual and/or multilingual), and may have a positive impact on their EFL language classroom performance.

Moreover, and most importantly, it might eliminate the issue of their feelings of insecurity over their teaching performance, which appears to indicate, as we saw earlier, how their cultural context gives structure to their thoughts about teaching English, so that they become highly reliant on the inspection system because they lack teacher education. Official pre-service teaching may give teachers feelings of security and more confidence about their EFL teaching practice, so that they become more qualified, more aware and more able to look for other teaching alternatives that work best with their multilingual young learners in their specific educational contexts.

Eventually, pre-service teaching might also give specific views on the appropriate implementation of the competency-based approach to language teaching that is currently being implemented in the participants' specific educational context, and/or give perspectives to other teaching approaches applied in worldwide educational milieu. Having the chance to learn various teaching approaches and techniques through teacher education may make teachers think about their roles as professional instructors, and may give rise to an exploration of new teaching skills and improvisation in their own EFL classrooms practice. This will be discussed in the coming subsection on the implications for the implementation of appropriate teaching approaches.

7.2.2.2. Appropriate teaching approach

The inappropriateness of the competency-based approach to language teaching that is currently applied in the Algerian educational system is one of the important findings of this study, which is exceptionally relevant to what is happening in education in the Algerian educational system at the time of writing the thesis. Hence, an awareness needs to be raised, among those responsible for the improvement of teacher education, about the importance of adopting and implementing an appropriate teaching approach that fits the educational environment of particular education settings. Those responsible seem to be unaware of it at the time of writing this study.

The implications of an appropriate teaching approach can first and foremost be associated with work, such as that carried out by Holliday (1994), for example, which examines the issue of thinking about what to implement, and how and where it needs to be implemented. His work demonstrates that the unthinking implementation of teaching approaches into unsuitable educational contexts can lead to a potentially counterproductive approach "with possible effects that go far beyond the management of learning a second or foreign language" (Holliday, 1994, p. 102). As Holliday (1994, p. 103) explains, this "refers to the uncertain and routine teaching, characterised by a heavy reliance on the textbook with few opportunities for spontaneous, communicative interaction, of teachers who have adopted a new technology without deeply understanding it". This explanation can also be supported by the works of both Benadla (2013, p. 149) and Bouhadiba (2015, p. 14) who clarify that the decision-making about the new reforms of the educational system based on the CBA was made with little thought. This is because both teachers and learners were not prepared and were unable to adopt this new teaching-learning approach in a studied and consistent way, as it involved a considerable shift from what they were previously accustomed to.

Therefore, it is essential that awareness needs to be raised during pre-service teaching about the appropriate implementation of the CBA in the teachers' teaching practice. This can be accomplished by preparing teachers during the training sessions on how to adapt this teaching approach properly and on the teaching alternatives that work best with it. More importantly, there seems to be a substantial need for creating a suitable school atmosphere that works best and leads to success in the implementation of the competency-based approach. This includes reducing the number of learners per class, and providing teachers

with the teaching resources that the abovementioned teaching approach requires. This recommendation is crucially important because it seems to be among the changes the Algerian policy is seeking to make in its educational platform to improve teacher education. It would be unreasonable in practice to ask for a complete change in the teaching approach laid down by the educational policy.

7.2.2.3. School textbook implementation

As previously highlighted in earlier sections, dissatisfaction with the use of the school textbook seems to have had an impact on the EFL teaching and learning practices of the participants. As the collected data reveals, this is mainly due to the lack of pre-service teaching and the presence of some misconceived constructs within the multilingual research setting that seem to show that the syllabus design that defines the objectives of EFL teaching is perceived to be prepared with too little thought (chapter 5, section 5.2.1). Therefore, awareness needs to be raised about the satisfactory use of the school textbook during the pre-service teaching sessions, by giving guidance to teachers on how to use the already-designed school textbook correctly.

The proper implementation of the content of the school textbook in the teachers' EFL classrooms might create a more understandable and reflective point of exchange between the multilingual learners and the new foreign/second foreign language knowledge and culture. The teachers' proper application of the school textbooks' objectives might help learners learn English as a foreign/second foreign language in an easy way that allows them to learn about various cultural and linguistic elements related to the language of instruction during the learning process. It is worth mentioning that the appropriate use of the textbook is strongly linked with the appropriate implementation of the competency-based approach discussed in the section above.

Furthermore, this guidance is essentially needed at the early stages of the EFL teachers' teacher education sessions because it may make them, from the beginning, aware and competent enough to implement the school textbook properly and authentically in their EFL classrooms. And most importantly, it might decrease their feelings of insecurity over their teaching performance and their dissatisfaction towards the school textbook. This seems to show, as I mentioned previously, how their cultural context gives structure to their thoughts

about teaching English, and how they become highly reliant on the inspection system because they lack teacher education. Apparently, early official teacher education about the use of the school textbook may give teachers more feelings of security, confidence and professionalism about their EFL teaching performance, and help them become more qualified, aware and able to implement the textbooks' tasks alongside other teaching alternatives, which work best with their multilingual young learners in their specific educational contexts. This may give rise to new reflections on their professional roles as EFL teachers during the teacher education sessions.

It could therefore be argued that if such recommended explanation and guidance about the right implementation of the school textbook is properly given during pre-service teaching, it will then result in a new improved pedagogical practice of the English language among both teachers and learners, since this appears extremely relevant to what is happening in education in the Algerian educational system at the time of writing.

7.2.2.4. The significance of communities of practice

It would be impractical and unreasonable if the educational policy of the state laid down for teachers exactly what to do and what not to do in their teaching practice. Therefore, I suggest that it would be preferable for the teachers to learn from each other collaboratively because they share an interest in the same practice of EFL teaching as it is performed in their specific community of practice, which is characterised by main elements, such as domain, community, and practice.

Communities of practice is a concept originally suggested by Jean Lave and Etienne Wenger (1991) that refers to a group of individuals who take part in a process of joint learning, who share a similar area of interest, the same kind of activities, and common sets of real-life problems, goals, and identities, where they interact in a given context that groups all the aforesaid concerns together (Lave and Wenger, 1991; Wenger, 2002; Barton, 2005; Pyrko et al, 2017; Ketsing et al, 2020). The relationship between the suggestion of communities of practice and my study is that it relates to issues in teacher education discussed above. This suggestion might be adopted during teacher education by raising awareness of the importance of performing EFL teaching in a community of practice, where teachers can collaborate with each other during the pre-service teaching and at the school in which they

share the same teaching interest and an identical set of issues (domain). This might stimulate the teachers to engage and guide their teaching collaboratively, and generate meanings for their teaching practice.

Moreover, it could help teachers to identify their shared EFL teaching objectives and negotiate problem-solving for classroom situations, which might create a collaborative community and give birth to social interactions of mutual learning and encouragement where ideas and propositions are shared (community). Furthermore, teachers need to learn from each other because they are genuine practitioners in an EFL teaching career, where they can create a common set of thoughts, knowledge, lesson designs, and teaching resources that they can focus on, resort to, and develop during their teaching (practice). Teachers collaborating with each other might build a learning network that would encourage them to get support from each other, especially from those among them who are expert teachers. Additionally, it might create a contemplative and encouraging teaching atmosphere. Pre-service teaching, plus performing in a community of practice, might help teachers correct their misconceptions about EFL pedagogical practice and move into more developed and reflective teaching practices (see chapter 6).

Thus, I suggest that raising awareness of the importance of communities of practice during teacher education is a requirement. This is because the teachers share the same teaching responsibilities and are accountable for the fulfilmentof similar teaching objectives. Reciprocal learning and performances are therefore needed to achieve the already appointed goals mentioned in the curriculum.

7.2.3. Implications for teachers' professional development

Further implications emerged from the findings of this study which occur at the level of teachers' professional development. Apparently, there is a need for further awareness of teaching development practice opportunities for EFL teachers of multilingual young learners. In fact, one of the main findings emerging from the data is related to issues of teachers' misconceptions about successful pedagogical choices for English as a second foreign language in the research setting. Thus, these misconceptions need to be explored, addressed, and corrected during the pre-service teacher education, especially in terms of appropriate pedagogical understanding and practice which might improve teacher

development. In turn, this would help and facilitate learners of English as a second foreign language to learn sufficiently and easily. I therefore suggest a longer-term development for teachers' teaching education to achieve good and lasting effects on their knowledge and development for about two years during the school year. This should be done in order to overcome the misconceptions they seem to hold regarding pedagogical practice as well as to improve their inadequate teaching performance.

7.2.3.1. Appropriate pedagogical practice

It seems extremely important for those responsible for teacher education and development to raise awareness of the appropriate pedagogical practices. As I mentioned previously, the early introduction of pre-service teaching may not only encourage teachers to learn teaching techniques and skills, but will also, and more importantly, help them put them into practice. This in turn, in theory, would have a positive impact on the learners' learning of the language.

Furthermore, understanding the appropriate pedagogical choices and learning how to put them to use may raise teachers' confidence. This understanding can be achieved by giving chances for EFL teachers during the pre-service teaching to learn functional and innovative instructional teaching techniques and methodologies, which in turn will give rise to new beliefs about their performance level. One important implication of this is the need to supply EFL teachers during real life teaching performance with the required teaching resources and aids to successfully implement the new instructional techniques acquired from the professional training into their own EFL classrooms. As we saw earlier, the collected data reveals that there are factors linked to the lack of teaching resources, namely "audio-visual aids" (AV), such as data shows and/or loudspeakers, which are perceived to have an impact on the participants' EFL performance in the classroom because, for them, these are substantial elements in EFL practice.

This is supported by the beliefs of sociocultural theory, which sees interlocutors as needing to be supplied with different forms of mediators in order to achieve successful implementation of what they have acquired from and during their pre-service teaching sessions. Examples of these mediators, as highlighted above, are linked to new instructional supports and classroom teaching materials. These mediators may supply a continuous aid

for the social interactions that occur during the teaching practice, and invite learners to participate, communicate their ideas, and be involved efficiently in the learning process.

7.3.   How well I think I have met the aims and objectives of my study.

The main aim of this qualitative study has been to investigate what impacts on pedagogies of English as a second foreign language in Algerian Middle schools. To achieve this aim, this study has investigated in-depth the views and attitudes of a group of teachers and young learners involved in three Middle schools in the West of Algeria. It has sought to examine the multiple meanings embedded in the factors that influence pedagogical choices of EFL teaching and learning through the perceptions of teachers and learners in their multilingual context. It also aimed at identifying specific insights into those perceived attitudes about convenient pedagogical choices of English as a second foreign language in the research setting.

In order to address this objective, this research has answered two main research questions:

1. What factors impact on pedagogical choices of EFL learning in Algerian Middle School?
2. What are the teachers' and learners' attitudes towards these factors in relation to their pedagogical practices in their EFL classrooms?

Posing these questions addresses two main areas of pedagogy in this context. The first is understanding and awareness. That is, in terms of the process of analysing the participants' perceptions and experiences, including those of the teachers and the learners, this study has provided a new understanding of the factors that influence pedagogical choices of EFL teaching and learning in a multilingual context, namely, the influence of social context and lack of mediation. It has also shed light on the type of thoughts and practices being developed by the teachers. These were crucial in bringing closer a thorough interpretations and understanding of the EFL teaching and learning practices, including the lessons delivery, the nature of the teaching strategies delivered in the classroom, classroom interaction, the learners' engagement, and instructions' delivery practices. By bringing these practical areas to light, the study has raised teachers' and learners' awareness about the importance of understanding their perceptions about their learning and teaching of English in their specific linguistic milieu.

The second area is perceived attitudes and convenience. That is, this study has identified specific insights into those perceived attitudes about convenient pedagogical choices of English as a second foreign language in the research setting. These insights are:

1. Lack of teacher education.
2. Perceptions about EFL pedagogical practice.

Hence, this research has raised awareness on the importance of pre-service teaching and professional development for correcting their misconceptions about their pedagogical choices within their specific educational setting, which in turn can improve the learning performance of learners (see discussion section 7.1.3). Therefore, this study has offered suggestions, based on the participants' views and recommendations, for more effective teaching performance that may reduce what seems to impact on pedagogical choices between teachers, learners, and their educational context (see implication section 7.2).

7.4. Suggestions for Further Research

The findings of this study can serve as an agenda for further research to be conducted in relation to Pedagogies of English as a Second Foreign Language. Orientations for further research are presented as follows:

- Updating methods of pre-service teaching that can best assist and maximise teachers' development and improvisation.
- Formulating the proper professional knowledge that EFL teachers need to gain to widen their knowledge, awareness, and practice in bilingual and multilingual contexts.
- Enhancing knowledge of the effective skills and strategies which increase the development of positive attitudes and beliefs about self-efficacy in teaching.
- Improving strategies for ongoing EFL teacher's professional development for primary, elementary, and secondary education.
- Conducting further research, the same as in this study, but in a bilingual context to see what further findings will emerge, and simultaneously to see the differences between my research study and theirs.
- Future research might focus on: Psychological aspects of learners, such as anxiety and fear/a case study on learning difference in urban and rural areas.

- Some findings of this research revealed the usefulness of technology in EFL teaching. Thus, further research might focus on the impact of technology on enhancing multilingual learners' EFL learning.
- Teaching EFL to multilingual young learners pre-Covid 19, during, and post-Covid 19, respectively.

7.5. The shortcomings of this research

No study is completely flawless or inclusive of all feasible aspects. Thus, there are some potential aspects of the research methodology and theoretical application which may have limited this study.

The research methodology I used could have been designed and/or developed in different ways. For example, adopting different methods of data collection, such as the use of interviews with the learners instead of open-ended questionnaire may have produced further insights into the research issue and its setting. Unfortunately, the choice of not adopting interviews with the learners in particular was something I was not in control of at that time, as I was not allowed the time to do so because of the busy timetable the learners had, and the headmasters found that interviewing the learners will distract their learning hours. Therefore, and at that time, opting for a questionnaire was the best choice to answer the research questions. However, in a future study I would try my best to find another way and a suitable time to interview learners, such as using online interviewing after school time (of course in an ethical way with informed consent from the learners and their institutions).

Another possible concern I had during this study is linked to the inability to follow up interviews with the teachers. This is because during the data analysis process, some follow up questions had occurred to me, and I sought answers to them, but unfortunately by then I had left the setting and was back in the UK. However, I do not consider this as a weakness because I overcome this and found another way to do so which is asking further questions via emails, and I found that worked well instead (their informed consent was of course gained before this took place). Hence, in future studies, I would aim to design my research methodology with different possible methods of data collection with extra plan B for the allowance of anything unexpected to occur and be used, such as using more follow up

interviews and making sure to maintain contact with all the participants during and after the study.

In terms of theoretical application that is adopted as an analytical tool, which is a sociocultural perspective emphasising the concept of social context and mediation, I took a considerable period of time to read and understand the premises of the sociocultural perspective which emerged from the data. It was challenging for me at first to predict that social influence and mediation were the key words that the data collected was shed lighting on. Therefore, the theoretical application in this study was based on an inductive approach that mainly required my subjectivity as a qualitative researcher to analyse and interpret the participants' views and experiences. My interpretation of the data, therefore, may differ from someone else's interpretation because each researcher has their own way of interpreting the data depending on their experience, position, and their background knowledge, which indicates that researchers have distinct epistemological lenses through which they look at the data and interpret them.

These weaknesses, however, can be understood as strengths of the study. They actually thickened the description of the data and made it more trustworthy (Lincoln and Guba, 1985; Cho and Trent, 2006; Rallis and Rossman, 2009) that was intensively linked to the data and the participants' views and experiences within their own educational setting, as I mentioned in the methodology chapter (section 4.9). This was achieved hand in hand with my own background knowledge and familiarity with the participants' educational context which helped me enormously to understand what they intend to articulate.

7.6. Conclusions

This study has investigated the factors that impact on pedagogical choices of English as a Second Foreign Language in Algerian Middle Schools among multilingual young learners in an epoch where policy changes were being made in the Algerian educational system, and improvements were being made in teacher education. It focuses specifically on learners' and teachers' perceptions about learning English in their complex linguistic environment with a strong emphasis on their sociocultural base.

The main aim of this study has been to delineate and examine how adapted social and cultural attitudes can affect how English learning takes place in this multilingual context and

complex linguistic background. It aims at helping learners and teachers in a multilingual context understand their perceptions about their learning and teaching of English in this specific linguistic milieu. This study also attempts to add to existing knowledge about teaching English as a second foreign language to multilingual young learners within the research setting by uncovering the mechanisms underlying EFL teaching and learning in a multilingual context, specifically those pedagogical choices that impact on the former and the latter, and how they convert into real classroom implementations in their multilingual milieu. It further attempts to add to existing knowledge, in the sense of making multilingual young learners and teachers more alert to the need to understand and consider the significance of looking at the sociocultural aspects of their perceptions about English in their multilingual milieu, before criticising their educational contexts and/or looking for solutions.

The overarching argument is that the sociocultural aspect of the participants' perceptions and views seems to govern how they choose to construct their pedagogical choices for EFL teaching and learning in their multilingual context in relation to three main issues, falling into the categories of social perceptions, teacher education, and perceptions about EFL pedagogical practice. This argument was derived from data collected by 228 participants in three Middle Schools (5 teachers and 223 young learners) in the West of Algeria by means of semi-structured interviews, semi-structured questionnaires, classroom observations (with structured checklist), and a research diary (informal conversations, classroom observation reflections) using a qualitative approach. A thematic analysis approach was used to analyse the data, which was mainly used to provide answers to the main research questions that have been posed in this thesis.

In relation to the discussions provided in the last two chapters (5, 6) as well as the implications addressed in this chapter, section 7.2, it can be declared that for successful EFL pedagogical practice to take place, teachers and learners need to consider the significance of sociocultural aspects of their perceptions towards English practices in their multilingual milieu before criticising their educational context and/or looking for solutions. They also need to contemplate the importance of pre-service teaching and professional development for correcting their misconceptions about their pedagogical choices within their specific educational setting, which in turn can improve the learning performance of learners.

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Appendix 1: Sample copy of informed consent forms and participants' information sheet

Canterbury
Christ Church
University

CONSENT FORM

Title of Project: Investigating the reasons that impact learning English as a foreign language in Algerian middle school young learners.

Name of Researcher: *SOUAAD SNOUSSI*

Contact details:

Address: | *North Holmes* |
|---|
| *CT1 1QU* |

Tel: | *[Avoid the use of a personal mobile/telephone number. Use professional telephone number or for students the CCCU main number followed by your supervisors extension.]*   **N/A** |
|---|

Email: | *s.snoussi1105@catnerbury.ac.uk* |
|---|

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

3. I understand that any personal information that I provide to the researchers will be kept strictly confidential

4. I agree to take part in the above study.

✔

✔

✔

✔

[If your methodology includes any audio or visual recordings, please add in another tick box above stating that the participant agrees to be recorded. If it will not be possible to remove an individual from the recordings in the event of withdrawal (e.g. group session recording) please state this clearly]

--

Name of Participant:	Date:	Signature:

Name of person taking consent *(if different from researcher)* SOUAAD SNOUSSI	Date:	Signature: SOUAAD SNOUSSI
Researcher: SOUAAD SNOUSSI	Date:	Signature: Souaad SNOUSSI

_____   _____   _____

Copies: 1 for researcher

The headmasters` Consent Form

Date:

Dear Headmaster X,

I am writing to ask you for your permission to gain access to your school in order to carry out a data collection for my doctoral research.

I am trying to find out about teaching and learning English as a foreign language in Algerian middle school. Despite I have been teaching English for almost three years, I know a little about how Algerian teachers teach English and the way Algerian young learners engage to learn English at middle school. Thus, my research aims to find out about Algerian middle school young learners learning and engagement with the English language.

I would be very grateful if you could help support my data collection by granting access to your school in order to both interview teachers and to observe their classes on the basis of volunteers alike to take part in, also to allow the young learners of second/third year level to participate to answer my research questionnaires on the basis of volunteers too. The questionnaires are not intrusive, they are a simple structured questions related to their learning and the way they find learning English in general without any discomfort or disturbance to the young participants.

If you have any further queries about the research tools, please contact me on the phone number or email address below.

Yours faithfully,

Souaad Snoussi

Email: Souaadenglish16@yahoo.com

Teachers` Consent Form

Date:

Dear Mr/Mme/Teacher X,

I am writing to ask you for your permission to voluntarily participate to answer my interviews` questions and to observe your teaching class for the purpose of carrying out a data collection for my doctoral research.

I am trying to find out about teaching and learning English as a foreign language in Algerian middle school. Despite I have been teaching English for almost three years, I know a little about how Algerian teachers teach English and the way Algerian young learners engage to learn English at middle school. Thus, my research aims to find out about Algerian middle school young learners` learning and engagement with the English language

I would be very grateful if you could accept to voluntarily participate by granting access to your teaching classroom and also to interview you. Let me note that the interviews` questions are very simple and related directly to teaching English as a foreign language in general without any discomfort or disturbance to your personal privacies.

If you have any further queries about the research tools, please contact me on the phone number or email address below.

Yours faithfully,

Souaad Snoussi

Phone number:

Email: Souaadenglish16@yahoo.com

Participant Information Sheet for the Young Learners

Date:

Dear Mr Headmaster,

I am writing to you to ask you for your permission to allow the young learners to participate and answer my research questionnaires on the basis of volunteers, which will help me to get some ideas about what they think about learning English. I would like them to express their attitudes, thoughts and viewpoints towards their learning of the English language, and please make sure that the researcher (me) will read their responses only and they will be anonymous. The questionnaires are not intrusive, they are a simple structured questions related to their learning and the way they find learning English in general without any discomfort or disturbance to the young participants.

If you have any further queries about the research questionnaires, please contact me on the phone number or email address below.

Yours faithfully,

Souaad Snoussi

Phone number:

Email: Souaadenglish16@yahoo.com

Canterbury
Christ Church
University

<Insert – *TITLE OF RESEARCH PROJECT*>

Investigating the reasons that impact learning English as a foreign language in Algerian middle school young learners.

PARTICIPANT INFORMATION SHEET

A research study is being conducted at Canterbury Christ Church University (CCCU) by

SOUAAD SNOUSSI

Background

The research study is conducted to shed light on the main factors that influence the learning of the English Language in the Algerian middle school context. In other words, my research builds on the knowledge that Algerian learners in middle school seem to have a difficulty to either participate orally or express themselves in writing in the English language. For this reason, this study attempts to investigate exactly what learners are struggling with and focuses specifically on teachers ` and learners ` perceptions towards the learning and teaching of English, as well as what appear to be successful strategies in engaging learners in learning EFL at middle school. However, given the fact that these Algerian young learners have acquired and learned previously the French language and French is in daily use, it seems problematic that they seem to find learning English difficult. Therefore, this study seeks to investigate exactly what learners are struggling with and focuses specifically on teachers ` and learners ` perceptions towards the learning and teaching of English, as well as what appear to be successful strategies in engaging learners in learning EFL at middle school. My study may help teachers practically to better guide and help their young learners in English learning and may enable them to develop improved strategies and materials, which better respond to learners ` needs and motivate learners in terms of developing their general communicative ability in English language learning. In turn, learners might feel better and perform at a higher level of proficiency in English once the reasons for their learning difficulties have emerged.

What will you be required to do?

The student needs to write two participants information sheets: one for the teachers and another for learners.

To participate in this research you must:

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The population that will be under investigation are academic English teachers i. Algerian middle school, and Algerian young learners learning in the same middl school. These teachers have Bachelors or Masters Degrees in English who ar either trained for teaching or not, but find their teaching placement after goin through an official national contest for teaching. While, learners are intermediat adolescents aged between 10 to 15 years old.

As above- changes depending on the participants.

Procedures

The participants of this research study will be asked to complete a printed questionnaire, take part in semi-structured interviews and will take part during the classroom observation. This procedures will take place by probably the beginning or mid of September in Algeria using qualitative research approach, which may enable me to collect and analyse the data designed from qualitative sources.

As above- changes depending on the participants.

Feedback

This research`s participants will get feedback or be informed through the permission letter that I will be sending to the middle school headmasters and teachers in order to both interview teachers and observe their English classes. I will also get consent for the young learners from both headmasters and teachers because in Algeria this is all that is required, parental agreement is not required.

Confidentiality and Data Protection

On the legal basis of *<Consent of the participants>* all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored. The following categories of personal data will be processed *<questionnaires, interviews and classroom observation>*. Personal data will be used *<will be transcribed, interpreted, and analysed>*. Data can only be accessed by *<the data will be accessed only by me "Souaad Snoussi", my supervisors and examiners, no third party involvement. Moreover, this data will not be transferred outside of the European Economic Area>*.

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a period of < *Obviously, I understand that the university policy is to retain the records for five years. Therefore, I will keep the data until the end of my thesis deadlines in computer files.>*.

Dissemination of results

My PhD thesis will be probably published in the CCCU library after the graduation.

Deciding whether to participate

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to (i) withdraw consent at any time without having to give a reason, (ii) request to see all your personal data held in association with this project, (iii) request that the processing of your personal data is restricted, (iv) request that your personal data is erased and no longer used for processing.

Process for withdrawing consent

You are free to withdraw consent at any time without having to give a reason. To do this *< the participants information sheet should be written so that the participants can easily understand them.*

Any questions?

Please contact *<SOUAAD SNOUSSI>* on *<s.snoussi1105@canterbury.ac.uk;*

Appendix 2: Example of teacher semi-structured interview questions

1. Can you please tell me about your decision to become An English teacher?

2. What teaching qualities are helpful in teaching English in Middle School?

3. What range of teaching strategies do you use when teaching?

   - Which ones you find work well with the young learners?

   - Is there any particular strategy you feel yourself like you are obliged to use?

   - Why is that?

4. Do you prepare different lessons for your English classes?

   - Can you elaborate this for me?

5. Can you please tell me a bit about your young learners' learning of English?

6. Do you think your learners seem involved in the English classes?

   - Why do you think that?

   - Can you please tell me to what extent do you think they are or are not involved?

7. What type of activities do you offer to your learners?

   - Do they engage with these activities?

   - What activities do you use when your learners do not seem engaged?

   - What seems to impact their engagement in your opinion?

   - Do you manage your time to get them all engaged?

8. What would you say is a successful English lesson?

   - Why do you think so?

   - What would you say is an effective English language learning?

9. Do you think your learners have the same English language aims as you do in each lesson?

   - Why? Can you elaborate this for me?

10. Do you think that you as a teacher, your colleagues, and the school are successful in teaching English?

11. In your opinion, what do think policy makers think is a successful English teaching?

    - How is that?

12. Do you think society has a hand in achieving successful English teaching and learning?

    - Why? Why not?

13. Do you think that (successful) language teaching deals has to do with administrative rules, regulations, and teaching techniques?

   - How?

14. What do you think a successful English teacher is?

   - Can you please explain more?

15. In your opinion, what are the things that affect the participation of your learners?

16. What makes your learners motivated in your EFL class session?

   - Why is that?

17. How do you find your learners when asking them about previous lessons?

18. In your opinion, what are the things that your learners find easy when teaching them English?

   - Why?

19. And now, what are the things that you think your learners find difficult when teaching them English?

   - Why?

20. What do you think of the use of Arabic/French during the EFL sessions?

   - Why you think so? Can you elaborate your answer further for me please?

21. Do you think your teaching aims matches with your learners learning performance?

22. In your opinion, what is your role and responsibility as an EFL teacher to young learners?

23. Did national curriculum policy makers explain how such school textbook content should be used/implemented?

24. How do you do to successfully implement the textbook content and objectives in your EFL classroom?

25. What do you think about your learners' engagement during the English lesson when using the textbook?

   - Why you think so?

Appendix 3: Extract from interview transcript

[…]

IN: Can you please tell me about your decision to become an English teacher?

X2: Hmm. Well, since I was a kid you can say that I was in love with English language. So, I decided to become a teacher, that's the reason.

IN: Ok, I see. In your opinion, what teaching qualities are helpful in teaching English in middle school?

X2: Well, I believe that a teacher should be first of all competent. If you are not competent, if you do not have ah! Ah! Hmm... register, you cannot teach. Ahh, and also you should have ah ... how do we say? ... the ways of transmitting the message. If you have the baggage and you cannot transmit the message, as it ... ah ... it is ... nothing... you cannot transmit the message. So, you are not a competent, even if you have the linguistic baggage.

IN: So ... ah... what range of teaching strategies do you use when teaching English?

X2: Strategies! You are talking about strategies. It depends on my learners. Ahh ..., for example; I can use flashcards because there are visual learners. I can use audios, ah ... for example; songs, ah hmm ... I can also use, I love to use the data show, but because of the lack of the materials, I cannot use it. Hamm ... Sometimes (the interviewee laughed then said) I will not lie to you, sometimes I use Arabic. Sometimes, the message or the concept is abstract. So, when the concept is abstract, you can say it differently in English, but the learners you can see the question marks of their faces. So, I use Arabic, I resort to it.

IN: Ah ok. Can you please tell me why do you like to use the data show?

X2: Ahh ... well, (the interviewee put his/her hands on his/her chick, thought for a second then said) they say, there is a proverb which says that "a picture is ah, I don't know, a picture worth a thousand words", I don't remember ah ... I don't remember the proverb, but when they see, they remember because when I was a kid, not a kid hhhhh ah I was... I think lycée. Yes, I was in a high school, they used to use the data show. I still remember the pictures till now, I still remember the pictures. They are here (the interviewee put his/her right hand on his/her head meaning that those pictures are still stored in his/her mind).

IN: Ah, I see. So, can you please tell me a bit about your learners?

X2: (the interviewee took breathe, then answered) well, you need to keep in mind that when you enter into the classroom, there are differences. Learners are different; each one is different from the other. For example, you find quick learners, you find slow learners, and they take time to grasp the idea. Ahh ... you can ... there are learners who are not interested at all. Ahh, there are learners who are introvert, you need hmm ... how do we say it? ... to involve them. There are learners who are extrovert, you need (interviewee laughed) you need to exploit that energy. For example, ahh ... I don't know, sometimes when I give them a task (the interviewee raised his/her right hand imitating his/her pupils and said repeatedly): "Sir/Miss, Sir/Miss, Sir/Miss, Sir/Miss", he is seating there and he comes till there (the interviewee addressed the destination to the board). You know, it is disturbing. So, you need to exploit his energy. For example, in the tutorial session playing games ahh ... a game which require movement. Here... there in the tutorial session, they can move, they can, so I can exploit their energy somehow.

IN: I see. So, what are the things you think affect the participation of your pupils?

X2: If you encourage them, they will participate, even if they do not know the answer. If you ask him to come to the board, and then he makes a mistakes, a mistake sorry, and you embarrassed him, he will never ever again come to the board, never. So, do not embarrass him even if he is wrong, it's ok, just ask his friends "do you agree with this answer?" ah "yes,... no... Try to make him feel at ease. That's it.

IN: What kind of encouragement do you usually use with your learners?

X2: Ah.... Learners adore points, plus one plus two and they participate [the interviewee laughed] that's it, or for example when you bring sweats (the interviewee said in Arabic: "هدي يدي يجاوب لي الحلوى،" [The one who answers will take the sweat].

IN: What makes your learners or pupils motivated in your English classroom?

X2: Ah, El-Hamdoulilah. My learners tell me that they love English. I don't know whether they love me or they love the subject!! I don't know. They say: "Sir/Miss, we have a session with the French teacher, can we please come and study English instead of it?", no, no, you need to go to the French tutorial session, because pupils are divided into two groups; one

studies French and the other one studies English" عندك نقراو خلينا حمبوك علاه علاه [please, let us come and attend your session]. No, no, you need to go there. I do not know why, they said: "Sir/Miss, we love the English", ah! I don't know, I will ask them later on why you love English because I didn't ask them this question.

IN: Do you find your learners motivated in your session?

X2: Yes, they are motivated.

IN: Can you explain more please?

X2: Ah, for example; Ms2.1. Sometimes, يصدعوني بلي علابالكي tellement liyparticipou, Sir/Miss, Sir/Miss, Sir/Miss, هاك راسي عندهم، من نخرج مين [you know, sometimes when they are highly motivated they participate, the interviewee imitated his/her pupils when participating and shouting by calling his/her Sir/Miss, Sir/Miss, Sir/Miss to let them answer and added: "I feel like my head is going to explode"]. There are teachers who embarrass the pupil when coming to the board and answering incorrectly and punished him/her in front of their classmates "you don't know this? We did it last time, why didn't you know it? (The interviewee reacted as a surprised person, then added) here the pupil will get fear and complex to participate. However, if you support the pupil and tell him: "we have seen this? Yes or no? Yes or no?" here the pupil will realise, become shy and say: "oh, yes". This will help the pupil to feel at ease and to participate next time, but if you punish and make him/her feels shy. Believe me, you will not see the person participating again because I witnessed this many time.

IN: Oh, I see. How do you find your learners when asking them about the previous session?

X2: Ah ... there are learners who remember, and there are who don't. Usually, you find those who remember quick learners, slow learners... no. All the time I need to remind them about the previous lesson. Ah, for example; with 1st year, ah, I told them how to introduce themselves; to remind them, well this was in the last session. Today, I wanted to remind them, so I selected... I have chosen quick learners. I asked them to come to the board and to introduce themselves to each other; hello, my name is ... what is your name and so far, and so forth. This is a "Demo", we call this in English a "Demo", عرض [performance], توريلهم [you show them], I select slow learners and I ask them to do the same thing.

IN: Ah, Ok. So, how do you describe this kind of quick learners?

X2: Ah, what do you mean about that?

IN: I mean how do you know that they are quick learners? Is there something special in their learning process?

X2: Ah, for example, sometimes when you explain something, in their faces you can tell. Their eyes, they sparkle (the interviewee laughed). And, concerning the slow learners, you can see the question mark, sometimes you can ... you hear what is he/she saying? (Then, the interviewee laughed).

IN: what are the things that you think your learners find easy when they learn English?

X2: Oh, when they learn by action, they find it, I don't know, they learn it easily. But, sometimes you need to teach concrete things, and this is difficult too.

IN: Can you explain more, please?

X2: Ah, concrete, concrete ... (The interviewee kept long time thinking, and then the interviewer interferes)

IN: Or, you can give me an example about something happened?

X2: I am trying to remember (the interviewee felt shy and laughed). Hmm, something concrete when you teach them how to introduce themselves. For example, when you teach the pronunciation of the final sound "s", you can draw a table on the board and to make a slip of papers, you write the words and you ask them to come to the board and read the word in front of your friends. And then, try to read it or classify it, this is an example of concrete. Now, the abstract... hmm... I am trying to remember. Hmm, when you look for something you cannot find it (the interviewee felt shy again and laughed and said), maybe I will remember later on.

IN: Ok, that's fine. In your opinion, what are the things that you think, as a teacher, your pupils find difficult when you teach them English?

X2: Difficult?!! (The interviewee took 2 seconds then responded) sometimes the grammar, the grammar can be difficult for them. Last year when I taught the past simple, whenever it comes to irregular verbs, learners were complaining about the irregular verbs (the

interviewee imitated his/her pupils saying): "هادوا ڤاع نحفظ منطيقش انا هادوا؟ ڤاع بنحفظ انا" [Am I going to learn by heart all these? Oh, I cannot learn them all by heart].

I told them: "don't worry, just we learn… try to learn the basic verbs like: speak, read, ah learn. You don't have to remember all the verbs". Yes, most of the time with tenses, especially the past simple, oh yeah past simple, oh … present perfect. You know, there is a problem with the past participle of the verb. Yes, with grammar, they complain about grammar.

IN: what else?

X2:Hmm!Yes. In the session of "I think and write", here you give them a situation, for example; introduce yourself, your name, your age, the town. The quick learners they do it, يفرحوك [you feel satisfied], but the slow learners (the interviewee started speaking like them): "كينڤولوها؟ … في تسكن حقا كينڤولوها؟ سنين عشر عندي حقا" [how do we say I am ten years old? how do we say I live in X?].

IN: How do you explain this?

X2: Ah, "I think and write", I select the quick learners' paragraph and I read it for them. I asked the same question to our inspector and he said show them a "Demo", show them an example; give them an example. Ask quick learners to come to the board and read, reads, yes, his paragraph. Here, from their… ah… I select or isolate the points to be grasped, like giving them examples.

IN: Hmm, ok. how do you explainfor example the inabilityto know how to say "I live in X"? They ask you in Arabic, however; others know how to say it?!!

X2: Yes, I told you. Some pupils don't understand even though you ask quick learners to come to the boardand tell them "I live in X, they will say: "no Sir/Miss, I need it in Arabic". This is a problem you know. You heard me speaking with (colleague), there was a parent, parent d'élève (the interviewee pronounced it in French, which means the pupil's parent) he asked me to explain in Arabic, I said: "I can't". Imagine if the inspector came and he hears me speaking in Arabic, he will be mad at me, he will scrolled me.

IN: Why this parent asked you to speak in Arabic?

X2: He said: "it is a new subject, they don't understand". I said: "he doesn't have to learn all the words or to remember all the words, just the basics. Ah, for example; name, city "I live in X". كيتفهم "I live in X" نقْولك انا علاه س، في نسكن بلي تعرف "s في نعيش انا" س في هاذي س شايديرو، فيها .فيها يسكنوا بلي هباينة [When the pupil understands the word "X", he/she will understand the rest of the sentence there is no need to explain the whole sentence in Arabic. What do people do in X? They live there, that's obvious].

IN: So, as an English teacher, how do you find the use of Arabic in your EFL classroom?

X2: Well, I asked my inspector this question and he said: "well, it is not a sin anymore, it is not a sin". Sometimes, you have to, sometimes you resort to gestures, to pictures, to ... ah... you do everything, you rephrase, but you can see the question mark on their faces. So, what I do here! I resort to Arabic.

IN: Ah, ok. Hmm, what do you think of the use of Arabic and French during the session?

X2: Ah, French?! You know, we have seen this in… ah how was it called (the interviewee kept thinking for some seconds then said), I don't remember, oh! Yeah Cross-reference, I think. Yes, the Cross-reference because they have seen this in French. So, you use that, you can use this strategy. You can just say: "like the French". I was... ah... from 08 o'clock to 09 o'clock, I was teaching punctuation signs. I told them: "you have seen this in French; punctuation, exclamation, full stop oh I mean le point, virgule (comma) (the interviewee pronounced them in French), you have seen that? They said: "yes". So, it is the same thing تتبدل لي برك اللغة [the rules are the same, only the language changes]. In French, at the beginning of the sentence we use a capital letter; at the end of the sentence you put a full stop, capital letter و ب تكمل le point, تتبدل ماغديش القواعد. نفش الشئ تاني ف Anglais يتبدلوا كيف [the rules will not change, so it is the same rule in the English language]. So, this is "Cross-reference".

IN: Ah, ok. I see. Hmm, can you please tell me a bit more about your young learners when they are learning English? About their learning, not about you as a teacher.

X2: Ah, ok. 1st year! Well, first of all they are slow learners. Sometimes you plan to do three or four tasks, you end up doing two. Why? Because they are slow. Hmm, my learners?! How to describe them? So, we need to grasp because we are in October, I don't know them that

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well. Hmm, there are some learners who are motivated, they love to learn English and you can see from their participation. There are others, they do not like the language because they do not understand it (the interviewee imitated them) "اه ، انا منفهمش، انا لونڤْلي انا منبغيش نقراها" ["Ah, I don't understand English, I don't like to learn it", then the interviewee added] and there are learners who are out, they don't care at all, يجي يحميلك الكرسي و يروح] [they just have a seat, no more nor less].

Concerning their learning, ah can you give me an example from here?

IN: I mean, for example, do they find it easy, difficult, and motivated? Are they interested? Do they engage with you?

X2: Oh, yeah. Let's talk about interest. Learners are interested when you teach them about something they know. For example, if you teach them about mobile, Facebook, ah... when you teach them about "Mehrez". They love "Mehrez", l'equipes nationale [the national football team]. Ah, but when you teach them about, for example, like the tradition of England, America, they are not interested. So, when you teach them something they are interested in, they are motivated. But, if you teach them about something they are not interested in, they will not follow you, they will be out.You are explaining the lesson, but you find some pupils thinking of something else out of the lesson. When you ask him/her about something related to the lesson, they reply: "I was not following".

IN: Do you think they seem involved in the English class?

X2: Ah, well. I told you, there are learners who are involved, you can see that from their participation and there are learners who are not. Ok, hmm ... involved! For example, when you give them a task and the majority of them participate, you can tell that they are involved. But, if you give them a task and they are not participating, you can tell that they are not involved at all. Or, maybe they didn't understand.

IN: Why do you think that?

X2: I try to anticipate. Why are they not participating? Why? Where is the problem? There is a problem! Either the task is difficult or maybe didn't understand. I try to anticipate, to cover all the odds.

IN: Ah, ok. And how do you try to involve them? To get them involved, and to attract their attention?

X2: To attract their attention, I will explain and re-explain again. Then, I try to ... ah ... for example; when I give them a task, I do the first example for them. For example, you do this and this. I give them an example how to solve the task, and then they do it by themselves.

IN: How do you find the school textbook?

X2: Well, ah there are some tasks I find very difficult in the textbook. Last year ah… In the third-year level textbook, I found some tasks not... not... third year, third year… there are some tasks which are very difficult for... for example, in the third year, there is a text ah... a text about "Imzad"; "Imzad" is an instrument played in the Sahara, what's the point?!! And the task "I answer the questions, write a short paragraph about "Imzad", what's the point?!! It's completely boring. Why are they teaching them about this? I am a teacher and I find it boring, what about the pupils? Put in your mind that when the text or the passage is boring, I swear a god they will not follow with you, they will obviously not. You will find them talking to each other: "what is this? What's "Imzad"? "Imzad", what is it? They don't know it. As I told you these complicated and boring things affect their learning. They bring boring text about... I don't know, things which are unfamiliar for the learners. Why don't they simply put texts about modern things the learners know, an author they currently know?

IN: What type of activities do you offer to your learners?

X2: (The interviewee interrupted the interviewer and said) Sometimes, I adjust for textbook tasks, but sometimes I don't when I find it difficult and boring. I try to bring my own tasks and I try to simplify it because I know their level. I try to simplify it as much as possible.

IN: Can you give me an idea about the tasks you bring by yourself?

X2: Ok. Ah, in the afternoon inchallah, I have a session with Ms2. I am going to teach them about the sport they like and a sport they don't like. In the post listening, I'm supposed to ask them about what they like and what they don't like. When I went and had a look on the tasks of the book, I found the language is difficult, the language was difficult. So, I simplified it: "tell me ah can you tell me about what sport do you like? and what sport you... "which sport do you like?" as simple as that. "can you ah…" they don't know the word can, how am

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I supposed to explain it? They don't know it. So, I simplify it, or "tell me which sport do you like".There is no need for a long sentence, because some learners are slow writer, others don't understand and start to ask: "Sir/Miss, what is can?" In Arabic, they don't even ask in English. Also, they have not dealt with ability and disability. Hence, I omit the word "can" and just simplify the sentence.

IN: Do you have an example of some activities in mind that you usually use with your learners?

X2: Ah well, you need to keep in mind that we have 40 learners, 40 learners per class. Maximum ندير زوج تاع تاسكس [I manage to do only two tasks, maximum]. Well, the inspector said that in the first task give them the access, you try to guide them and show them the answers, and somehow you show them the answers. But, in the second task تعطيه وضعية و تخليه يعوم بحره [you just give the learner a situation and let them produce a piece of writing by themselves without any guidance], here you don't guide him تخليه، يعوم بحره و من بعد نصحوا في رحبة [let him/her do it by their own, and then correct it all together].

IN: And, do you find them involved?

X2: Ah... in the first task, they are involved because they already know the answer, but in the second task... second task قاع I quick learners يفرحوك [those quick learners inspires you with their participation].

IN: Ah, ok. You said, you said you used match activities like; match (the interviewee said: "yes, I match, I complete) and I complete. Are there other activities?!!

X2: Ah... usually in third ah in the second question, you ask them to write; yes, you ask them to write.

IN: Are there special activities, I mean you do by yourself, it's like something personal. You as a teacher, I mean you are motivated to bring some activities. So, what are the activities you usually use whether in the classroom or in the tutorial session?

X2: Well, in the tu... in the classroom, sometimes, I like to opt for games. It is impossible for forty learners. In this case, all learners like to participate: "why didn't you choose me? They got angry and say: "I will not play". In this case, I will have a lot of noise in the classroom. So,

I try to do it in the tutorial session; games, songs, ah I would love to bring the data show, but unfortunately... it's not available.

IN: What type of games do you use?

X2: Games!! Well, ah... for example; cross-words, ah... or puzzles. You give them, for example, pictures with colons and you ask them to complete everything. When they complete all the words, they will find the key words. This is one of the games I use.

IN: And, how do you find your learners when you... (The interviewee interrupted the interviewer and said)

X2: They love the tutorial sessionbecause they are few and like to play.

IN: Ah, ok. So, they like to learn by doing?!!

X2: Yes, they love this, learning is doing (then the interviewee laughed).

IN: Do you manage your time to get them all involved?

X2: Sometimes, I do... sometimes, I don't. Sometimes, when the lesson is easy, you finish your lesson and they all of them involved, but sometimes, when the lesson is difficult, it takes time to grasp ah... not all of them are involved, you find those… you find only two or three following with you.

IN: Why?!

X2: Hmm... I told you because the lesson is difficult... no matter how much you try to simplify it, especially abstract, I told you especially grammar. Me personally, I find the grammar boring.

IN: In your opinion, what do you think policy makers, policy makers those who (The interviewer wanted to explain what I mean by policy makers, but the interviewee interrupted the interviewer and responded with a double yes meaning she knew what that means) ok, think is a successful English teaching?

X2: Policy maker! Well, policy makers think that teachers are miracle workers, miracle workers. They put forty pupil per class, ah... they provide... I don't know; only one hour and they should all participate, they should all understand, the results should be... the results

should be about fifty to sixty per cent. Imagine, is it possible in one hour and you already saw the learning distinctions, imagine is it possible that with forty, forty learners in one hour??!! This is why I told you they think that we are a miracle maker, ah... miracle workers, it is impossible. In other countries, you find only twenty learners per class, that's why they absolutely succeed in achieving good results. Whereas, we have forty pupils per class and we are asked to achieve the impossible, that's impossible.

IN: Do you think society has a hand in achieving successful English teaching and learning for the learners?

X2: For the learners! Yes, why not?! For example, we have already seen that, the parents told their children: "don't care about studying English... just focus on French, English... you will not need it in our society" and we personally heard them saying so. Parents who encourage their children to learn English, you find their children learn English well and even their parents teach and help them at home. However, there are others who just discourage their children and say: "don't care about the English language, just focus on learning French because we need it and work with it in our society. English is needed only in other countries not ours". So here, the learner neglects the English language and dislike to learn.

IN: Why do you think it is the case?

X2: Because oh... of their parents' attitude (the interviewee crossed his/her eyebrows together and reacted as an annoyed person). It is a matter of attitudes. If your attitude is positive, you will learn the language. If it is negative, you won't learn... Me, for example, I hate French, it is a matter of attitude. If you love something, you do it. If you don't love it, you don't do it.

IN: what do you think a successful English teacher is?

X2: A successful! When you transmit the lesson and your learners grasp, you are a successful teacher.

IN: Can you explain more?

X2: Explain! Well, I had a teacher Mr "X", he told us that ah... ah... "good teachers teach, great teachers inspire". For example, ah... you find some learners... you find learners, they told you: "I want to become an English language teacher", why? "Because I want to be like

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you". You touched him, you... you inspired him. Because of you, now he wants to learn the language. But, if he hates you, will definitely change the road when seeing you, and certainly will hate the language.

IN: What kind of teaching methods do you use?

X2: Teaching methods... I told you; the translation, ah... games, role plays, songs... these are ah... yes.

IN: Do you think that the "CBA" is implemented in our schools?

X2: (The interviewee quickly responded) No, it is not implemented, why? Because in the CBA... the CBA is implemented in Canada and Europe, they have twenty students.So, they absolutely will participate. forty students!! Come on. How am I supposed to involve forty students in a session, in one session with quick learners and slow learners?!! Quick learners grasp the information quickly, but the other ones... grasp... take time to grasp it. So here, the slow learner affects the learning process of the quick learner, but quick learners cannot wait for them to grasp that information, they like to quickly go to something else. While other; no, they take a lot of time to do so, and you find yourself wasted most of the time with slow learners, and here quick learners give up.

IN: you think that the "CBA" is not implemented just because of these reasons or there are other reasons?

X2:As I told you, for the "CBA" you have to teach them skills, you use them inside the classroom, and they use them outside the classroom. They need... ah... how do we say it?... to use their minds, to be critical thinkers. Well, student... they take things for granted. They are not creative. The way you give them the rule or the information, they take it as it is. Even if they tell them outside something else or new information and even if you are wrong, they will not admit that or even if their parents correct them, they will not accept that and tell their parents that they won't change what the teacher taught them. So, learners just accept and learn by heart what you provide them, they never use their creativity or bring something new. Or, maybe... maybe this is a reason, may be because we are not trained to... to deal with the "CBA". Yes, this can be a reason, why not, why not, yeah definitely.

IN: What kind of skills do you give to your learners?

X2: We had a training... not training... a seminar last year on how to teach them skills, how to teach them skills. Well, here in order to teach them skills, ask them questions. For example, ah... no sorry, I think this is values. Yes, this is values. If you want to teach values, ask them question, for example; I love "Mohamed" ... you know "Mohamed Farah Djaloul"? he is a champion or yes, he is a champion, he stills a champion. He won the competition of reading challenge or something like that, I don't remember the title of the competition. The inspector asked the students ah: "do you love "Mohamed Farah Djaloul"? "Yes, we do". "Why do you love him?", the learners responded "because he is an ideal". Here you are teaching values. Concerning the competent ah... the skills... ah... Interpret ah... we have three, three skills; interpret, ah... interact, ah... the third one... produce, produce yes. For example, if you want to teach produce, you ask them to write; you give them tasks about writing. Interpret; you make them listen and they interpret what did we say, what did you hear? what the speaker was saying? ah... "Interact"; a dialogue, yes.

IN: And, do you find that useful? I mean are they useful? Are they really used in the classroom?

X2: Yes, we have to deal with these skills or the inspector will kill you (then the interviewee laughed). The first thing the inspector asks you about iswhich competence or skill you focus on?so here, you tell him: interact or produce or, yeah… when you deal with producing... ah... interpreting; you can interpret either an audio script or your reading when you read. For example, here teach them the skills to read between the line, between the lines, sorry, yeah, to read between the lines: "do you agree with this? Don't you agree with...? why do you agree with this?Why he said that? why didn't he say that?this is how to teach them skills so that when learners go to the net and read any given article, they don't take things for granted and not all what is there is true. No, try to use your mind, try to be critical, don't believe everything, that's it.

IN: And what about the English syllabus? How do you find the English syllabus?

X2: (The interviewee took a deep breath then responded) it is long. No matter how you try, how you try to slim it down, you can't.This concern was discussed on Facebook pages. It was mentioned that the syllabus is designed as the teacher will not be sick; there are no tests, no exams, no... Ah I really don't know. Sometimes, Sobhane Allah unexpected things occur. In

this case, if you are absent for only one day, you will you will not succeed to complete the syllabus, it so long, especially for Ms1, it is very, very long. We have five sequences plus the pre-sequence, those sequences never end, no one succeed to complete the first-year syllabus, I don't know why they made it so long! Obviously, policy makers' job. Why five sequence? With other per-sequence, only four sequences are enough. Second year level have four sequences, third year; four sequences, and only three sequences for fourth year level this year. Why only first year level who have five sequences plus the pre-sequence?

IN: How many hours do... (The interviewer has not finished the question and the interviewee answered).

X2: Two, two hours plus the hour of the tutorial session.

IN: And is that enough?

X2: It's not enough at all. We teachers, we sometimes take the tutorial session and devote it for a lesson, but we still unable to finish the programme. Why did they put that much number of sequences? For me, the fifth sequence is additional. I never reached that sequence.

IN: Is all what is mentioned in the sequence useful for the learners?

X2: Hmm... Concerning the Ms1, in the fifth sequence, they are asked to learn about Algeria, the area, why the learners need to learn about the area? They already studied this in Geography? Moreover, the issue is... I prefer just to teach them the basis, it is crucial for the learner to grasp only the basis. However, policy makers put a lot of things to be learnt, where the learner become confused about what to learn exactly. It is important to teach them concrete things, colours, numbers, how to introduce themselves, and how to communicate with... for example, to communicate with an English friend using; my name is, I am ten, I am from... something easy and simple to grasp. Why you complicate the programme by the area, from the South, from the North; are we in Geography session? And why this is mentioned in the 1st year level? This should be put in the fourth-year level programme.

IN: So, do you want to add something about teaching English in general?

X2: Well... when I wanted to become a teacher, I used to watch movies. I thought that the classroom atmos... atmosphere is just like ours, but when I came, when I entered to the middle school, it was another story. Yes, concerning the disciplines. In ah... abroad, in America, in Canada, in... Learners are disciplined, why? Because there are rules, there are severe rules. Here, ah... , no discipline. In this case, how will you deliver the lesson? We waste most of the time in; keep silent, be quiet, write the lesson. Here, we waste almost ten minutes or more from the lesson time. In other countries, there are disciplines. Why don't we have disciplines alike? We have been told not to beat learners, that's fine but you they need to give us another solutionto control our learners, and you are asking us to teach him/her. In this case, do you want me to teach him or to educate him? ... and the number, I am really annoyed by the huge number of learners; forty learners, I really feel sorry about peoples' children, why forty pupil per class? One learns and the other doesn't, what should we do!!! And, we teachers are obliged to finish the lesson. By the end of the lesson... and when you put in your lesson plan that "by the end of the lesson my learners will be able to do that", so by the end of the lesson you must reach that lesson objective even if some learners haven't understood, and slow learners are not taken into consideration whether they understood or not, they can go and do extra lessons outside the school.

IN: Can you please tell me about punishment, why you adopt punishment in your teaching practice though there are plenty of alternatives?

X2: I think, it's Pavlov's theory "Punishment and reward" Pavlov's if I am not mistaking or Skinner or... I don't remember the name. Some learners, they... they learn by punishment. Well, I give the example of names; you teach him how to write his name. Next session when you ask him to write his name, he don't know... he doesn't know, sorry... but I wrote h... I wrote your name in the last session, you didn't learn it? Ok, write your names one hundred times. Write your names one hundred... if you don't do; I will punish you and you will write it two hundred times. Some learners... don't write their lessons, تكتبي و تشرحي جهة في راكي أنتي و هو قاعد مجمع. [You are explaining the lesson and writing, but he is just talking]. Ok, you don't write your lesson, minus two. " و علاه تڤلعيلي، حاسبني بالدرس مكتوب و من بعد نڤلعها همالا مين نديرله. write my score?" "When you write down the lesson, I will take the minus off". In this case, when I ["Sir/Miss, why will you take two points from ماينس، تو يكتبه و جي غير باش نمحيله هذيك الماينس تو]

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warned him with the minuses, he is going to write it down just to take the minus I mentioned].

IN: So, how do you find the use of punishment?

X2: With some learners, it is a necessary… it is a necessity, it is a necessity, but for other learnersأبنيتي غير تهدر، معاه تحشمي باش تعاقبيه تالمون لي تصيبيه يقرا و يكتب، تحشمي. مين تصيبيه مشي كاتب: [There are some "اه،مبس كنت مريض و الله ميس"صحا ماعليش ماعليش روح الخطرة الجاية نصيبك كاتبه اه] learners who I feel shy to punish because they are hard workers, write their lessons, and are good learners. When they don't write they tell you: "Miss, I was really ill last time, and I couldn't ah…" "Ok, that's fine, but you need to write it down because I will check it next time].

[…]

Appendix 4: Example of learner semi-structured questionnaire questions

Dear participants,

This questionnaire will help me get some ideas about what you think about learning English. I would like you to express your attitudes, thoughts and viewpoints towards your learning of the English language. Please fill in and comment on the questions when necessary.

Thank you very much for your participation, and make sure that your response will be read by the researcher only and you will be anonymous.

➢ Please circle (🔵) the appropriate answer and fill in the blank when necessary.

1.   Are you a

Boy   Girl

2.   Which age group do you belong to?

   10-13

   13-14

   14-16

3.   What do you think about learning English?

(ما هو رأيك في تعلم اللغة الانجليزية؟)

....

....

....

4. How much do you like learning English? (الى أي مدى تحب تعلم اللغة الانجليزية؟)

....

....
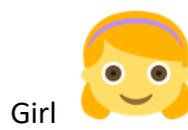
Why? (لماذا)

....

....

....

5. What do you like about how your teacher teaches you English?

(ما هو الشيء الذي تحبه في الطريقة التي يدرسك بها أستاذ اللغة الانجليزية؟)

....

....

....

Why? (لماذا)

 ....

....

....

....

6. I feel that, learning English is important (آنا اشعر أن تعلم اللغة الانجليزية مهم جدا)

Yes ☐   No ☐

Why? (لماذا)

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....

....

....

7.   How do you like to learn English? And why? (كيف تحب ان تتعلم الانجليزية؟ ولماذا؟)

....

....

....

8.   Are you successful at learning English? (هل أنت ناجح في تعلم اللغة الانجليزية؟)

Yes ☐   No ☐

Why? (لماذا)

....

....

....

9.   What is the thing that you find easy or difficult when learning English?

(ما هو الشيء الذي تجده سهل أو صعب في تعلم اللغة الانجليزية؟)

....

....

....

Why?(لماذا)...

....

....

10.   What do you think about your English language course book? And why?

(ماذا هو رأيك في كتاب اللغة الانجليزية؟ و لماذا؟)

....

....

....

12.   How often do you participate in the English lesson? (الى أي مدى تشارك في حصة الانجليزية؟)

....

....

....

Why? (لماذا)

....

....

13.   What do you think about your classroom atmosphere when learning English?

(ما هو رأيك في جو تعلم اللغة الانجليزية في القسم؟)

....

....

....

14.   What makes you learn English well? (ما الذي يجعلك تتعلم اللغة الانجليزية جيدا؟)

....

....

....

15.   In your opinion, why are you learning English? (في رأيك، لماذا تتعلم اللغة الانجليزية؟)

....

....

....

16.   Is there anything else you wanted or want to do when learning English in the future?

(هل هناك شيء أردت أن تفعله أو تريده ان تفعله في المستقبل عند تعلم اللغة الانجليزية؟)

....

....

....

Thank You شكرا جزيلا

Appendix 5: Extract from questionnaire answers

Learners' questionnaire

Dear participants,

This questionnaire will help me get some ideas about what you think about learning English. I would like to express your attitudes, thoughts and viewpoints towards your learning of the English language. Please fill in and comment on the questions when necessary.

Thank you very much for your participation, and make sure that your response will be read by the researcher only and you will be anonymous.

➢ Please circle (⬤) the appropriate answer and fill in the blank when necessary.

1. Are you a

Boy   Girl

2. Which age group do you belong to?

10-13

13-14

14-16

3. What do you think about learning English?

(ما هو رأيك في تعلم اللغة الانجليزية؟)

أظن اللغة الانجليزية من جدا لأن اللغة المستخدمة, المستخدمة في العالم حالياً و تعلمها حسن فإنك كسبت لغتين و لكن هم الاسف ليست مستخدمة في البلاد لأن اللغة الرئيسي في الخليج المستعملة رقم

4. How much do you like learning English? (إلى أي مدى تحب تعلم اللغة الانجليزية؟)

في الحقيقة آنا لا أحبها كثيراً لأنها لغة معلمها بالرغم من أنها أتقن العربة على الضد

Why? (لماذا؟)

1

لأن القريشية معلمة جيدة وتدرس الانجليزية في
نفسي

5. What do you like about how your teacher teaches you English?
(ما هو الشيء الذي تحبه في الطريقة التي يدرسك بها أستاذ اللغة الانجليزية؟)

الشرح الذي يجعلني فهمه هو وفي بشرح
الدرس، إضافة وقت أحب أن يتكلم بالعربية

Why? (لماذا)

لأن اللغة الانجليزية صعبة ولا أفهمها
لذلك هو يشرح لنا بالعربية

6. I feel that, learning English is important (أنا أشعر أن تعلم اللغة الانجليزية مهم جداً)

Yes ☐   No ☒

Why? (لماذا)

لذلك علي أن نتعلم اللغة الانجليزية وهي مهم لأننا
نستخدمها في المستقبل لأن ... لذلك هي التي
... لأن لذلك هو ... هي اللغة التي أسمعها

7. How do you like to learn English? And why? (كيف تحب أن تتعلم الانجليزية؟ ولماذا؟)

الصور والأغاني في شيء

8. Are you successful at learning English? (هل أنت ناجح في تعلم اللغة الانجليزية؟)

Yes ☐   No ☒

Why? (لماذا)

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لأنني أجدها لعبة ممتعا ....

9. What is the thing that you find easy or difficult when learning English?

(ما هو الشيء الذي تجده سهل أو صعب في تعلم اللغة الانجليزية؟)

تمرين الأفعال بسبب كثير وفيه قواعد ....
كثيرة وعلينا نحفظهم ....

Why?(لماذا؟) لأنها تعلم لعبة

10. What do you think about your English language course book? And why?

(ماذا هو رأيك في كتاب اللغة الانجليزية؟ و لماذا؟)

هو جميل فيه صور كثيرة ولكن التمارين
منها صعبة أحياناً سياق أفهمها

12. (إلى أي مدى تشارك في حصة الانجليزية؟) How often do you participate in the English lesson?

أنا أشارك كثيراً أحياناً لكن ما أعرف
الإجابات

Why? (لماذا؟) لأنني أفهم وأحياناً لا أعرف الإجابات

13. What do you think about your classroom atmosphere when learning English?

(ما هو رأيك في جو تعلم اللغة الانجليزية في القسم؟)

هو في الحقيقة جو رائع لكن زملائي كثيرة
المشكلة عندي بزعاف كثير

14. (ما الذي يجعلك تتعلم اللغة الانجليزية جيداً؟) What makes you learn English well?

عندما يتكلم الأستاذ بالعربية وأيضاً
وهو ما يسبب كسل الحصة

15. (في رأيك، لماذا تتعلم اللغة الانجليزية؟) In your opinion, why are you learning English?

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لكي نتجلم التكلام بها عنت ما شا في
إلى الى العاري

16. Is there anything else you wanted or want to do when learning English in the future?

هل هناك شيء أردت أن تفعله أو تريده ان تفعسه في المستقبل عند تعلم النغة الانجليزية ؟

أتمنى أكن يكون عدد الطلاب مية قليل
و يستعملوا الصف بلالى نفوسهم .

شكرا جزيلا **Thank You**

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Appendix 6: Example of classroom observation checklist

Observation 1   18th September 2019

School 1:X1   **Level:** 1st year.   **Time:** 09:00-10:00.

Teacher:xxx.   **Lesson:** The English Alphabets

Date: 18/09/2019   **Observer:** The researcher of the thesis.

Pupils' number: 41 (19 girls, 22 boys, 0 absences).   **Duration:** 1 hour.
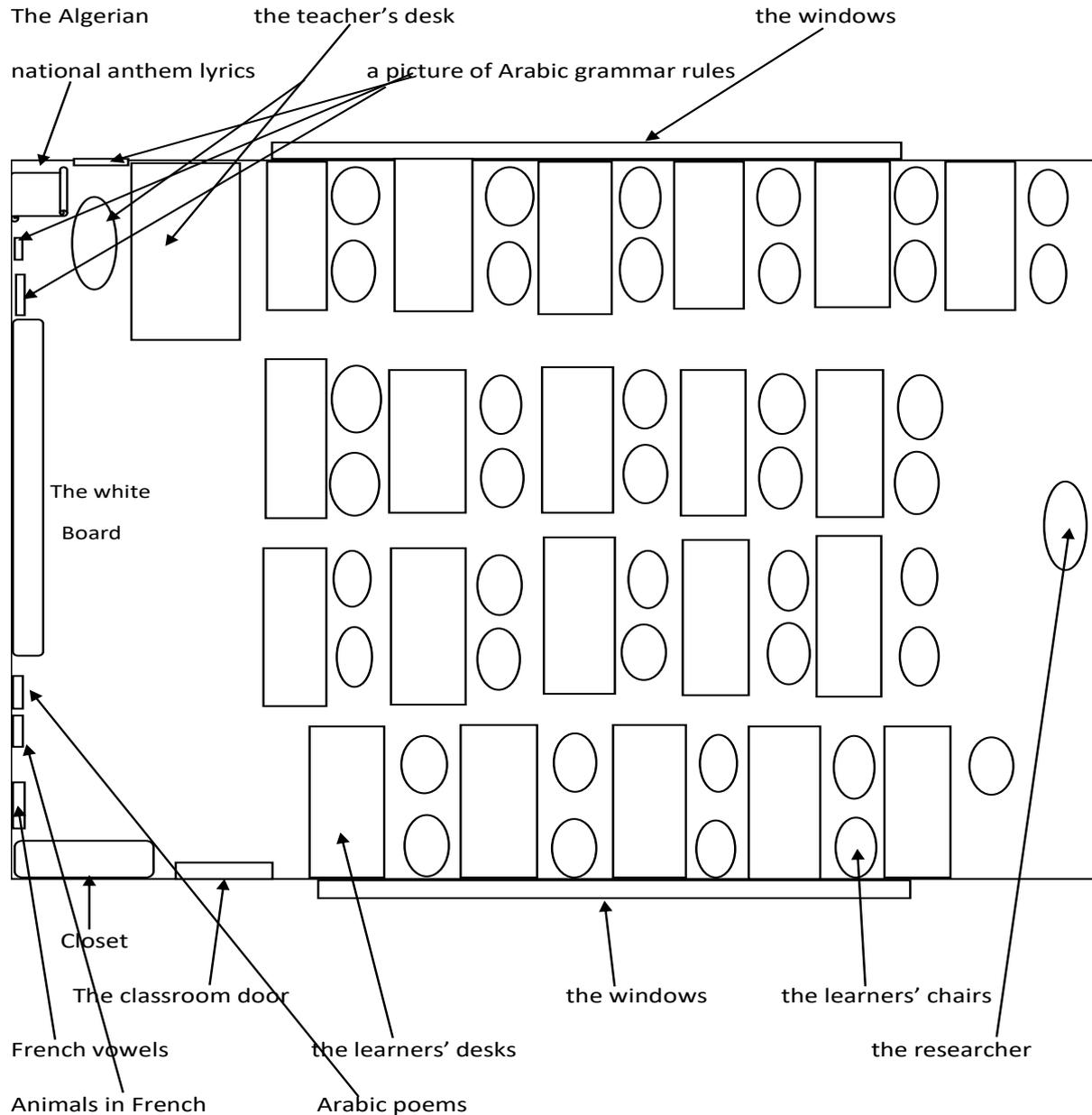
Figure 1 The classroom Layout of School 1.

Context setting and learners assessment	Applicable	Sometimes	Not applicable
Lesson plan with listed clear goals (knowledge, understanding, skills and practice).	✓		
Using prior knowledge to prepare learners for the new lesson.	✓		
Pupils appear aware of and understand the learning objectives.		✓	
Using the textbook.	✓		
Using other teaching supports to introduce the lesson objectives.		✓	
The teacher controls the classroom.			✓
Lessons are differentiated in content, process and learning atmosphere.			✓
The integration of technology.			✓
Pupils are involved, participating in the tasks of the lesson by answering and asking further questions and clarifications.		✓	
Pupils intervene ideas and questions for the clarification of concerns related to the lesson content.	✓		
The use of other languages.	✓		
The use of different instructional materials to engage and motivate pupils, which fit their both level and age.			✓
The use of various grouping paradigms; • Pair • group work • whole class			✓
The use of punishment.	✓		
Pupils like the activities related to the lesson content.	✓		
Teachers check their pupils' understanding and writing during the session.			✓
Questions and follow up techniques are carefully crafted so that to challenge the			✓

learners to think, process and participate at maximum.			
Pupils try to use the English language to express themselves and participate.		✓	

Appendix 7: Extract from research diary

During the classroom observation today, I observed F (a teacher) ignoring the textbook during most of the tasks in her lessons. She resorted to other alternatives, such as using pictures and at other times distributing flashcards to her learners with the instruction for the tasks. During the break time, I run into her and asked her why she ignored the use of the textbook, she explained that: "I found the tasks of the textbook difficult for the learners to understand, so I prepared some flashcards and clarified the tasks in a simple way with a simple language that the learners can understand". Then she added: "oral explanation and the use of cards I think are the right solutions to simplify the tasks better for learners, the textbook is useless and difficult for them".

There was a strong critique of the textbook and the whole system in her speech during our informal conversation, when saying that the textbook and the programme in general is hard to be understood or explained by her and her colleague teachers as well as their pupils. I asked her what made her say so, and according to her answer, the problem is related to "the difficult language used to explain the task's instructions" as well as with the huge amount of EFL baggage (she meant the quantity) that the multilingual pupils are required to learn, in an EFL educational context of poor teaching resources (she meant the quality of teaching resources).

The next day, during another informal conversation with another teacher that took place after a formal interview with her, I asked her why she was criticising the textbook and what made her fail to implement the school textbook in her classroom. She answered me back and said: "because it is difficult to understand, I mean the language is difficult not only for learners but us too. I personally do not know how the use it successfully in an easy way. That's is also because I do not have a teachers' guide book. This book is very important for us as teachers, the National Academy of Education generally sends one book to each school during the beginning of the school year, but sometimes it is never sent like our case. To be honest with you, I really don't know why they don't, I think may be because of some administrative issues which I have no idea about. That's why we always ask for the guidance of our inspectors"…

Appendix 8: Examples of data analysis

IN: And ah... you think that since you don't have special classes for the language, for English or French. So, you are unable to use the data show, for example, an audio with loud speakers in your lessons, is it because there is no special classrooms or there is another reason?

lack of equipments

X1: There is no equipme[...] s to do that, this is it. Ah... I would like to add somet[...] learners are lazy, because normally we as teachers, [...] t does "CBA" mean, which *"CBA = learner are* mean everything is arou[...] n, I am just here a guide to *Teacher's role as a facilitator in providing guidance* show you and asher you [...] at responsibility on them, and we try to teach ther[...] g, ok. But in fact they are not. *⟹ Disagreement (te...)*

Social Context factors (influence)

IN: Ah, ok. I see. So, do y[...] uccessful English teaching and learning?

Social context's influence .... *school context.*

X1: Yes, because the society affects, affects everything even the field of learning and so on... *Societal views via* because... for example, if you go outside and you meet a man who says or said to a pupil: "why are you studying English? You do not need it, why do you need it?", ok "Look all people before you they are leaning on walls, and so on... there is no work, there is no job and so on and so forth. So, the pupil right from the beginning become demotivated, even with the learning all the subject not just only the English. And, I find some pupils ah... I met in person, I asked them *Religious beliefs* in person they say: "we prefer Arabic because we are Muslims and so on and so forth, we do not learn French and even English ah...Moreover, because English I am not going to use it in my future time and so on and so forth. Why do I bother myself and learn this language". And,

Algerian learners feel that English language is not necessary for their better future. This indicates (seem to indicate) the low status of English in the social context (no importance)

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Appendix 9: Examples of the codes and themes generation process

Themes	Data
Textbook dissatisfaction	[…]we find the textbook's **tasks difficult**, **difficult** for the pupils…I know they belong to the lesson, **but** those words used are **very hard** for the learners' level. In this case, the teacher should bring easy tasks and try to simplify them for the [learners]….so that the learner understands the lesson…**To be honest**, those curriculum policy makers did not provide us with how to use the textbook. They produced a book, gave it to us, and we do implement it the way we know. We do not have a format that shows us how to use it (Hafid, interview, 2019). [...]And most importantly that the lessons are really **hard** and do not fit their [learners] needs and level, the lessons mentioned in the textbook are really **difficult** and above the learners' level, that is very weak. Hence, they cannot concentrate or follow the teacher because they don't understand what the teacher is saying (Yacine, pilot interview, 2019). The textbook does not provide us with what we need to learn in English because it contains many **difficult** tasks per lesson that we are obliged to do, even though we do not understand the words used. In addition, I **dislike** the textbook **because** it makes me feel bored (Ahlem, Questionnaire, 2019)
Insecurity with teaching	Sometimes the teachers find himself in a circle… everyone is teaching the way he or she knows. **But** none of us knows the right way of teaching this foreign language to our pupils […]**I hope, I really hope** if the inspectors visit us more frequently to see the way we are performing in our classrooms, and tell us if we are doing it properly or not, if not, they **should** guide us and show us how to do it, give us solution… useful and appropriate teaching guidance. I don't want to

	teach my pupils in the wrong way, I am **willing to** teach them in the right way and make them learn the language successfully and love to learn it **because** we teachers are not trained to teaching English as a foreign language (Khadija, formal interview, 2019).
	[…] **we** really **need** their help, comments, suggestions, and especially guidance. I am not sure I am teaching my learners in the right way, maybe I am the one who makes the language difficult for them to understand. **To be honest**, sometimes I feel like my way of teaching is a complexity or[…]an obstacle for their understanding…I know, we gain more skills through experience, **but** believe me training is the only thing that make[s] us gain those skills (Zineb, interview, 2019).
Positive Punishment	I think, it's Pavlov's theory "**Punishment** and reward" Pavlov's if I am not mistaking or Skinner or... I don't remember the name. Some learners, they... they learn by **punishmen**t. Well, I give the example of names; you teach him how to write his name. Next session when you ask him to write his name, he don't know... he doesn't know, sorry... he doesn't, he doesn't... but I wrote h... I wrote your name in the last session, you didn't learn it? "No Miss, I didn't" the learners replied. "Ok, **write** your names one **hundred times**", the teacher ordered. **Write** your names one **hundred**... if you don't do; I will **punish** you and you will **write** it **two hundred times**. Some learners... don't write their lessons. (You are explaining the lesson and writing, but he is just talking). Ok, you don't write your lesson, **minus two**. ("Miss, why will you take two points from my score?" the learner asked. "When you **write** down the lesson, I will take **the minus off**" the teacher responded. In this case, when I **warned** him with the **minuses**, he is going to **write** it down just to take the **minus** I mentioned). Ah speaking. (There are some pupils keep talking since they enter to the classroom)he keeps talking and talking (Farida, 2019).
	[…]at the beginning of each lesson, she warns her learners to concentrate on her explanations, and tells them that she will be asking learners randomly. The learners she finds talking outside of the lesson,she punishes by getting

them to come to the board and do the task and/or answer random questions related to the lesson (Khadija, research diary, 2019).

I punish my learners for making noise and talking in Arabic in the classroom. I usually resort to punishment for specific purposes, like breaking pre-clarified rules, making mistakes, misbehaving in order to increase my learners' interest, concentration, and motivation to learn and to behave adequately (Zineb, research diary, 2019).

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