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**EDUCATIONAL DEMANDS AND LEARNING
PARADOXES IN ENNADJAH SECONDARY
SCHOOL,
SIDI BEL ABBES: THE CASE OF THIRD YEAR
LEARNERS**

THESIS TO BE SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MAGISTER IN
TEFL AND EDUCATIONAL PSYCHOLOGY

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Declaration

I, hereby, declare that this work has not already been accepted in substance for any degree, and is not concurrently being submitted in candidature for any other degree.

Ms. Hadjla Zoulim

The researching, preparation and presentation of the thesis have been undertaken by the author.

Ms. Hadjla Zoulim

Dedication

I dedicate this work to my father who accompanied my post graduation theoretical year and to my mother who encourages all my projects, to my sister Salima who always took care of the advancement of my research, to my brother Mourad who helped greatly in references and printing my thesis and to all other members of my family.

I also dedicate this humble work to my pupils, to all my teachers... and to the memory of those who died to enlighten our life.

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I would like to express my gratitude to all people mainly my parents, who contributed to the realization of my research which I wish it will bring a slight drop to the domain of action research.

Abstract

Starting from the fact that we are teaching an individual about whom we know only slight information. Also the teaching learning process is getting more and more complex, in between, the learners' needs and compulsory academic achievements. Moreover, our learners' minds are being influenced by various imported models due to the speedy progress of communication and economic means. My choice has fallen on pupils of Ennadjah Secondary School for the following reasons:

I have been working in that school since 1993, I could gather an interesting knowledge about different pupils backgrounds, I could practice many experiments in the form of classroom discussions, theatrical performance from 1996 to 1999, various situation-specificities observation and analysis, considerations that the 1990's (Black Decade) have brought both teacher and learner under conditions of permanent change and logical rise to develop mental viewpoints: my work will be divided into 4 chapters:

Chapter one will be devoted to the purely theoretical aspect of my work, the Algerian teaching setting as well as the various methods I used to collect my data-bank.

The second chapter will be concerned with the analysis and interpretation of all the gathered information.

Then, chapter-three, a confrontation of both theory and practice: which factors encourage learning and which ones impede it?

Whereas, the fourth chapter will be helpful in terms of dietetic recommendation and pedagogical suggestions.

To conclude, I will attempt to demonstrate how can an adolescent learner reach a good school achievement if he is not provided with both moral and physical factors appropriate to such a vital operation.

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List of ERRATA

- Read the following glossary instead of pages 177 to 178.

Glossary

- Adolescent (adj.): passing from childhood to adulthood.
- Affect (n): the conscious subjective aspect of an emotion. Considered apart from bodily changes.
- Alzheimer (n): a mental illness affecting memory. The patient starts to forget for events then close ones. It is due to excessive stress.
- Antioxidants (n): chemical substance used to avoid elements become rusty.
- Anxiety (n): fear caused by uncertainty about a situation.
- Autonomy (n): the state of being independent concerning one's thought or other behaviour.
- Axons (n): part of the nerve which is its conducting element or nerve fibre.
- Brain (n): in medicine, it is the organ of the body in the... part of the head which controls thought and feelings. Also, the mind which represents intelligence.
- Breastfeeding (n): to breastfeed is to feed a baby with milk from the breast not from a bottle.
- Cerebrosides (n): linked to thought and decision within the brain. Cerebro is a prefix meaning a solution of minerals salts and protein filling cavities of brain and spinal cord.
- Cholesterol (n): is a steroid alcohol ($C_{27}H_{45}OH$) present in the animal cells and human body fluids.
- Cognitive functions (adj): philosophical. It is an action or faculty of knowing including sensation, conception, perception as distinct from volition.
- Conflicts (n): are incompatible beliefs, clashing of different ideas mainly between youths and their parents or other adults.
- Dementia (n): it an insanity characterized by failure or loss of mental powers caused by a disease or an injury to the brain.
- Diet (n): a prescribed course of food.
- DNA: the abbreviation means: Deoxyribo-Nucleic Acids. They are nucleic and storing genetic information.

- Dopamine (n): chemical element.
- Drug (n): medicament.
- Education (n): instruction or leading individuals to learn better and distinguish good things from bad ones.
- Endogenous (adj.) : growing internally.
- Enhancing: means to increase, to improve and make learning better.
- Enzymes (n): one of a group complex chemical substances produced by living organisms and promoting specific chemical reactions in the organism.
- Executive skills: unveiling learning capacities through objective activities.
- Exogenous (adj.) : originating externally.
- Extraversion (n): psychologically, when the learner directs his thoughts about things outside the self.
- Failure (n): the state of not succeeding in doing something.
- Feeding (n): nourishing.
- Fetus (n): foetus.
- Futuristic (n): keep hoping that the future will bring better things.
- Genes (n): member of any the pairs of factors forming segments of a chromosome at fixed positions relative to each other.
- Globalisation (n): a new world order mainly in economy.
- Hemisphere (n): each half of cerebrum of brain.
- Heuristic (adj.): serving to find out or discover.
- Holistic (adj.): in philosophy, a tendency to produce wholes.
- Humanistic (adj.): it is a devotion to human interests.
- Introversion (n): a state of hiding one's thoughts and feelings.
- Lactose (n): milk sugar, a substance somewhat similar to cane sugar, present in milk, and manufactured by the evaporation of whey.
- Memory (n): faculty by which things are recalled to or kept in the mind.
- Micronutrients (n): already referred to in the thesis.
- Motivation (n): an energy that induces a person to act or learn more and more.
- Myelination (n): a disease causing swelling of the nerve.
- Negotiation (n): talk or discuss in order to reach an agreement.
- Nervous system : the system (brain, spinal cord, nerves and nerve centers) which receives and passes on feelings, messages and other information from inside and outside the body.
- Neurometer

- Neurons (n): nerves.
- Niacin (n): an important chemical (a type of vitamin 3) found in foods such as milk and eggs.
- Nutrients (n): are chemicals or food providing for life and growth.
- Nutrition (n): also, nourishment. It is a state of being provided with food. It is also the scientific study of how food is used by the body.
- Obesity (n): being overweight or very fat.
- Ounce (n): abbrev (oz). It is 1/16 of pound. It also means a small amount.
- Pellagra (n): a disease caused by not eating enough healthy food. The person becomes tired with a skin disorder and central nervous system.
- Pharmaceuticals (adj.): linked to medicine production.
- Plasma (n): the yellowish liquid in which the blood cells are held.
- Post natal: after birth.
- Pound (n): a standard measure of weight equal to 454 kilograms.
- Prefrontal cortex (n): a part of the brain.
- Self-esteem (n): it one's too good opinion about oneself.
- Self-fulfillment (n): relying on one's capacity.
- Strategy (n): a technique.
- Stunting (n): being short.
- Syllabus (n): program.
- Toddler: a child who has just started to walk.
- Toxic (adj.): related to poisonous activities.
- Trauma (n): a damage to the mind caused by the body being wounded.
- Womb (n): the female sex organ of mammals where her young can develop. The womb of time i.e, the beginning of history.

Appendix -A Fact sheet on Drug use-

When is it used?	What is it?	How is it consumed?	Consequences of occasional use	Consequences of continuous use	Legal / Illegal
- Time off and light a cigarette	cigarette	<ul style="list-style-type: none"> - Smoked, regular consumers find cigarettes relaxing/ stimulating. - Hunger delayed. - Lasts: 10-30 mm. 	<ul style="list-style-type: none"> - Many parts of the body are affected; speed up heart rate and increases blood pressure. 	<ul style="list-style-type: none"> - Possible damage to lungs, brain, causes cancer, dependence on nicotine. 	<ul style="list-style-type: none"> - Legal by law and to be bought over 16. - Illegal by religion.
- Daily drink	coffee	<ul style="list-style-type: none"> - Swallowed, makes people awake (at night to revise lessons). - Lasts: 2 to 4 hours. 	<ul style="list-style-type: none"> - Enhances concentration for a short moment. - Large amounts may kill. 	<ul style="list-style-type: none"> - Difficulty to concentrate on lessons or other important things. - Difficulty to sleep. - Difficulty to give up. 	<ul style="list-style-type: none"> - Legal to be sold, used or drunk.

When is it used?	What is it?	How is it consumed?	Consequences of occasional use	Consequences of continuous use	Legal / Illegal
- To keep working: getting through the day	aspirin	<ul style="list-style-type: none"> - Swallowed as pills, liquids or powders. - Stops headache, or other pains. - Lasts: several hours. 	<ul style="list-style-type: none"> - Large quantities lead to death. - Stomach ulcers, bleeding. - Even small amounts may be dangerous. 	- Possible stomach damage.	- Legal to be sold and consumed.
	tranquilizers (valium /Librium)	<ul style="list-style-type: none"> - Swallowed as pills. - Lasts: several hours 	<ul style="list-style-type: none"> - Makes the consumer more relaxing and drowsy. - May kill if taken with alcohol. 	<ul style="list-style-type: none"> - Excessive anxiety. - Difficulty to give up. 	- Legal to be used under a doctor's prescription.
- After work, parties, feasts +Islam.	alcohol	<ul style="list-style-type: none"> - Swallowed as a drink. - Small amounts relax. - Big amounts make consumers drunk. - Lasts: several hours. 	<ul style="list-style-type: none"> - Makes concentration and apparent energy. - Difficulty to reacts quickly. - Large amounts can kill. 	<ul style="list-style-type: none"> - Damage of brain, heart, liver, lungs. - When addicted withdrawal difficult. 	<ul style="list-style-type: none"> - Illegal to be sold without license. - Illegal by religion.

When is it used?	What is it?	How is it consumed?	Consequences of occasional use	Consequences of continuous use	Legal / Illegal
	cannabis (grass, pot, dope, hash)	<ul style="list-style-type: none"> - Smoked in a "joint" or "pipe" by itself or with tobacco. - Makes colors and sounds brighter and louder. - Lasts: 30 mns to several hours. 	<ul style="list-style-type: none"> - Difficulty to concentrate. - Difficulty to react quickly. 	<ul style="list-style-type: none"> - Lung damage. - Brain damage. 	<ul style="list-style-type: none"> - Illegal to consume, possess or sell it.
- I don't feel well, I feel tired after work or studies.	medicines from Doctors	<ul style="list-style-type: none"> - Consumed as prescribed by doctors. 	<ul style="list-style-type: none"> - Read medicine instructions. - Ask the doctor. 	<ul style="list-style-type: none"> - Inconveniences undesirable effects if consumed with a doctor's prescription. 	<ul style="list-style-type: none"> - Legal to consume, have a medicine prescribed by a doctor.

LIST OF ABBREVIATIONS

EE: English for Economic

EMT: English for Medical Studies

EST: English for Science and Technology

EOP: English for Occupational Purposes

EBE: English for Business and Economics

ESL: English as a Second Language

ENT: English as a Mother Tongue

EAP: English for Academic Purpose

ESS: English for Social Sciences

Class Observation Grid -1- (Class + 3LSI)

Number of pupils: 40

Task -1-: Build sentences by keeping necessary words.

Date	Observation	Interpretation
In 10/04/05 from 3pm to 4pm	- Pupils seemed amazed because they were staring at me.	a) Pupils didn't guess the instruction.
3.10 pm	- Most of them started talking to each other.	b) T. should explain instructions in French or Arabic when necessary
3.20 pm	- The whole class was becoming noisy.	
3.25 pm	- 5 pupils began answering the question.	
3.30 pm	- A few pupils were seeking answers from the ones who have already begin doing the task.	c) Learning break down/insecurity/lack of vocabulary.
3.40 pm	- Half the pupils were having tries.	d) Use of Arabic/ French words
3.45 pm	- Collective correction started	e) Nostly done by the teacher

Class Observation Grid -2- (+Class 3LSH)

Number of Pupils: 38

Task -2-: Add words to given sentences to make them complex.

Date	Observation	Interpretation
10/03/2005	- Pupils moving around	a) Pupils hungry
11am-12am	- Some hiding to eat something.	b) Pupils in front tables
11.10am	- A few sitting, copybooks open.	c) 10mn lost
11.15am	- Teacher I ordered silence in class and announced the beginning of the lesson.	d) Not easy to control a class from 11am to 12 am
11.20am	- There was still noise and most of pupils didn't hear the teacher's instructions.	e) Teacher's presence is important
11.25am	- The teacher started moving around in the classroom.	f) Not easy to think when hungry
11.35am	- Pupils (most of them) started writing the instructions on their lesson copybooks at the same time a few pupils sitting at the classroom back were eating bread.	g) Teacher, even tired, controls pupils work
11.35am	- The teacher was controlling pupils work individually.	

11.42am	- Pupils began talking to seek help from pupils who are supposed to be good in English.	h) Incompetency, impossible a whole class does all the activity.
11.47am	- Teacher ordered silence to start the correction of the task.	i) Noisy correction.

Task: Add other words to the following sentences so that they become complex.

1. The weather is fine today.
2. Sport and diet are good.
3. Television has killed family gatherings.
4. If I earn money, I'll buy a car to cancer.
5. Who knows? Scientists may find a cure to cancer.
6. English language has become international.

Task Result Analysis:

- a) Most of learners expressed themselves by adding: I'd like to go out for, a walk with my friends.
- b) I like sport because I get a nice body and I can defend myself when I am aggressed.
- c) We most of the time ignore a family member who may have a problem.
- d) A car is a good means of transport. Cars are expressive but there are many accidents in roads.
- e) Scientific research is developing. We can have cancer at any time, I'm afraid! We must not eat anything.
- f) I like English, I like to go to England United States. It is my dream! I like English films...

General Introduction

Various factors have contributed to impose English language as the most suitable vehicle for learning and an appropriate means for communicating. The English language is spoken, read and written by millions of people all over the world because of historical, political and economical reasons. The British, who were very famous⁺ seamen, navigated throughout all the oceans and seas. This enabled them to settle in several remote places either by founding commercial counters or by taking lands over. This situation allowed the English language to be spoken in increasingly various countries. It is quite clear that its wide use is the fruit of many characteristics. Among them, the easy way with which it has taken elements from other languages. In the 5th and 6th centuries, the Anglo-Saxons first colonized England; the English language was almost pure. But it has progressively become one of the richest and the most mixed languages since it has received, all along history, many kinds of foreign words, and adapted them to its own character. Furthermore, English language is so widespread and has reached a pick because of the speedy advance in science and technology in the United States of America. This new reason compels scientists and researches in any country to master this language on the one hand. On the other hand, to acquire all the knowledge which is linked to it. Then, to become ready to address the international scientific community and to publish the results of their researches in English (Experimental English Exam, June 2005).

In order to get fruitful results and an objective understanding of English Language teaching in Algeria. I felt obliged to let myself sink in the realm of practices which daily offer us opportunities for consulting the findings of appropriate theories and investigations. Nerveless there exist fascinating areas of interest in any other subject-matter having a link with learning.

There is a great interest in communicative issues concerning language curriculum evolution, while there should be an important re-consideration of the role of the surrounding factors motivating or de-motivating the learning process. Rather questions related to teaching strategies should be dealt with in a purely communicative context so that to treat learning skills particularities either in isolation or in chain aiming at enriching discussions about the degree of teaching proficiency and at determining personal contributions in improving teachers' conversational aptitudes during pre-teaching , while-teaching and post-teaching . This is seen to include the potential learning

⁺ Sailors

problems by relating any present situation to the learner's background by keeping an eyesight on the teaching aspects which could be communicatively suitable and functionally motivating.

My current interest is first to tackle English language teaching in Algeria as a Second Foreign Language. Next, transversal competencies such as Mathematics, Philosophy, French, Arabic. Third, refer to English as a foreign language in terms of a major international and local concern. Its widespread use gives rise to a considerable weight upon the nature of educational resources of a great number of countries including Algeria. For that, various questions ranging from practical evidence concerning methods curriculum and assessment to mainly theoretical ones referring to cognitive factors, affect variables as well as the nature of foreign language teaching process and the impact other subject matters may have in the long run over it.

In Algeria, English is not an official language but it has a significant role in many domains of interest. It is an important school subject, it is taught at the university to students who wish to teach English or to become interpreters. Those who want to become tourist-guides or others who intend to participate in international tests such as (T.O.F.E.L). English is a Second Foreign Language in Algeria ranking after French.

Gradually, English is becoming the major international language of printed media and information, though a lot of writers are from different nationalities either Italian, Chinese, French or German, their publications in economic, scientific, commercial or technological knowledge are mostly written in English. English Language is an important tool for disseminating news all over the world. For instance, the International Herald Tribune is a newspaper published in France in English. International magazines such as Times and Newsweek have a majority readership in countries where English is not a native language such as in Japan, Indonesia and China,In the end, it must not be forgotten to mention that there exist the lingua franca; situations where English functions as a common language so that to allow people who have no possession of a common language to gain the opportunity to communicate.

The teaching and the learning of English need the setting up of policies and objectives which differ from one country to another and from one group learners needs to another one. One category of learners may study English to be able to travel to an English-speaking country, one other group wish to learn English in order to participate in international seminars, another group would

like to attend English language lessons to be able to master business meetings interviews or to negotiate special contracts with foreign customers.

That is to say, countries advance various justifications to teach English in their schools and their universities while the most common feature to all the justifications is: English is studied because it is an open door on valuable knowledge in all domains of specific and general interest.

English Language has developed, and still is, in such a way every learning category can find suitable linguistic context to communicate with each other. English language teaching has given birth to EFE, ESS, EST, EOP, EBE, EAP, ESL.....(appendix (G) and page (169)).

The English Language Teaching gave birth to E.S.P, Which stands for English for Specific Purposes. The end of WW II, heralded an age of an enormous expansion in scientific, technical and economic activity on an international scale. This created a unified world dominated by two forces: technology and commerce – which soon generated a demand for an international language. The role fell to English because of the economic power of the United States in the post-war period.

The effect was to create a whole new mass of people wanting to learn English, not for the pressure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce.

As English became the accepted language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language (businessmen who wanted to sell their products, doctors who needed to keep up with developments in their fields, etc...). This development was accelerated by the Oil Crises of the early 1970's, which resulted in a massive flow of funds and western expertise into the oil-rich countries.

⁺As the demand was growing, English courses tailored to specific needs; influential new ideas began to emerge in the study of language. Traditionally, the aim of Linguistics had been to describe the roles of English usage, i.e, the grammar. The new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication H G. Widdowson said in

⁺ Adapted from English for Specific purposes
P. ROBINSON (1980, Pergamon Press)

1978, « Tell me what you need English for and I will tell you the English you need ».

The importance of English as an international language continues to increase as more and more people are wanting or being required to learn English. This results in a need of English as a common medium of communication and access to much scientific and technical literature is difficult for those with no knowledge of English. These demands and requirements have resulted in the expansion of one aspect of E L T – namely the teaching of E S P.

Learning English Language should be conceived in such a way to provide the Algerian learner with appropriate tools that can help him to succeed in tomorrow's world, (adapted from the presidential discourse during the installation of the CNRSE). In other words, we should help our learner to harmoniously integrate modernity, join a new linguistic community which uses English Language in all kinds of transactions. The new approach will help the Algerian learner in secondary schools to develop various capacities, and competencies in order to facilitate his gradual integration in the society where he lives, to unveil his self-consciousness, to learn how to share information with others, to cooperate to be offensive but not aggressive.

Creating an active participation among learners is the aim of the new educational system in Algeria. It is based on international exchange of ideas, sharing scientific experiments and cultural differences. Permanent reflection should allow Algerian learners to accept their own culture to be curious to know others cultures and lifestyles.

The new international setting compels syllabus designers to provide both teachers and learners with performing linguistic tools so that each category of learners obtains the possibility to have access to science, technology and universal culture without being a potential or a long-term victim of acculturation. Tolerance, overt-mindedness and positive criticism of national and international events issued from a gradually professional environment.

The case of English as a foreign language constitutes a continuous stream originating from the foundation school aiming at ensuring a solid bridge between the two levels. It is issued from the same problematic and theoretical bases: A Competency Based Approach (CBA). This approach tends to install conscious learning strategies. The new programme has taken into account learners needs and interests.

Starting from the reality that language is a means of communication through which one can ask for information, unveil one's state of mind, express one's feelings. The primary objective of English Language program in the secondary school is to drive the learner to be acquainted with daily linguistic situation difficulties both oral and written grammatically correct or rather appropriate to a given context .

Teaching English language in the secondary school objectively stresses the reinforcement, consolidation and development of capacities and knowledges already acquired in the foundation system. More than that, to stimulate the learner's curiosity by varying learning-teaching strategies to apprehend different civilization aspects and cultural contexts vehicled by the English Language. At the same time, the teacher should encourage interdisciplinary (transversal competencies) such as, history, geography maths..... aiming at creating a homogeneous learning atmosphere in class.

I attempted to let my research revolve around the following questions: Do Algerian educational objectives fit the learning demands? Are we able to define environmental learning atmosphere? Through cognitivism and strategies? Do we care about what influences the adolescent brain and personality? Can preventive instruments be put forward in order to bridge paradoxes and demands within learning in the future?

CHAPTER -1-

PRESENTING THE EDUCATIONAL

SETTING IN ALGERIA: LEARNING

INVESTIGATIONS

Chapter-1- Presenting the Educational Setting in Algeria: Learning Investigations

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Chapter -1- Presenting the Educational Setting in Algeria: learning investigations

1 Introduction:

School logbooks, diaries of the previous decades may help to confirm the view that the problems of schools today are mainly different from those of many years ago. I had hoped to direct my subject toward the aspects of learning, demands and paradoxes. Many events are naturally more attractive than the school environment itself. In order to accomplish the basic goals of my investigations, I resolved to narrow my field of observation because I have actively collected data all over the last five years in an effort to consider the differences that may be apparent between pupils of one class and different classes.

It is agreed that experience suggests that the most effective approach to summative evaluation is a combination of interviews, questionnaires, classroom observations and pupils writings (Ref: Language Issues and Education Policies: Exploring Canada, Multi-lingual Resources by Patrick Allen and Merrill Swain.

Learning syllabi impose a framework that uses more formal and standard teaching practices and « Utopian » learning strategies while actual classroom situations demand a more functional or experimental approach to the teaching-learning process.

Chapter one aims at presenting the various types of collected data along with the circumstances and features of learning concerning the targeted learners groups for the purpose of this research. The first part of the chapter will provide the evolution of the educational system in Algeria including the learner's profile, while part two unveils the different tools and report methods used in order to gather different instrument variables. In between the role of the teacher, parents and administration will be stressed for their impacts are crucial in the success of the learning process.

1.1 The Educational System in Algeria:

The Algerian educational system is a burning reality. Its structures, content and methods are influenced by two kinds of factors: socio-economic and cultural factors (exterior factors) and the factors related to the nature of the dynamism of the system in question. The inter-disciplinarity and the constant interaction of both the interior and the exterior factors favors a high

influence upon the degree of our educational system's reception of factors coming from outside.

The speedy progress of the scientific and the technological innovations in a myriad domains of communication, biotechnology and biochemistry are significant signs of globalization: exchanges are accelerated, production is facilitated and new ideas are spread all over the earth. Being a developing country Algeria does not innovate in that way, it can only purchase the progress means.

Because of the diversity of choices, the need of a common communication medium emerged: English language.

This tendency is regarded as the very suitable means which facilitates communication between peoples and ensures highly developed nations.

1.1.1 Education within Globalisation:

Algeria cannot realize an adequate educational policy without having access to all what is going on in the world. At first glance, schools are not directly linked to all what happens within globalization, some basic questions need to be asked: how is the educational system shaped by globalization? How far can we benefit from the advantages of globalization?

The main criterion of globalization is that peoples gradually lose their individual references mainly the nation, the family and many other specificities having a relationship with the environment because individual liberties should be reinforced, social ties should be rebuilt and every effort is searched to contribute to the development of the society: the three educational levels which englobe: the primary, the foundation and the secondary should be re-structured in order to face the new world-wide concepts: learn to be, learn to learn, learn to do, learn to live together elaborated by Jacques Delors former president of the European Economic Commission (E E C). Is the actual Algerian educational system ready « to install » these new concepts among the Algerian learners?

Limitless efforts should be done to unveil different tasks linked to the educational system. The latter's role is to frame the individual's gradual citizenship. Social discrepancies should be tackled and solved to reach a reasonable degree of maturity in terms of education policy-making.

1.1.2 Teaching and New World Trends:

It has been reported that by the end of the twentieth century the number of teachers all over the world attained 60 million. Undoubtedly the best ones could be found in industrialized countries. While in the developing countries the educational system was the first one affected by the F M I budget restrictions. Periodically, in developed countries, teachers benefit from any new communication technology. The New Information Technologies (N I T) are a drastic feature of globalization; all teachers should begin to acquire the N I T technical knowledge first then to select the best ways to transfer it into practical knowledge. Such maturity demands that the teacher be methodologically autonomous, i, e, he becomes the sole manager of his class. Furthermore, our teachers should draw a link between learning and learning needs, also, teach their pupils how to be responsible information consumers, The Anglo-Saxon reference « global education » can be described as follows:

Elle déstabilise et affaiblit certains Etats-nations traditionnels et ébranle leur capacité à réguler une économie de plus en plus caractérisée par la financiarisation et par conséquent, par une création de richesse sans création d'emplois. Elle semble contribuer à l'accroissement des inégalités dans et entre les pays, les régions et les groupes sociaux, elle rend permanent le chômage de groupes de plus en plus importants et engendre l'exclusion et la fracture sociale.⁺

Translation mine:

Global education can have negative aftermaths on some nations which are used to encouraging finance projects leading accumulating wealth without creating new jobs. Globalization speeds up inequalities among people's mainly overwhelming unemployment and marginalization.

⁺ Réf: C. Lessart, F. Desroches, C. Ferrer. -«Pour un monde démocratique: l'éducation dans une perspective planétaire». Revue des sciences de l'Education; p6; volume XXIII, N°1, Gouvernement du Québec 1997.

Globalisation policy is neither spontaneous nor innocent. It carries a voluminous cultural project which Algeria is not yet aware of the danger. A new world is emerging. It is called the post modern world in which a burst of cognitive knowledge engender a crazy competition in all domains of international interest.

1.1.3 Algeria School Globalisation :

The Algerian school has always been subject to harsh criticisms on the part of various people either belonging to the educational system or not. Article n° 2 ordonnances 1976 state:

L'enseignement a pour but d'éduquer les élèves sur le rôle de la nation algérienne et de la révolution ... en s'attachant à leur transmettre des réflexes et attitudes conformes aux valeurs islamiques et à la morale socialiste

Translation mine:

The objective of teaching is to educate pupils about their role in their country: Algeria and the revolution. Teachers should transmit to learners Islamic values and socialist moral criteria

The Algerian educational system has been a victim of a badly understood democracy, a complex irrational process engendered by an obsessional mass-regression of learning-teaching level. Unfortunately, no sincere political decision has dually illuminated the logical steps the school should undergo in order to omit any incoherent aspects that can hinder the establishment of basic learning situations. The following paradoxes constitute an alarming status about the success of our educational system:

- 1- Quantity vs. quality.
- 2- Official language vs. foreign language.
- 3- Memorizing vs. reflection.
- 4- Administrative power vs. pedagogical competence.
- 5- Freedom of expression vs. langue de bois.

6- Xenophobia vs. overt ness over the world.

Many fundamental questions need to be asked: should authorities favor the community's or the individual's well-being? Is there a uniqueness of an educational system for the whole society or shall we consider different criteria to face individual needs? (This question shall be dealt with in chapter -3-).

Does today's educational system transmit traditions or plan to integrate the Algerian learner in to the actual world or just prepare him to face tomorrow's world? In this way clear hypotheses should be adopted to define the target world. Answering the previous questions allows the settlement of an effective educational policy which defines priorities and underlines objectives. The philosophy of education needs to be determined by social and moral values. Education experts should adopt a strong policy which is either precise, general and planned or vague, hazardous and depending on the individual's state of mind.

It has been stated that the educational policy is drastically influenced by social, political, philosophical, religious, historical and geographical interactive criteria in order to shape the socio-cultural environment for the targeted educational system in general and in Algeria in particular, the following diagram is an illustration:

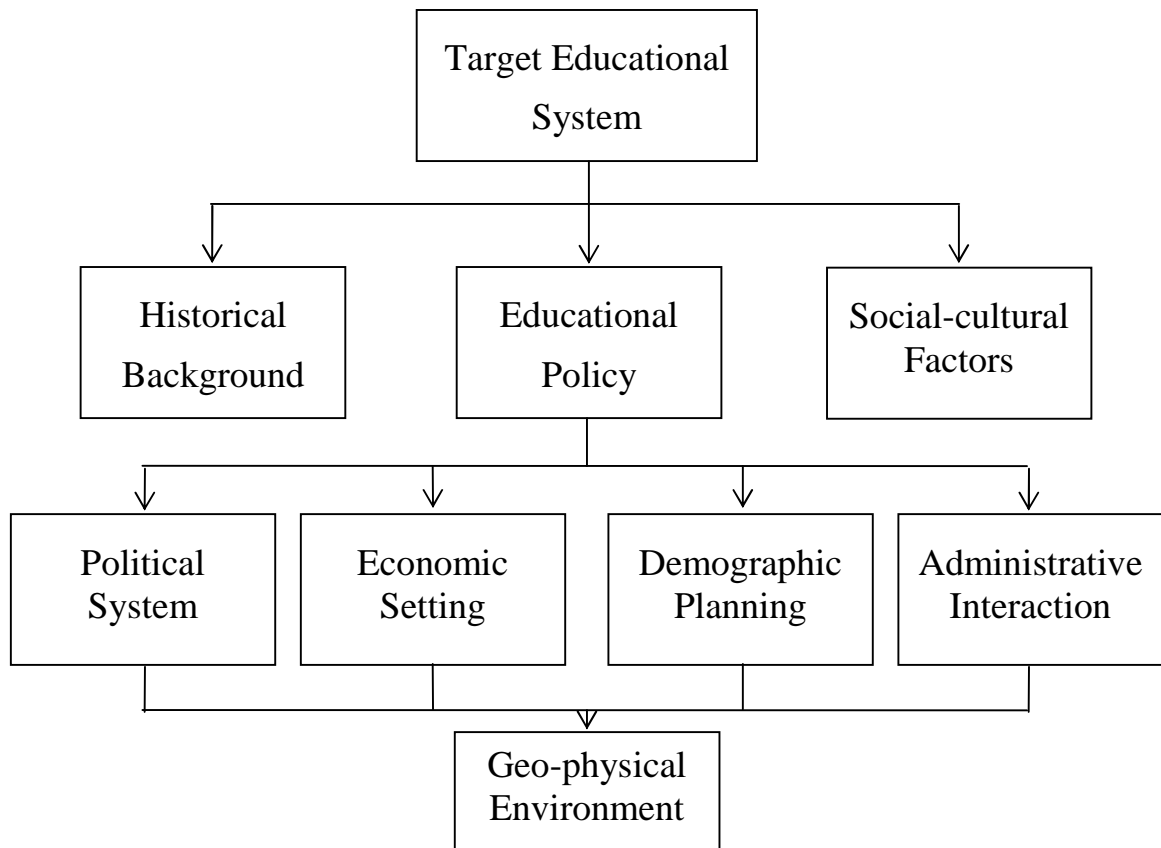


Diagram n°1: Target Educational Policy Plan within Globalisation

1.1.4 Educational Needs in Algeria:

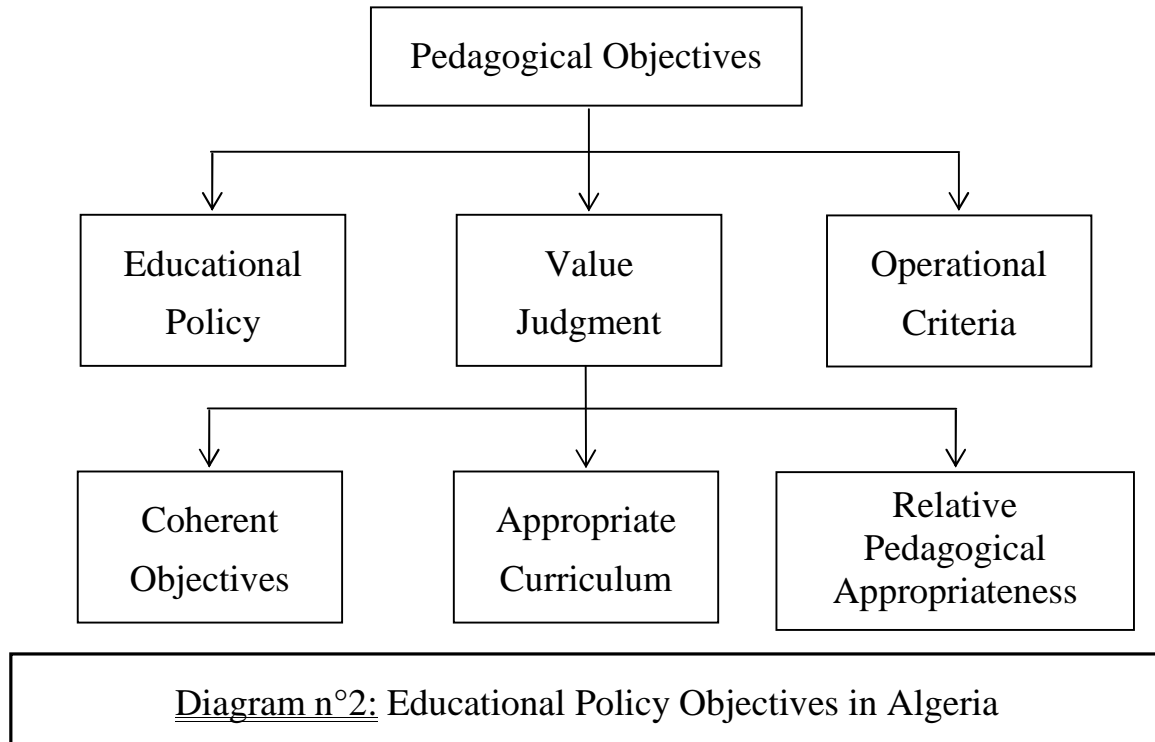
Individual educational needs are growing. Whole group notions need to be satisfied and clarified. On their turn, sub-priorities are hardly vehicled by the said notions. There are a lot of educational needs that are not yet perceived by target learning groups. More than that, some educational demands have apparently no link with a real learning need but rather with a some how social need. For instance, when parents claim that their child needs 10/20 in order to move to a superior grade, they do not express an educational need but a social one. Such parent’s primary objective is to allow their child the opportunity to reach a (3AS) level regardless his low academic achievement.

Paradoxally, not all needs and demands could be satisfied at the same time because the Algerian educational policy determines various priorities having a link with relative options mainly the establishment of particular and collective needs as well as human and systematic needs. They are also linked

to human health, social lifestyle, political involvement, professional activity, cultural awareness and leisure time activities.

1.1.4.1 Valorising Algerian Educational Objectives:

There should be a constant recognition of the coherence of the objectives of the educational policy (p 84 D’Hainaut) can be represented as follows:



A crucial question many are asked: What is the degree of coherence between learning objectives and the educational policy?

The degree of coherence can be easily established in case the very educational policy globally contributes to the implementation of the learning objectives in such a way that they respond to environment factors. The primary aim, is to bring into play that teaching goes in parallel with the educational finalities, convergent ideologies, raise divergent educational priorities and examining whether each objective is coherent with the learning setting.

For the reasons cited, the teaching syllabus design important elements should be taken into concise consideration: options, value of political trends, cultural conception, society needs, individual needs, objective demands which can be shown in the following:

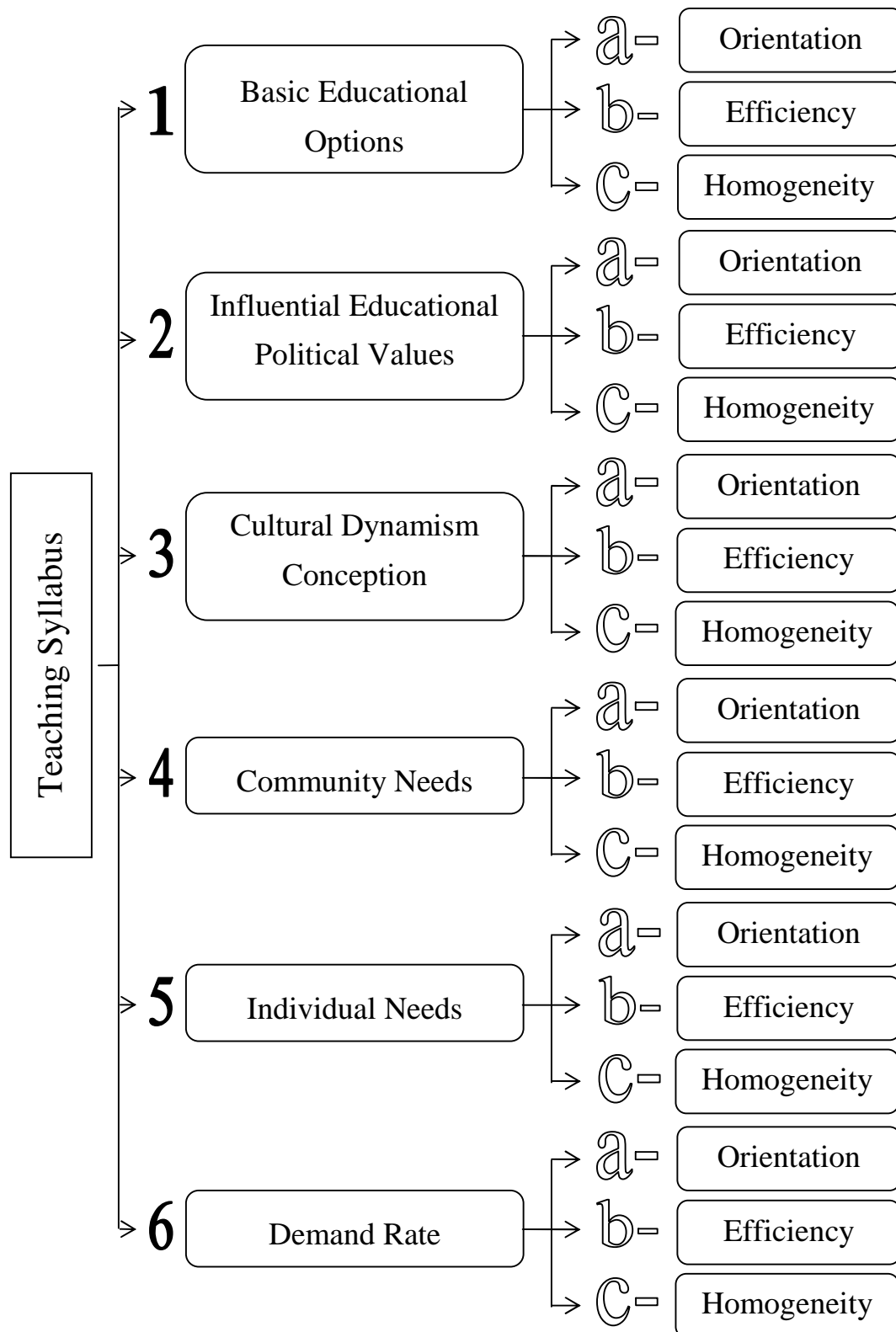


Diagram n°3: Factors Influencing Teaching Syllabi

Diagram n°3: The aim of this diagram to demonstrate that the teaching programme is influenced by factors which make a teaching-learning situation heterogeneous

As mentioned in the general introduction, any educational syllabus should leave room to justifying educational dynamics, embodying citizens' freedom and participation, defining teacher learner relationship, formality and informality issues, link between objectives and means.

1.1.4.2 Educational Objectives Adequacy in Algeria:

At first, the setting of any educational objective should respond to what nature of learning goals our country intends to reach, which tools shall be devoted to apply many learning tasks. It is necessary to refer to the adequacy of educational objective as well as their coherence along with educational finalities (p86 D'Hainaut).

It is pertinent to observe the coherence between our educational objectives and their goals. Then attempt to evaluate them in the following chapters, mainly the third, assuming the transitive aspect within environmental factors and definite learning goals. This operation may be evident in case it involves everyone's effort otherwise a certain degree of prudence should be included in practice.

Is there a strict analysis whether Algeria's educational operational objectives go side by side with goals? It can be said that the difficulty lies in the fact that there is somehow a confusion that:

..Bien souvent, les objectifs opérationnels ne sont que des fragments de buts plus larges et n'ont de signification profonde que par rapport à ceux-ci ...

Louis D'Harnant p 86 .

It should be nonsense to consider the intrinsic coherence of objectives and goals within the educational policy. For example:

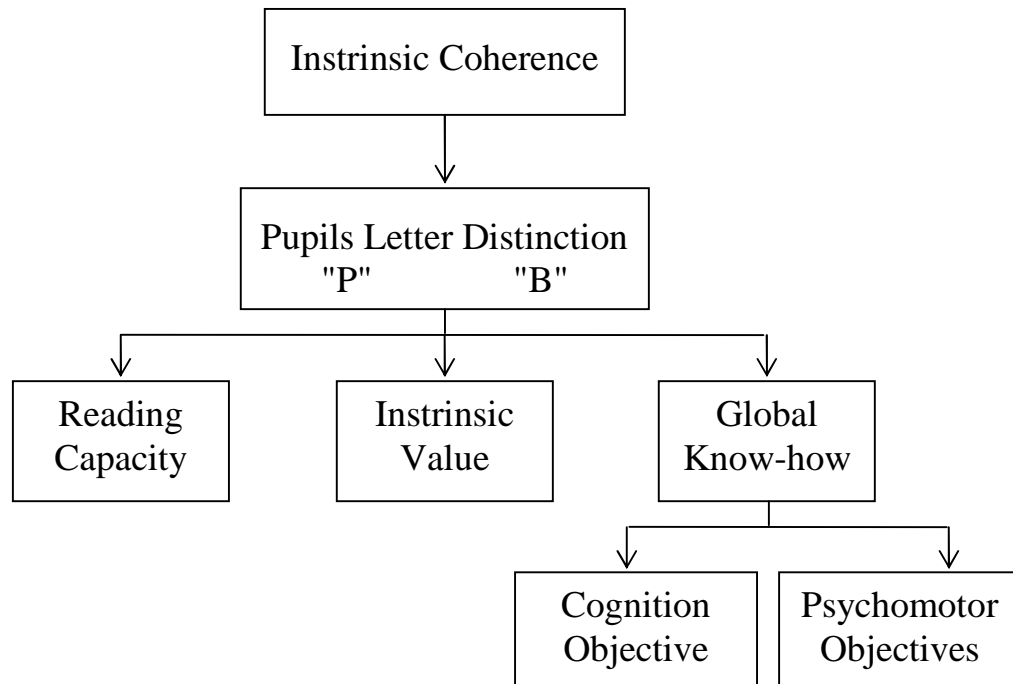


Diagram n°4: It Primary Educational Objectives

Diagram n°4: represents the fact that the edacational operation requires fundamental objectives to facilitate the teaching-learning.

Translation:

*[It is often believed that operational objectives are no more than derivations from general ones so they are unless they are associated to them dwell meaningless]
Translation mine.*

1.1.5 Teaching-Training and Education:

Both training and education can be used apparently interchangeably in most literatures in order to designate the same reference or thing: the professional preparation of teachers. Yet, in our country there is a clear shift to teacher education rather than training. Culturally established, training either refers to sport activities or unthinking habit formation and an over-emphasis on skills and techniques. In today’s classroom environment, the professional teacher needs to develop theories, awareness of options, and decision-making abilities (see, Richards and Nunan 1990).

Many other people questioned believe that education is a life-time process learning which develops moral, cultural, social and intellectual aspects of the person as an individual and future member of the society.

However, learning may take place without conscious teaching while teaching, in question, is intended to result in personal learning of students; i.e, the concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning - you will find, therefore, no separate discussion. Instead, both content and process of English language and the transversal competencies consistently require the study of the learner's problems, needs and strategies as a necessary basis for the formulation of effective educational needs and perspectives.

1.1.5.1 Practice and Theory in Teaching:

It is commonly known that teachers complain about the quality of their training, one may say « my course was too theoretical, it didn't help me to learn to teach at all » or sometimes praise a trainee and say « she is very practical or just make a quick remark, your course is fine in theory but cannot be practical ». This sounds as if theory should be abolished because it seems useless. In fact the two words need to be understood separately. Theory constitutes abstract generalizations most of the time having no link with teaching realities. And practice concerns tips about classroom situations.

There should be an obvious connection between the two concepts. For example, designing a brainstorming activity (what is your favourite meal? What does the picture represent? ...) Aiming at practising some language aspects. Constructing theories to generate your choice « there is nothing practical as a good theory » Kurt Lewin's famous dictum. A teacher as a course planner should have a clear conception about any of his teaching procedures to make of them good practices. If we say « language is communication » is meaningless unless it is attributed a practical implementation . Classroom practices determine many predictive hypotheses set up by theorists and experts to prove validation and utility.

1.2 Self – Report Methods:

The purpose of the study is to concretize the pupils learning styles and surrounding factors. Given that the extent of academic instruction is a bit worrying. The concept of learners achievement in a wider meaning and experimenting under hard conditions to test the future feasibility of a possibility to diagnose the learning abilities and individual characteristics of the students, i.e, investigate their cognitive styles and environmental preferences. In Ennadjah Secondary School, I tried to investigate third year classes learners including: literary, scientific and technical streams.

1.2.1 Research Objective :

The primary objective of this research was to determine – what are the most significant conflicts and concerns faced by educators and learners in order to set up an appropriate educational syllabus and the modalities of teacher- learner negotiations. I could collect my basic data from questionnaires; structured and unstructured interviews; classroom observations of Ennadjah Secondary School where I have been teaching since October 19th, 1993 with additional data gathered from classroom discussions. Another category of data came from questionnaires answered by teachers in the same school. In addition, an assumption is being installed that most of, if not all, low learning achievement is due to factors independent from teachers' or parents will. Questions to be answered will be devised within chapter -1-. The different data collection methods constitute an initial identification of the Algerian learning-teaching environment including conflicts, interaction, case analysis and integration. When interpreting the results, it may be possible to provide quality educational programs for learners. While it is unlikely that specific learning and pedagogical concerns or problems be experienced by different teachers learners.

The consequences of the investigations can be very useful in identifying different areas of deficiency resulting from bad program administrators. More than that, learners service skills may be considered regarding educational programmers, socio-cultural factors and degree of motivation.

For our purposes, the study analysis of Ennadjah Secondary School learning setting embodies unveiling aspects which make the differences and the similarities among learners. Yet differences and similarities are broad enough to include « going to school on foot », « skipping breakfast », «cheating in tests ». After a series of reflections I came to the necessity to use terms « demands » and « paradoxes » in order to explain learning duties going back to misunderstandings and grievances growing out of learners' individual differences and adults, cultural ignorance of the seeds which would eventually open an enjoyable teaching-learning atmosphere.

1.2.2 Methodology :

The study's specific design has always been a matter of great concern for me. Originally, I had the feeling that the issue for reflection could be of a great interest to the academic learning conception. Afterwards, since 2000, I realised that investigating about both internal and external factors which can

either motivate or impede learning in secondary schools should be fairly a matter of interest for educators, parents, pupils and syllabi designers. That is why, I tried to direct my subject towards cases of literary subjects and scientific ones taught in our school. Unfortunately, because of time constraints and absence of cultural research environment, I decided to drop the idea of questioning teachers and pupils in other schools. Even though, I could draw effective conclusions. Instead, I resolved to narrow down any domain of observation so that to gain an accurate-representation of the single-school. I chose to focus on the English language as a teaching subject then on the degree of influence of another object mathematics through an interview which was open-ended with 30 pupils from literary and scientific streams. In the end, I guessed that I was somehow able to reach a deep understanding of the content of the actual work I intend to tackle.

As this study evolved, many research methodologies were considered. The notions of quantity and quality were mutually taken into account. At the same time, the purpose and context of the research have been exclusively determined. Because the intent of my study is to be exploratory and discern learning problems, frictions and duties. The methodology should be the one which is the least prescriptive hoping that it may open unexpected behaviors, revelations and assumptions on the part of the participants responding to questionnaires or interviews or their spontaneous reactions towards observation grids or class-room discussions.

1.3 Elicitation Techniques for Data Collection:

1.3.1 The Questionnaire:

The best suited inquiries for quantitative data collection is to prove or not my hypotheses based on prior theory and qualitative question types. The former is a narrow form of obtaining data in order to get a good manipulation of the results obtained. The restricted framework may facilitate data control, assessment and statistical analysis.

Whereas qualitative analyses objective favour context and natural setting in order to master the monopoly of the whole experience or event and to explicitly deal with its significance. Using information which is symbolic, reflexive, contextually embedded, why not cryptic?

It may be imperative that my present work does not only consist of presenting the raw data, I will try to provide a somewhat detailed rooted context, seeking to objectively interpret the collected data then, analyse it according to the case study.

Yet, the focus will be on the adolescent learner, environmental factors influencing the learning process, customs and traditions, globalisation and everyday routines as well as generation gap including cultural conflicts within purely Algerian scope.

1.3.2 The Interviews:

Because the primary intention of my research methodology is exploratory and descriptive so that to discern learning frictions and hindrances. My informants' revelations and unexpected reactions towards some aspects of my work have given me way to use three other techniques to help collect more qualitative data: the interview (both structured and unstructured); classroom observation grid and open class-discussions.

1.3.2.1 Unstructured Interview:

As I was curious to investigate about learners opinions concerning their school academic achievement. I ventured to let them guide the interview even if the direction of the interview was at a few moments unpredictable. The person concerned then was Ennadjah School Headmaster.

1.3.2.2 Structured Interview:

I predetermined an agenda of ordered specific questions so that I can exert a high control on the outcome of the interview. The informants concerned were: language inspector and a chemist. The interview, what even its nature, dwells the one which is rather prone to the criticism of subjectivity, however, it is still a valuable source of deep knowledge.

1.3.3 Classroom Observation:

I have been observing my learners behaviors since 1995 when a special event occurred in one of my classes (April 1995, 2LLE). That event gave me a deep insight about extra-classroom settings and no teacher should pretend that at no time he had been a classroom observer and an actual participant in the class environment. Observations can be elaborated in the form of grids, archival data, group work tasks, games, individual, tasks,.....

This technique enabled me to document and reflect systematically open different classroom interactions as soon as they actually occur. I realised that schools and classrooms are both complex and dynamic social settings.

1.3.4 Classroom Discussions:

Unlike classroom observation in which I indirectly drove investigations having a close link with my research field. I tried out the reflection issues which have a close tie with my present paper. The points tackled with learners belonging to different streams (3s NV₁, 3s NV₃, 3LSH₁, school-year 2004-2005) and (3s NV₁, 3sNV₂, 3EG, 3LLE, school year 2005-2006) are, travelling, creativity, sport, adolescence culture and social problems.

Together, we tried to locate discussion points which are somehow familiar to pupils. At the same time, learners profiles, lifestyles and histories unveiled. Since it is not easy to make learners speak about themselves in English, they were attributed an amount of time (15mins) to jot down, in note forms, their ideas then, opened up the discussion and allowed some specific issues to be discussed from different classmates points of view.

1.4 Samples of my Self Report Methods:

1.4.1 The questionnaires:

I divided them in to five rubrics:

- 1- Family Environment.
- 2- Before coming to school.
- 3- Classroom learning atmosphere.
- 4- Adolescence conception.
- 5- Mass media/culture.

1.4.2 Interviews:

I used three interviews one with Mr CHENITI GHALEM, Ennadjah Secondary School Head master, may 2005 and the second interview rather structured, with a chemist Issad A, Khemisti Bd, S.B.A, April 2005) (scripts will be included). While the third one, interviewed MR. MUSTAPHA ARDJOUN a General Inspector of English about the C.B.A (competency based Approach).

1.4.3 Classroom Observation:

See grids page (170) appendix (H).

1.4.4 Classroom Discussions:

Sample discussions, see appendix (J) page (182).

1.5 Exploring the Purpose of the Study:

The main purpose of the study is to answer the questions: how far can education policy makers be involved in the amelioration of both teaching and learning conditions? And how can teachers, parents and syllabus designers compel the adolescent learner to reach a somehow good school achievement if the latter is not provided with both moral and physical factors appropriate to such a crucial operation? I will endeavour to give satisfactory answers regarding the nature of situational context in relation to the teacher's class-decision making and to the national domain of proposals, paradoxes and methodological shift from a Communicative Approach which dominated our teaching for more than one decade to a C.B.A. (Competency –Based - Approach). The latter born in Canada under C.B.L.T (Competency Based

Language Teaching) in 1992 whose aim is to provide the language learner with necessary tools to perform English in true-to-life situations! This case is true about Canada but how can we install such a model in our schools where the use of the English language is restricted to the classroom and teachers are compelled to explain lessons in French and even in Arabic. The learner then is put in a paradoxal framework.

On the one hand, the learner is asked to acquire a new knowledge. on the other hand, it seems that syllabus designers ignore that English language is an L3 or L4 in Algeria. Then, its use will be restrained to the classroom and will be recognized through written texts only. Yet, the cognitive factors and transversal competencies intervene like a burden to create continuous obstacles for both learners and teachers. However, my research concern would be the learner.

1.5.1 Classroom Context and Learning:

Charles I said, «The context of the foreign language learning in Algeria is the classroom. As teachers, there are a lot of contextual factors which affect our mission. First, teaching learners aged 15 to 19 or 20 is much hard since dealing with adolescents requires patience, firmness and strong personality, even if there is a strong awareness of the learners that English language is international and say that they like it very much. On the contrary, there is little or no exposure to English outside school.

Both teachers and learners know that English is an obligatory part of the learning curriculum. I have always noticed that most of my pupils are highly motivated to a point that some of them wish to study English at the university to become teachers. The learner's readiness to assimilate knowledge may be dropped when the actual environment, large classes, for instance, don't help teachers in Algeria to observe individual learners specifications. No one would disagree that teaching a class of 25 pupils is the same as a class of 35 or 40 pupils! Each class has total of three to four hours a week of English as a foreign language. Our teachers have an average deal of flexibility to decide on how to use these hours provided that they respect the objectives set by the ministry of translated teacher curriculum. The given objective must be translated into courses and evaluation tests, concerning the pedagogical materials, apart from the official text book the teacher dwells the sole resource. The only material we use in our classrooms is a blackboard, chalk and a brush which, most of the time are of bad quality thus, not hygienic!

1.5.2 How are Foreign Languages Learned?

An overwhelming set of theories annoy most of teachers questioned. The early three or four years of teaching may be determining for the rest of one's career: choosing the best techniques and recipes about how to make one's class communicative and assimilate what is selected to the actual learner level deserves too much interest and long term hard work. The teacher should investigate the nature of input he intends to provide his learners. Then the process of intake during which learners associate foreign languages to their inter language system. Take, for example, an initial activity at the beginning of the school-year in which a teacher asks his pupils: Where did you spend your summer holidays? Relate on the question through 4 or 6 lines. The teacher's objectives are:

- a) re-fresh learners minds about language points.
- b) use simple past tense.
- c) use regular or irregular verbs.
- d) respect the chronology.
- e) learn about the pupil family background.
- f) practice English language in a determined context.

Learners will not be ready to convey meaningful sentences in English without reference to l_1 (Arabic) or l_2 (French) or not writing anything at all. Either because the learner didn't spend any special holiday somewhere or that his language input is not motivated to reflect on any language issue.

Teachers should transmit comprehensible output to allow interaction in the classroom. We expect positive feedback from our learners. Unfortunately, this is not always the ease. Teachers often oblige learners to produce output even if they strive to make themselves understand through repetitions, using Arabic or French, using gestures, speaking in a low voice or not using even a word. The teacher negotiates meaning with his learners to collect words. Then work hard to make better use of E.L.T (English Language Teaching), a reason of more accurate and appropriate reason of learning aiming at training third year pupils to do better in the bac exam in June.

1.5.3 Methodology and Factors Affecting Language Program:

Teachers everywhere, and in Algeria in particular, face the situations concerned with developing and validating techniques and tasks based on the degree of their linguistic competence.

This is called language-program design including syllabus and objective setting. F.L.T. teachers use assessment in order to check their learners' progress of specific skills speaking/writing, listening/reading. The aim should be more than routine or academic but such skill may unveil many of the learners' personality traits which will be dealt with in chap-3-. Moreover, the use of methods in our classroom such as audio-lingual, communicative approach and recently competency based approach will determine the teacher's integration and ability to locate learner, deficiencies and low to tackle the problematic issue. The adoption of any method in a foreign language depends greatly on the teacher's ready conception of the nature of his mission. It is then a complex task. Many elements need to be taken into consideration: learner's socio-cultural background, language performance, official instructions, psycholinguistic knowledge and the availability or not of pedagogical materials in school. The dynamics of F.L.T have a link with many provoking individual factors, hence, they always serve as reference points to investigate failure and successes.

1.6 Knowledge of Adolescent Psychology: a necessity

The 1930's have witnessed quick and early development concerning educational thoughts. The aim was to synchronize education and teaching with the psycho-physiological stages of the growth of the child till he becomes adolescent. While in the late 1960's, specialists moved towards a deeper interest to tackle inter-individual differences concerning flowing abilities, teaching social psychology and the influence of policy-making on education.

Educational processes should be adapted to the state of the development of the growth of the human being. The design of an educational environment should take into consideration not only the inter individual academic success of learners but the learner who is at a specific stage of growth and need of being understood. Besides, learning peculiarities put attention on an exclusive interest in culture and how this crucial element plays a drastic role in the orientation of teaching methodology. So the teacher

should have knowledge of the characteristic and developmental aspects having a link with a specific period in one's life: adolescence in our society.

The adolescent is no more a small kid but he is fighting to be seen as a young adult. How can a teacher cope with some learner's misbehaviors in class? The adolescent favors peer group or isolation, the family is a burden so are studies, imitation invades his thoughts, a total rebellion against adult authority, the teacher should normally be prepared to face up these constraints.

1.6.1 Set up a Good Learning Atmosphere:

Incidents often arise in our classrooms especially that most of our classes are very large. Restlessness and quick boredom easily invade the class including the teacher himself. This lead: us to speak about the characteristics of the good teacher. What are the effective relationships which may be set between the teacher and his pupils in terms of learning? How is the teacher capable of managing classroom resources? Then, what kind of techniques the teacher uses to keep reasonable control of his classes?

Most of questioned teachers answered that a good teacher is the one who sets up good discipline in his classroom.

In 1974 Madsen said that the good teacher must know what is expected of him, and ensure that proper learning takes place in his pupils. (Ref: Class Control and Behavior Malcom Saunder). And in 1965 Arthur Combs wrote that the good teacher is the one who:

1. Seeks to understand from; the point of view of others and bases his own behavior on this perception.
2. Is more concerned with people and their reactions than with things and events.
3. Tries to understand the behavior of others in terms of how they think and feel and behave and understand rather than on past influences.
4. Trusts others and perceives them as being capable of solving their own problems.
5. Perceives others as being friendly and enhancing rather than as hostile and threatening.

6. Values people.
7. Perceives others as being in control of their own development rather than shaped by external events.

Such qualities seen to be optimistic in a society where the teacher is not yet attributed an official status to answer his autonomy both professionally and morally. He is asked to be too human to the learner to accept the individual differences of his learners, to trust then and solemnly asked to control his own behavior, not punish learners, explain the lessons well and drive them to be interested in what he transmits.

1.6.2 Learners and Self fulfilling Prophecy

Learners face many controversies which influence their school achievement. Both at home and school they have to cope with their critical situation as adolescents and the way adults view them. Paradoxally, they should, sometimes follow strict regulations which limit their behavior in class. The teacher has a great deal to do concerning shaping the personality of the adolescent learner. Our learners live up to expectation of other. Bernard Shaw in *Pygmalion* made Eliza Doolittle say:

The difference between a lady and a flower girl is the way she is treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will, but I know I can be a lady to you, because you always treat me as a lady, and always will

This may seem a random like illustration but if we apply it to a classroom setting it will denote how most our colleagues label their learners as weak, stupid, isolated and aggressive. Yet, they forget that such anti pedagogical behavior will establish an enormous hindrance to the learner which prevents him from making efforts towards a better school achievement.

2 Conclusion:

It is not easy to tackle the learning setting in a country which is daily noticing a multitude changes affecting all the domains of people's life. The school in Algeria cannot escape such changes. The classroom in a secondary school constitutes a great potential of interesting ideas for action research which will be dealt with in the remaining chapters of this thesis.

CHAPTER - 2 -

DATA INTERPRETATION AND PRACTICAL

LEARNING ENVIRONMENT

**(SPECULATING ON SITUATION AND
CONCEPT)**

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Chapter -2- Data Interpretation and Practical Learning Environment

2 Introduction:

Before analyzing action research data, there should be mentioned that there exist a certain amount of vulnerability in sharing a myriad classroom tasks with other colleagues. Yet, observing each other in action will certainly improve the quality of our professionalism or being novice. It is agreed that action research is a relatively new approach in the field of teaching, particularly a language. A lot of teachers may not have some extensive training in modern educational research methods as well as a profound lack of practical strategies. It should be mentioned that any action research teacher should consider the following cycle while collecting data and analyzing it.

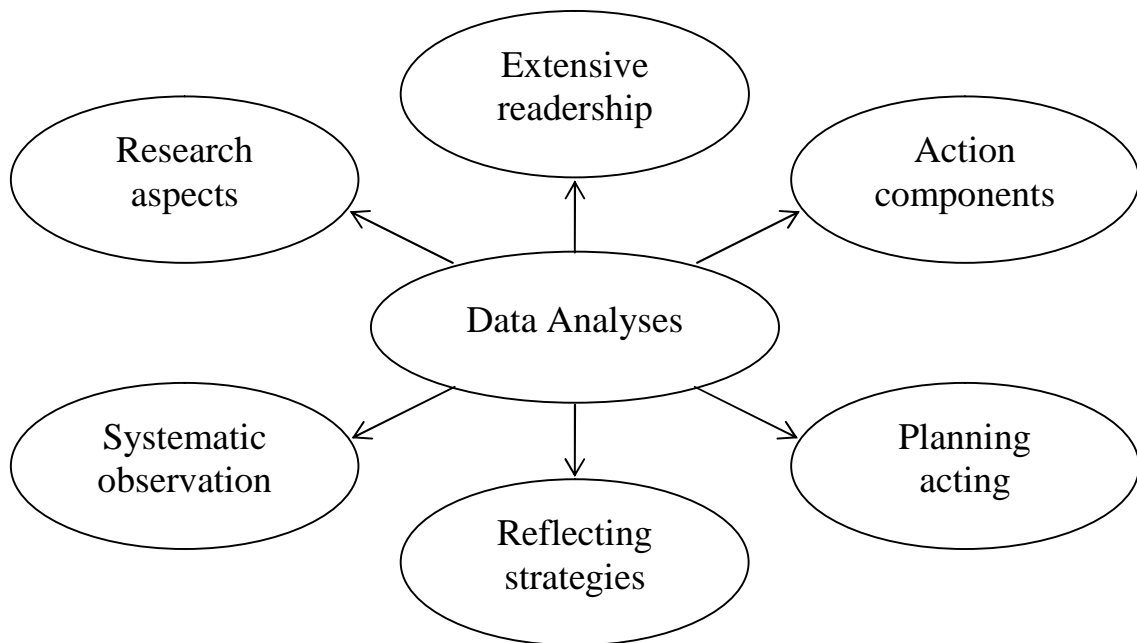


Diagram n°5: Suggested Data Interpretation

Diagram n°5: demonstrates that a rich data-bank results from continuous reading and objective-like reflections in order to sort out problematic questions.

As a teacher action researcher, I will attempt to discern the crucial aspects of my data analysis: what are the steps I have undertaken to collect my data and why have I chosen to reflect on this issue and find explanations that emerge from the descriptions of the data gathered. Hoping to show, via this process, more solid classroom practices. I wish also, to evaluate particular sets of actions in the light of extended framework policies. Through explaining and interpreting my data, I will try to develop the possibility to develop explicit theories and concepts about practice.

The criteria of understanding rationality and self-reflection would probably dominate the critical aspirations linked to my research mainly learning styles and strategies, cognitivism and productive skills: speaking and writing in the classroom of Ennadjah Secondary School (Sidi Bel Abbès).

2.1 A Brief History of International Education :

It is agreed that educational exchanges have existed in different forms since itinerant students first traveled on foot to look for remote teachers. In the 4th century B. C, Greece⁽¹⁾ accepted foreign countries to be represented by students in its schools of philosophy and rhetorics. In 639 A. D, the Chinese Emperor Tsai Tsung opened an institute of higher education which was popular enough to attract: foreign students⁽²⁾. In 1847, the first foreign students came to U.S.A as an American missionary brought three Chinese boys aged 19 each to study in Massachusetts.⁽³⁾

Since World War II, **educational missionaries** and researchers, such as Clark Kerr⁽⁴⁾ have urged American colleges and universities to develop more international curricula, to reach out and encompass diverse cultures both within and outside the borders of the U. S. A. After that, officially institutionally organized programs carrying exchange subjects have been established between nearly all countries of the world.

During the past forty years, educational policy has been directly and increasingly linked to economic issues: manpower needs, competitiveness, vocational retraining, values of pure educational research, arts and humanities. Deep researches prove that economic models include human capital, educational investment, reckon rates in education and developmental education.

Education does play a role in economy but in culture and economic system as well. Culture intervenes to encourage individualism and policy values the individual's effective participation in daily life.

Has the Algerian educational system reached the degree of criticizing itself? Have we reached that degree of making a distinction between education and the practical learning needs? These questions and maybe others will be answered later on or never.

⁽¹⁾ Frank. W. Hull, An International Study of Adaptation, New York, 1979, 118.

⁽²⁾ D. G. Mandelbaum, "Comments", Journal of Social Issues, 12, n°1, 1965, 45.

⁽³⁾ Ibid.

⁽⁴⁾ Clark Kerr, Higher Education Cannot Escape History, Albany, State of New University Press, 1993, 248.

2.2 Constructivist Learning Necessity:

The first to develop constructivism and the one who strove to overcome conventional ideas about the acquisition of knowledge was Jean Piaget during the 20th century. He asked a pragmatic and simple question: « How does a child manage to acquire what goes by the name of knowledge? ». Many of his predecessors, especially philosophers, tackled epistemological questions such as: What is knowledge? How does one come to know? Can knowledge be certain?

Constructivism became practical, when it was introduced in educational circles. It may be started to be obvious that when learning, knowledge must not be just swallowed, it needs to be constructed, i.e, step by step. To make constructivism clearer, a diagram can be helpful:

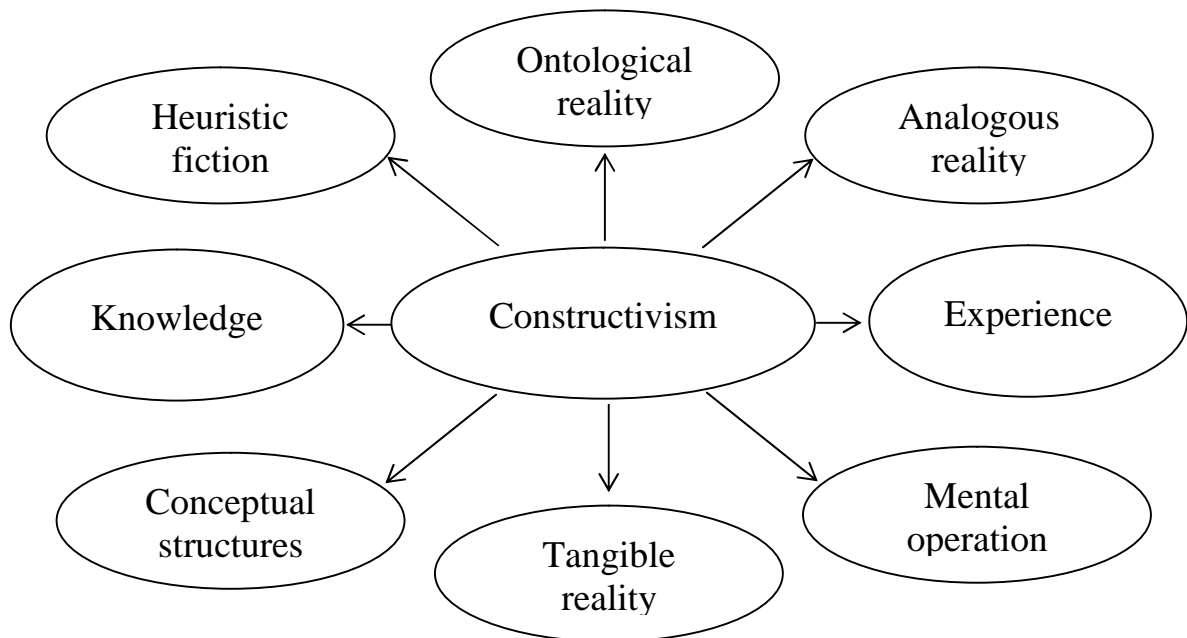


Diagram n°6: Constructivism in Practice

Diagram n°6: Constructivism is based on concept and analogy/experience linked to knowledge as well as all aspects related to the mental process.

In two different class observations in Ennadjah secondary school, I did a practical experience in an English language lesson whose topic was to build sentences by keeping the necessary words only and in the second classroom observation, the teacher asked learners to add words to sentences to make them complex. The teacher in question was not told that my presence had any specific purpose. This happened in March 10th and April 10th, 2005, in 3 LSH

and 3 LSI. (Of course, I used to observed my classes' reactions everyday but I wanted to try something new with other classes). See observation grid appendix (H) page (170).

During the whole sessions, the teacher kept telling most learners « your solutions are wrong », « Haven't you revised your lessons? », « This is not correct »...

A lot of learners were amazed and didn't know what is wrong within their answers and even how to correct the mistake.

I concluded that if a teacher transmits a kind of knowledge to learners and that after he asks them to solve a given problem, he should be aware of the way to make them build their ideas without repeatedly telling them that their solutions to problems are wrong. Then, we must not be surprised to notice learners' enthusiasm for problem-solving dries up. An intelligent teacher would react differently towards learners' errors by saying: « What did you go through to get this answer? » The learner will try to explain how he went out indirectly discovering that his solution contains an error so, it needs corrections. A mere practical experience may allow any teacher of other subjects to apply constructivist ideas in their classes.

At last, it can be said that such purely humanistic and pedagogical behavior may mark the starting of self-regulation, autonomous learning and a "potential" dynamic learning process.

2.3 Epistemological Reflection On Our Educational Setting:

Reflection is being integrated within the learning curricula in order to draw various learning strategies. The adaptation of the C.B.A (Competency Based Approach) in Algeria has for aim to involve both teachers and learners in the production of scientific knowledge and insert in learners different strategies. (To be tackled within the same chapter). The learners are given chances to reflect on cognitive activities and not on ready-made subjects.

Teachers try to move beyond training in memorization skills which will apply to more then classroom tasks. A good question need to be asked: How can teachers and learners process information and apply strategies?

2.4 Language Learning Strategies and Styles:

Learners responses to tasks involve the constant use of various strategies, self-generated ones linked to one's personal learning style.

Teachers believe that concentrating on learners strategies, both learning styles aligned with task demands can encourage classroom practices. In this way, a greater number of learners can be effectively catered for. Learning styles and strategies are defined as follows.

2.4.1 Learning Styles:

Dunn and Griggs defined learning styles as follows:

Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. (1988, p. 3)

According to Cornett, learning styles:

Are the overall patterns that give general direction to learning behavior. (1983, p. 9)

One can say that learning styles are the general approaches either global, analytic, auditory or visual our learners use in studying a foreign language or any other subjects. Different learning styles include sensory preferences, personality types, desired degree of generality as well as biological differences.

It has been proved by experience that learning styles are not dichotomous. They operate as a continuum or intersection. A learner may be extravert than introvert; more open than closure oriented... aspects of learning styles can be regarded as follows:

2.4.1.1 Sensory Preferences and Personality Types:

First, sensory preferences can be divided into four main parts:

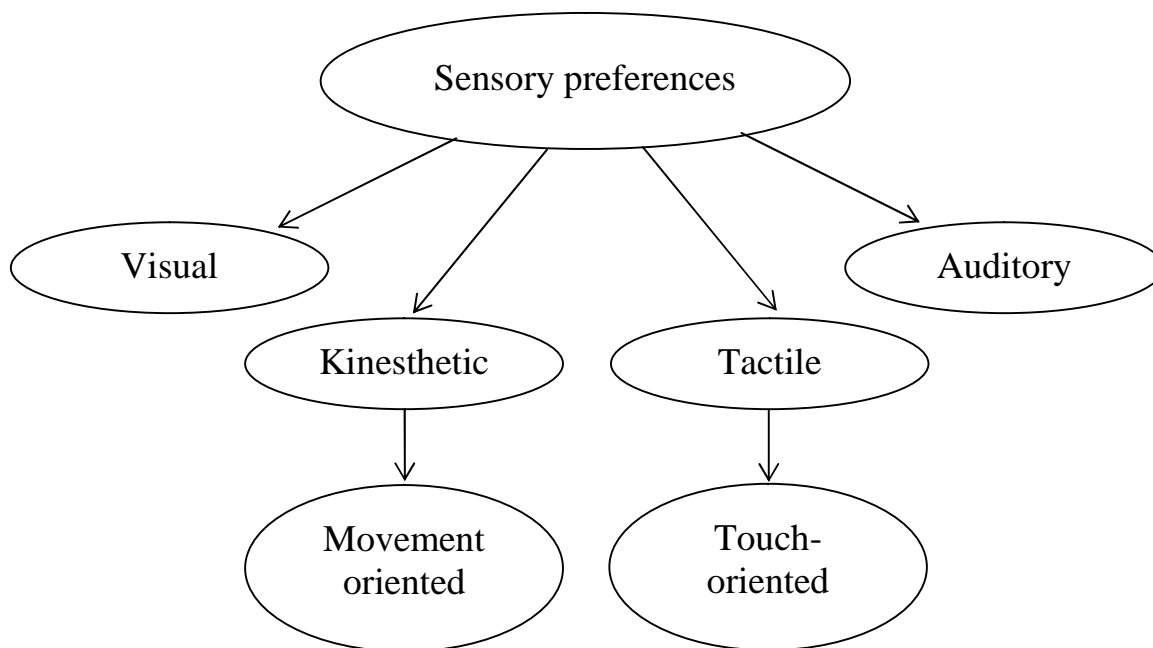


Diagram n°7: Elements Linked to Sensory Preferences

Diagram n°7: There are different elements linked to the learner's senses. These are movement, touch, vision, sight...They contribute to make learning easier and attractive.

If the content of the diagram is implemented in a classroom, learning situation in a way which demonstrates language learning channels used by students. Physical, perceptual, auditory and visual-oriented learners enjoy reading advertisements, texts containing pictures or caricatures so they learn a lot from the visual stimulation. So, when teachers give oral instructions some learners are confused because they need a visual back up to assimilate the teacher's message. However, auditory learners are more comfortable with classroom interactions such as role-plays, reporting group activities. I noticed that these learners are less dynamic in written work. It is less frequent to meet learners who are kinesthetic and tactile. Teachers consider such learners are noisy and disruptive. In activities which require movements, collages, flashcards, such learners show hidden aptitudes and abilities.

Second, another aspect that is basic in foreign language learning is the one which concerns the learner's personality. This can be divided into four trends:

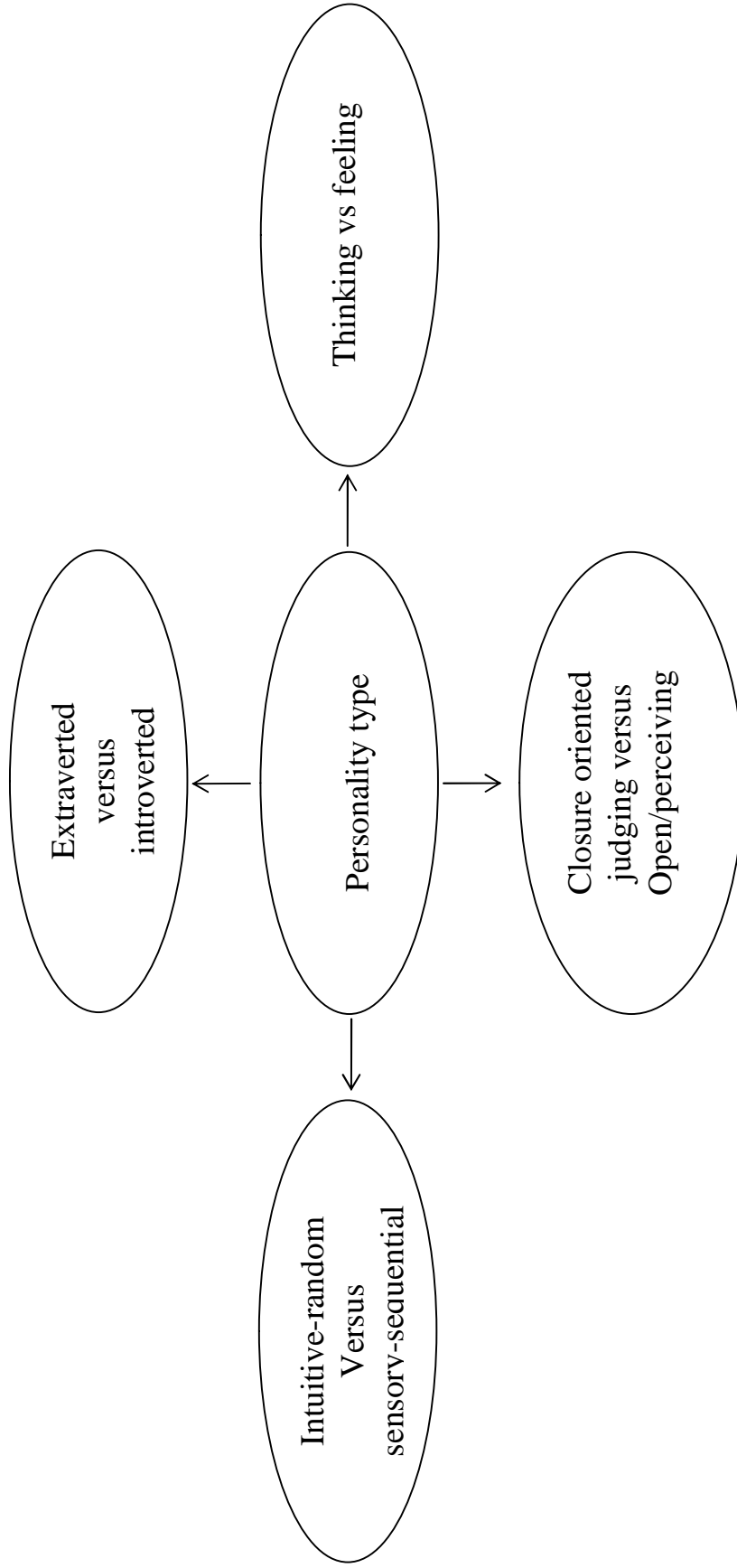


Diagram n°8: Various Learners Personality Traits

Diagram n°8: In the classroom we meet, as teachers, different kinds of learners some are intuitive, others are closure-oriented or extraverted... We should adopt specific methods for each.

The psychologist Carl Jung calls personality type a "psychological type". It has been proved that there exist a significant relationship between the learner's personality type in learning a foreign language and the proficiency in learning a second language. (Refer to Erhman and Oxford, 1996 for more details on Personality Type).

2.4.1.1.1 Extraversion versus Introversion:

The external world is the main source of energy of extravert learners. Such learners enjoy friendships, peer groups and interaction breaks even during lesson transmission. On the contrary, introverts are learners who create their own world. Throughout my modest experience in teaching, I have always come across big numbers of students who seek solitude, less tendency to engage in much friendship, if hardly any it is so deep. In our classes, it is most of the time hard for teachers to cope with the two kinds of learners within the same classroom. Among the 50 teachers questioned, only 10 answered that they always manage to keep both extravert and introvert learners work together; 15 others said that extraverts and introverts must not mix in the same classroom, this does not help us as teachers, we make too much efforts to satisfy both kinds of learners so we become very exhausted; and the 20 remaining informants answered that they don't care about learners motivation and that they come to school to try to finish the program and that if they feel unable to solve class problems they go to rest at home for one week or why not one month and come back to teach in a better shape!! I don't think is a noble solution!

2.4.1.1.2 Intuitiveness versus Sequential Thinking:

Both types of learners share some similarities and show differences. To simplify the characteristics of each one of them, I managed to present their features as follows. First, intuitive learners:

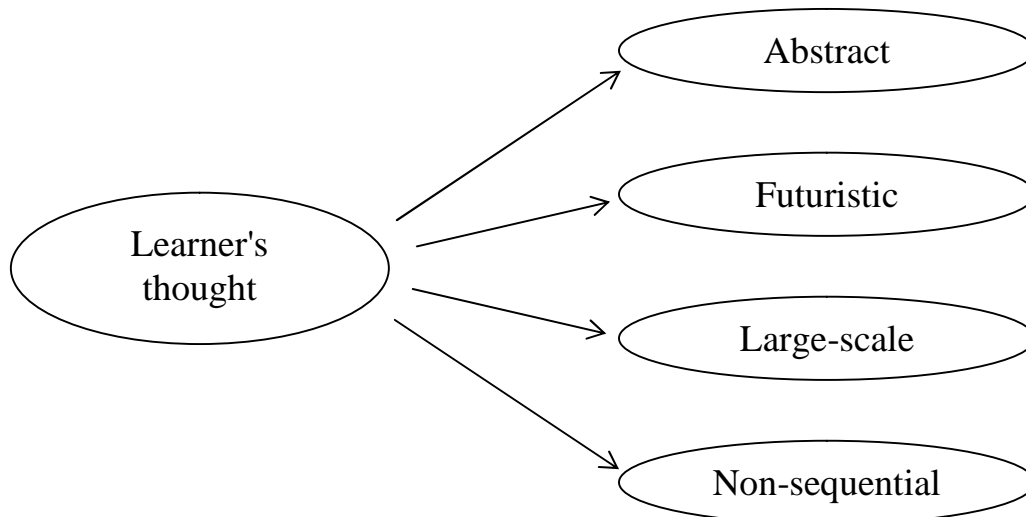


Diagram n°9: Intuitive Learner Characteristics

Diagram n°9: Shows that intuitive learners prefer to guide their learning and react randomly during lesson and often look for new learning possibilities.

I have been observing my learners since 1993, I have noticed that intuitive learners are endowed with random reactions, theory creation, seeking new learning possibilities, sudden insights thus they often prefer to guide their own learning.

Second, sequential learners:

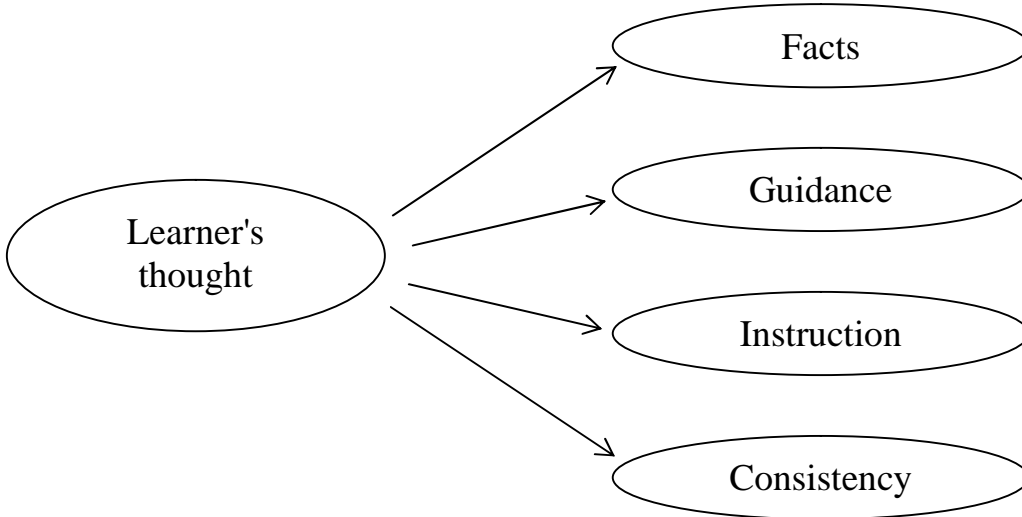


Diagram n°10: Sequential Learner Characteristics

Diagram n°10: Opposite of intuitive learners, prefer to understand the lesson step by step.

The sensing-sequential learners don't like theories but they prefer facts. For example, when I give learners rules concerning the conditional sentences, intuitive learners write the rules, go home and try to do the associated activity. But, sequential learners would like to produce one sentence about each rule, do one collective activity and correct it in class then, to give them the opportunity to practice another activity as homework to judge their assimilation capacities.

As a consequence, sequential learners want specific instructions from the teachers. I could conclude that both types of learners, whether intuitive or sequential, require teacher's pedagogical care. On the one hand, highly organized structured tasks for sequential learners. On the other hand, provide multiple options and remedial tasks for intuitive ones.

2.4.1.1.3 Thinking versus Feeling Learners:

Thinking learners are best oriented toward plain truth even if they sometimes hurt some other people's feelings. This type of learners want their teachers to recognize their language competence. They are rarely eager to offer others praise instead they secretly wish to be praised themselves.

On the contrary, feeling learners use appropriate words to show empathy and compassion. In group works, they value their friends actions and they intervene to say whatever is needed to smooth over misunderstandings and difficult situation. But when they personally contribute in classroom tasks they overtly expect to be respected and praised.

2.4.1.1.4 Closure-Oriented versus Open Learners:

In English language lessons, it has been easy for me, and still is, to distinguish two kinds of learners: closure-oriented and open or perceiving. The formers hastily want to reach judgments and prefer clear instructions from the teacher their personality traits are:

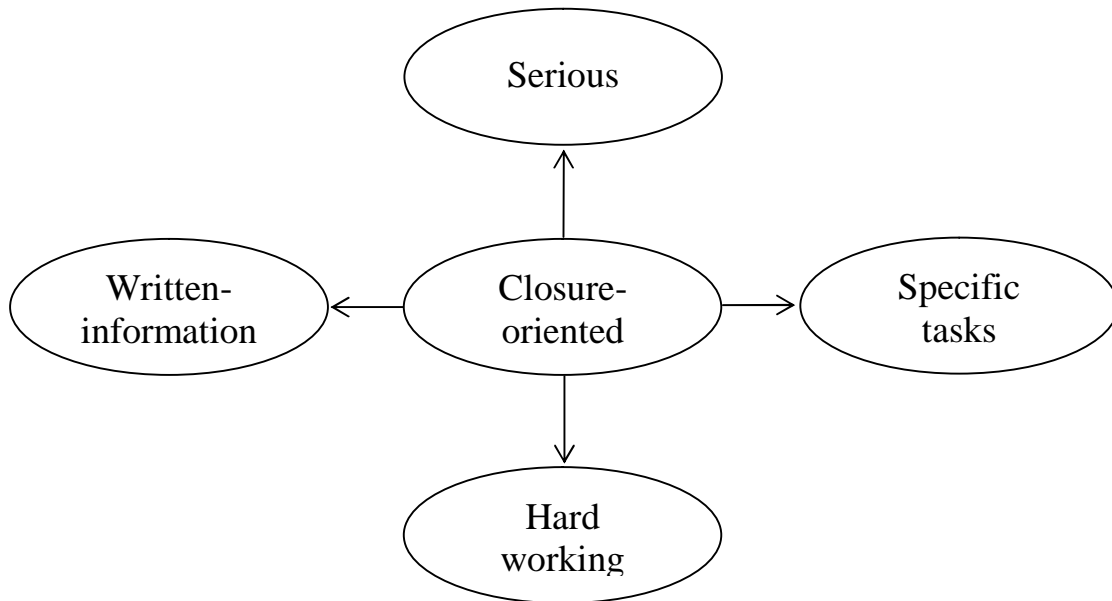


Diagram n°11: Closure-Lodging Learners

Diagram n°11: Such learners unveil aspects such as hardworking, a deadline is important for them, they are used to be fluent.

It can be observed during classroom tasks that closure-oriented learners are very serious and much hardworking in activities with cues and guided information such as in written expression, scrambled ideas or sentences, deleting paragraphs and paraphrasing. They also like respecting deadlines. They rarely care about fluency.

The latter, perceiving learners are always ready for new perception; they can be represented as follows:

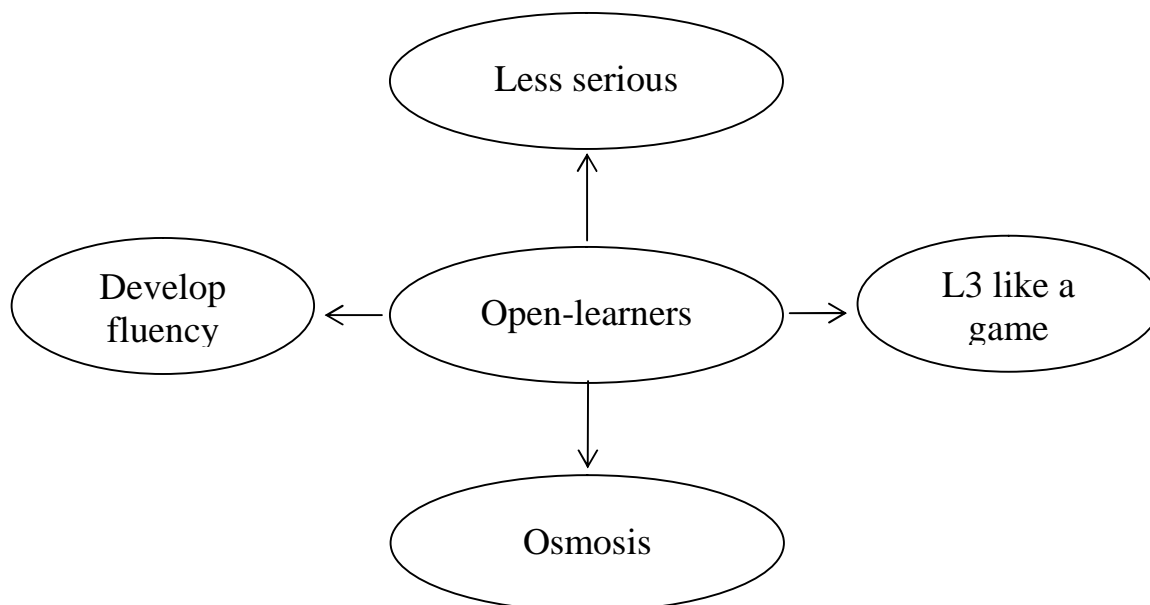


Diagram n°12: Perceiving Learners Features

Again, classroom observations have taught me that perceiving learners do not take English language lessons seriously, for them the tasks to be done in class are like games and no deadline is respected since this kind of learners ask for more time to do their tasks or homework. More than that, most of them show the appearance to soak up English language vocabulary, grammar and all other parts of speech by osmosis rather than hard effort. Contrary to closure-oriented learners, open learners often seem to develop language fluency.

My classroom observations accompanied with various pedagogical tasks since 1993 led me to conclude that both closure-oriented and open learners have capacities to provide a learning balance in the classroom. While the formers are more task-driven and the latters know how to have fun. As a teacher, one should know how to consciously create heterogeneous groups in order to ensure a moderate classroom learning atmosphere. (For more details refer to Erhman and Oxford, 1989).

2.4.1.2 Holistic and Analytic Learners:

A strand shows that there are two categories of learners: global learners stress the main idea or a general understanding of the lesson and analytic learners who like to concentrate on details.

It is less frequent to meet language learners who are holistic, i.e, socially interactive, enjoy communicative activities but they don't like grammar details. They respond to activities by guessing answers from the

general context in case they are not provided with necessary information. A big majority of our learners are analytic-oriented. In class, they focus on syntactic structure of sentences but avoid communicative tasks which are naturally free-flowing. Since they are more concerned with precision, they are not risk-taking to guess meaning from context except if they are sure that their guesses are accurate. I dare say that the role of the teacher is to build a bridge of balance between generality and minutiae (specificity) in a way that makes language learning gradually appreciated by all.

2.4.1.3 Role of Biological Differences in Learning:

Three more factors reveal foreign language learners specificities: biorhythm, sustenance, location. Questionnaires I submitted to 200 learners on the learning conditions they enjoy as well as the influence of other environmental factors. First, biorhythm learners had the chance to say what times of the day suit them to study. That is to say, 100 learners prefer to study in the morning, 60 do not want to start learning until the afternoon, and the remaining others are divided into 30 who prefer to stay awake all the night while 10 others don't care about when they feel good to perform their best in class or at home.

Next, sustenance learners are the ones who need food when making any intellectual effort. Most of learners feel the quick need to eat or drink something even during class times especially in the morning (this point will be tackled in detail in chapter -3-). At the same time I have discovered through my questionnaires that another category of learners are more entertained when eating than when studying.

Then, location learners are the ones who are profoundly affected by all the factors which surround them citing: teacher's personality, temperature, classroom overcrowdedness, lightning firmness or nature of chairs and tables, temperature... (some of these aspects will be detailed in chapter -3-). Unfortunately, I have discovered that most of teachers forget to integrate biological aspects influence on foreign language learning. What is required from educators is vigilance to find out appropriate accommodations and compromises when necessary.

2.4.2 Learning Strategies:

2.4.2.1 Definition:

A strategy may be defined conventionally in the military domain or more generally as a plan or policy of this kind to achieve something (from

Oxford Study Dictionary, 1991: 644). Also, learning strategies are specific behaviors or thought processes that students use to enhance their own language learning. And the word strategy comes from the ancient Greek word "strategia" which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford 1990).

To know more about learning strategies I asked 30 teachers of English the questions: What is your opinion concerning processes your learners use in order to solve a learning situation? And do you help your learners to use positive strategies to help them assimilate what you teach them?

Most of the teachers (20) who answered the first question agreed that learners use no method or technique to help them in tests, exams, classroom activities, and that they answer randomly without even reading the instructions well. When the 10 others said that learners respond to instructions and they give them grades which are appropriate. As far as the second is concerned, only 8 teachers confirmed that they help their learners to find good learning strategies and show when to use them in order to reach success, and the 18 other informant teachers answered that they don't care about learning strategies stuff! And they believe that our learners are not intelligent to think about how to learn?

I think that teachers, including myself, should know the individuals we are facing, they are no more kids and not yet adults. Our third year learners are adolescents most of them in turmoil. What I have always observed in my classes is that most of my learners gradually try to learn more and better by asking questions about the lesson being taught or about any other topic having a direct or an indirect link with lessons subject matter. One should not ignore most of learners class reactions as every minute smile, look, shouting, gossip.... However, they need our assistance. A learning strategy cannot be judged to be good or bad until its neutrality within a context is thoroughly guided by the teacher. The success of a learning strategy can be attained under the following conditions:

- 1- It is well linked to the foreign language activities at hand.
- 2- It fits a specific student's learning style preferences to some point or another.

3- If the learner used the strategy effectively and links it to other relevant strategies.

These conditions can be fully fulfilled if their aim is to «make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation». (Oxford, 1990, p8). The job of the teacher or rather his mission is to help the learner to use strategies which enable him to become more autonomous, independent, self-confident-life-long learners. A skilled teacher should develop in his students a profound awareness of learning strategies necessity.

2.4.2.2 Main Learning Strategies:

Experts like Oxford (1990), Chamot and O'Mally (1990) have identified six categories of learning strategies. How to make a learning strategy effective appears to be demonstrative as well as evaluative may be divided as follows:

2.4.2.2.1 Cognitive Strategies:

They enable the learner to manipulate the given language material through: reasoning, analyzing, synthesizing, reporting, summarizing, note-taking, reordering information to obtain stronger schemata which can be referred to as knowledge structures and may be represented as follows:

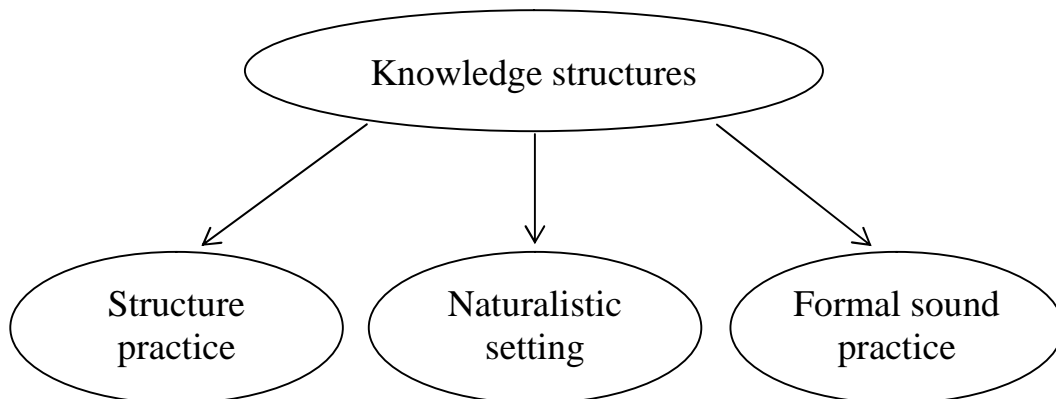


Diagram n°13: Learning Cognitive Strategies

2.4.2.2.2 Metacognitive Strategies:

They concern the management of the learning process overall by identifying the learner's style preferences, needs, readiness for foreign language tasks.

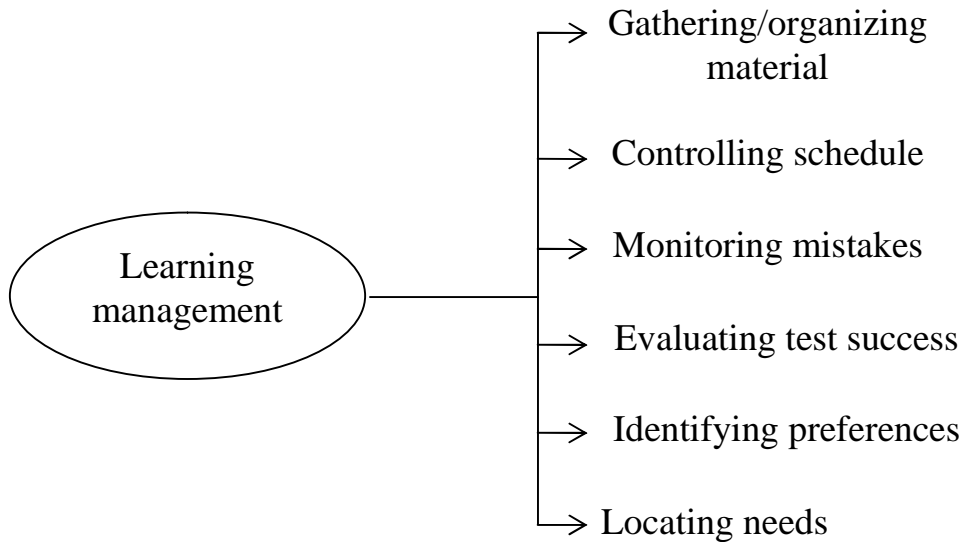


Diagram n°14: Manage and Control Learning

Diagram n°14: Shows the teacher's role in the classroom. He should identify, control and evaluate all learners' attitudes and reactions towards the teachers' lessons.

It can be said that metacognitive strategies have a paramount positive impact on cognitive strategy use. They provide clear evidence that metacognitive strategies employment has an executive function over cognitive strategy use in task competition, Dreyer and Oxford, 1996 (R.S.A); Judd and Giesen, 1998 (Turkey) have successively proved that most of metacognitive strategies often constitute strong predictors of foreign language proficiency.

2.4.2.2.3 Memory Strategies:

Such strategies help learners to find a relation between linguistic items in foreign language but rarely involve deep comprehension. Memory enables learners to learn and retrieve information in a chronological order as in acronyms other strategies can be represented as follows:

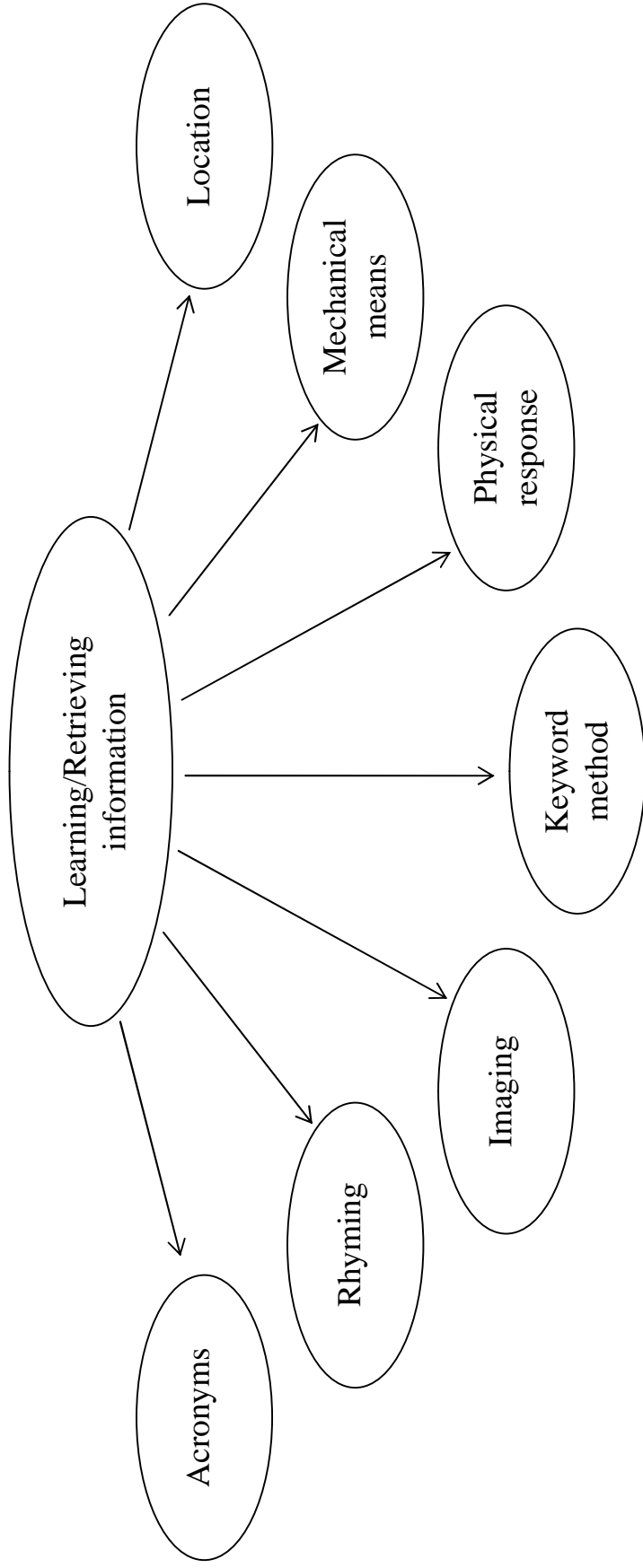


Diagram n°15: Memory-Related Strategies

Such behavior in learning a foreign language should be pointed at as techniques that enable our learners to mentally associate the picture of a word, its meaning, its sound and body movement. But memory-related strategies do not always show the learner's language proficiency because during test-administering I often discover the learner's negative performance in tasks about vocabulary and grammar. I deduced that such behavior is the result of the degree of memorizing vocabulary and grammar rules increases in early learning stages and decrease when the learners are gradually confronted to a larger arsenal of structures and lexis about the foreign language.

2.4.2.2.4 Compensatory Strategies:

Learners guess meaning from the context when listening to a tape or when reading a text or an advertisement. In other situations, they use gestures, pausing words, sounds in speaking to fill in missing words or pieces of information to cope with a given communicative case.

In 1998, Cohen confirmed that such communicative strategies are used only for language practice but not to be considered as language learning strategies. One year later, in 1999, Little and Oxford said that all compensation strategies, whatever their nature, even if they are used for language practice, they help in the motivation of language learning as well. For that reason, a conscious teacher should make of each instance of foreign language practice an opportunity for better language learning.

2.4.2.2.5 Affective Strategies:

They concern one's mood and anxiety degree, motivation, rewarding for positive performance can prove to be significantly related to F.L proficiency. I have noticed that some of my learners gradually progress towards proficiency, their need of affective strategies decreases as they reach autonomy and self-efficiency.

2.4.2.2.6 Social Strategies:

The learner's need to work with partners, to explore a target culture or undentand different norms and customs within his society and compare them with others. The clever learner will certainly ask different questions to check his information truth, look for a due clarification in case of comprehension, ask for help to solve a language-task in class, integrate with a native speaking partner in a specific conversation or investigate social similarities and differences...

2.5 Learners Examining their Ideas:

Our students need to know that observation comes from the frame of knowledge they have developed step by step. But in order to know, the learner should have already gathered an amount of knowledge then to adopt a personal point of view about the language learning process.

To let learners criticize their own production of their scientific ideas, I have put: 80 third year learners aged (17-20) under simulation conditions residing under the observation of learning situations then, quickly come out write correct solutions: This took place in Ennadjah Secondary School both in April 2003, February 2004 and March 2005 and even from 1995 to 1999. The first task consisted of giving the equivalents of English proverbs in French or in Arabic. While the second task dealt with finding the hidden words and the third one was about reading an event and accompanying it with an appropriate drawing. (Tasks to be referred to page (68) and page (69)).

My first impression was that the tasks were somehow too much demanding, my participants went through personal and collective cognitive processes so that to accomplish such mental language exercise. Then, I realized that our criticisms of our learners lack of motivation and achievement is most of the time unfair. Also, my modest experience in teaching proved to me that our learners gradually lose mastery of the rudiments of language so they develop negative attitudes towards knowledge in general. And when they are confronted with inevitable intellectual difficulties having a connection with school work they just display the shakiest form of determination.

2.5.1 Representation and Interpretation of Data:

Most of the learners (60) said that scientific knowledge is like a rule or a formula. It remains the same, this is true for the work in class. Teachers could say that one of the reasons of the link between knowledge and actual representation can be ideological in nature. The historicity and sociality of knowledge is presented as an implicit or explicit notion among learners.

To sum up, scientific knowledge is most of it exact in terms that it is linked to reality, universal and transcendent negating intents and purposes of history and society. At present, classroom setting leads learners to construct discourses and interpret social issues and draw a relationship between what they learn in school and daily social realities. The latter embody various links with knowledge in question and the producers of knowledge which make our young learners more or less able to adopt a critical position. In other cases, adolescent learners find themselves involved with the social implication of scientific activity. The adolescent often links social and cultural realities with the actual use of scientific knowledge.

2.5.2 Education and our School Knowledge:

How to construct knowledge and associate it to school achievement probably the cognitive process needs to be examined (this point will be tackled during the present chapter). Our educational system is trying to develop a vision about the comprehensive school learning subjects as follows:

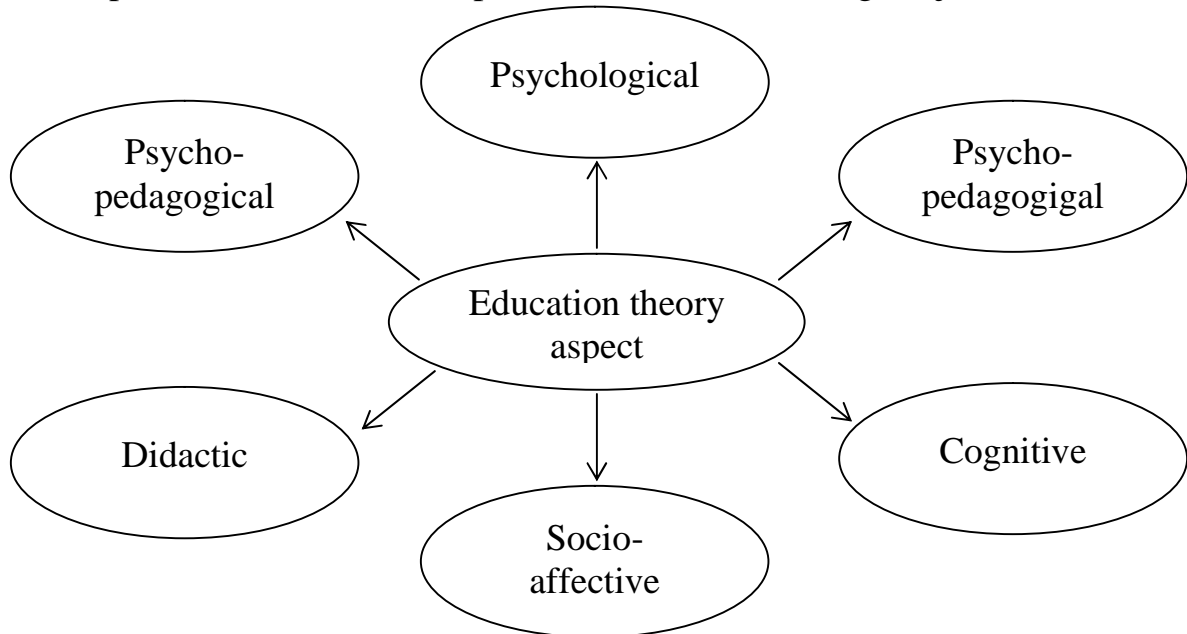


Diagram n°16: School Knowledge in Theory

I think that the above diagram includes general educational aspects which will later on contextualize specific teaching-learning phenomena. However, the theory of knowledge is not already grasped by policy makers and educationalists in Algeria. It can be approached that there are clear discrepancies between the practical meaning of human adventure and to what extent the human being uses meaningful knowledge to acquire knowledge and adapt it to individual capacities. Hence, human beings learn when they feel the need to learn or rather in situations when their modes of actual integration or failure of previous knowledge or the emergence of problematics. Teachers should consider when to communicate and what to communicate, to illustrate:

Communiquer, c'est tout d'abord avoir un message, c'est à dire un contenu de sens à transmettre à quelqu'un, sur un sujet donné avec une intention particulière... selon les conditions spécifiques d'utilisation du langage.

Bédjaoui, F. Communication, Attitudes et Pédagogie de Lecture Littéraire, Revue IMAGO Décembre 2003, p95.

I have tried to find out the learning discomforts which emerge among learners, i.e, personal attitudes, social beliefs and school rules. Nevertheless, most of them contribute in creating a foundation of constructive national education mainly educational objectives, working process, behavior techniques from both teachers and learners, goals concerning the transmission of knowledge, ways to reduce the widening blank between what our learners know or acquired and what they ought to know or newly acquire. One would declare that there is less interaction between learners and teachers because none of them attempts to reach the other's wants and needs. This entire operation calls for a deep understanding of how cognition functions and its vitality in the scope of knowledge which is said to be the search for fitting ways of thinking and behaving.

The preceding considerations serve to, may be, say that if a learner fails to contain information, specific criteria are seen, both physical or moral, to have an impact on the natural learning in class as well as the evolution of school knowledge in general involving hidden cognitive equipment individual learners are endowed with. In 1971, J. Piaget advanced that intelligence organizes our world and that cognition is a set of equipments from a series of reflexes derived to direct learning operations. So, whenever one cognitive aspect is disturbed one should refer to the background change underwent because of sudden events such as death, disease, new syllabus, moving to a new house, ... and others lead to develop the fear of failure even in front of the simplest task or activity. Here, the teacher should guide the adolescent learner to organize his knowledge into a systematic attempt to achieve goals in the forms of "self-fulfilling prophecies". This also brings out that well-built knowledge cannot progress without reference to previously existing socio-cultural notions.

A good question may be asked: can teachers presume that our learners know nothing? (As it is usually said by most of teachers of various subject matters). To answer this question, I put my learners in practical learning and behaving situations (this point will be tackled in this chapter). In fact, I noticed that a lot of learners show spontaneous conceptions of things while educators should endeavor to diagnose the deficiency and indirectly teach them that true knowledge is that which helps them to solve any problematic situation. So, it is believed that knowledge learners get from school is required and installed in their minds for ever. A long the same belief, my classroom discussions have uncovered: our learners are not ignorant neither stupid. They are younger than us so, their convictions are quite different from what we intend to teach them. Unfortunately, most of our colleagues, even parent's irresponsible behavior makes learners unmotivated. Paradoxally,

some of their personal objectives would make them motivated far from what they are expected to pursue.

2.6 Cognitivism and Practical Learning Situations:

2.6.1 What is Cognitivism?

I devised four questions about cognitivism and learning: To overview question (1): what is your definition of cognitivism? Question (2): do you know any academic definition of cognitivism? Question (3): to what extent do you consider cognitivism in your teaching? And question (4): do you allow yourself to select some of your learner's creative minds?

Richards and Platt defined cognitive science in 1994 that it:

+ deals with scientific study of thinking, reasoning and the intellectual processes of the mind. It is concerned with how knowledge is represented in the mind, how language is understood (visualized); and with what mental process underlying, inferencing, learning, problem-solving and planning are.

The previous definition denotes the mental equipment learners use in order to acquire, use and retrieve information. Among the 45 questioned, just 06 answered the first question that cognitivism concerns the factors students use to learn. While the answer to question two was deceiving as none of the informants knows at least a dictionary definition of cognitivism! 10 teachers answered question-three that they are interested to know how the learners memorize information and what are the problems they encounter when they don't understand a lesson , say grammar, or only a point of it. The rest of the teachers said that: « les élèves ne comprennent rien à rien à quoi servent des efforts qui porteront atteinte a notre santé? ». As far as question four is concerned 30 teachers wrote that our learners are stupid and that school achievement does not interest them so why talk about creative learners? And 10 others said that they don't have quite a lot of time to control all their learners' class work and notice whether some of them are creative or not. Instead only 5 teachers admitted that they are happy when a few learners help in class tasks and find better ways of getting information and introduce specific reasoning about language problem-solving!!

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Faculted de education

2.6.2 Cognitivism Birth as a Science:

To start with, cognitive science emerged as an automatic reaction against behaviorism whose doctrine and principles dominated from the 1920's till the end of the 1950's. So, many researchers realized that behaviorist beliefs proved themselves unable to explain chaining and complex activities such as swimming, playing the piano or learning a language. It was high time some creative minds could realize that human behavior was not a product of exclusive environmental forces but the product of brain processes as well. They concluded that the nervous system is dynamic, i.e, continuously active.

In 1948, the Institute of Technology of California held a symposium entitled "Brain Mechanisms on Behavior" in which experts considered that brain processes were closer to those of a computer and learning behaviorism was far behind.

The birth of cognitive science was on September 11th, 1956 at the M.I.T (Massachusetts Institute of Technology) another symposium about «information theory» took place. Eminent scientists and psychologists such as: Chomsky, Miller, Simon and Newell presented their ideas mainly explaining how the mind functions and how and why human beings learn.

According to Gardner (1987); Capra (1996); Pozzo (1997) a cognitive revolution began which can be represented as follows:

Cognitivism is divided into 03 branches: Cognitive science, cognitive psychology and cognitive learning.

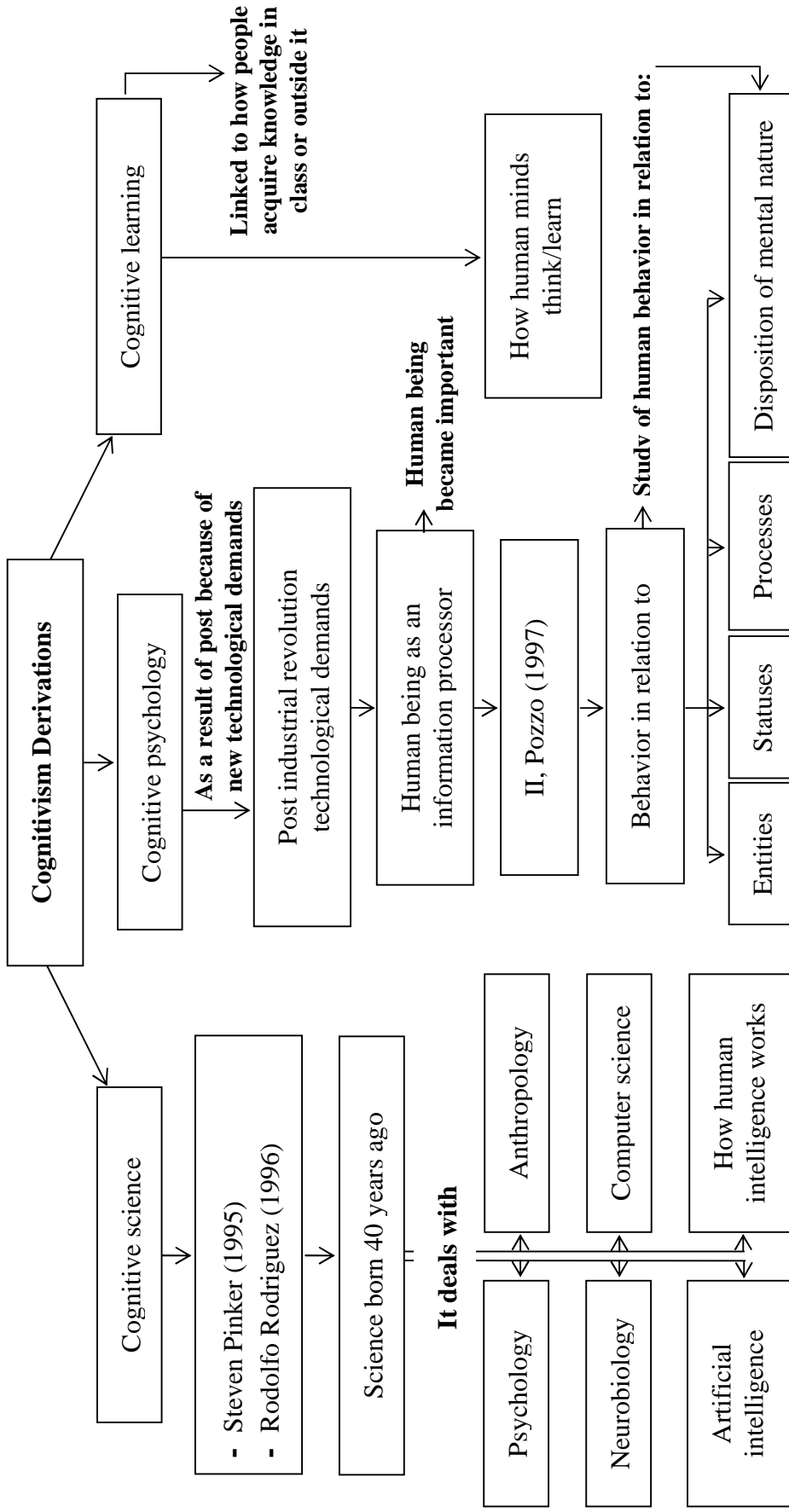


Diagram n°17: Cognitivism Evolution

(from international conference on translation, May 2006. UDL (S.B.A) by Ms Zoulim)

2.6.3 Aspects of Cognitive Psychology:

It developed like a natural outcome from cognitive science. L. I. Pozzo said that cognitive psychology was born on September 11th, 1956 at the M. I. T (...1997, p40). Many factors activated the burst of the new cognitive movement particularly the post industrial revolution specific needs, to be shown as follows:

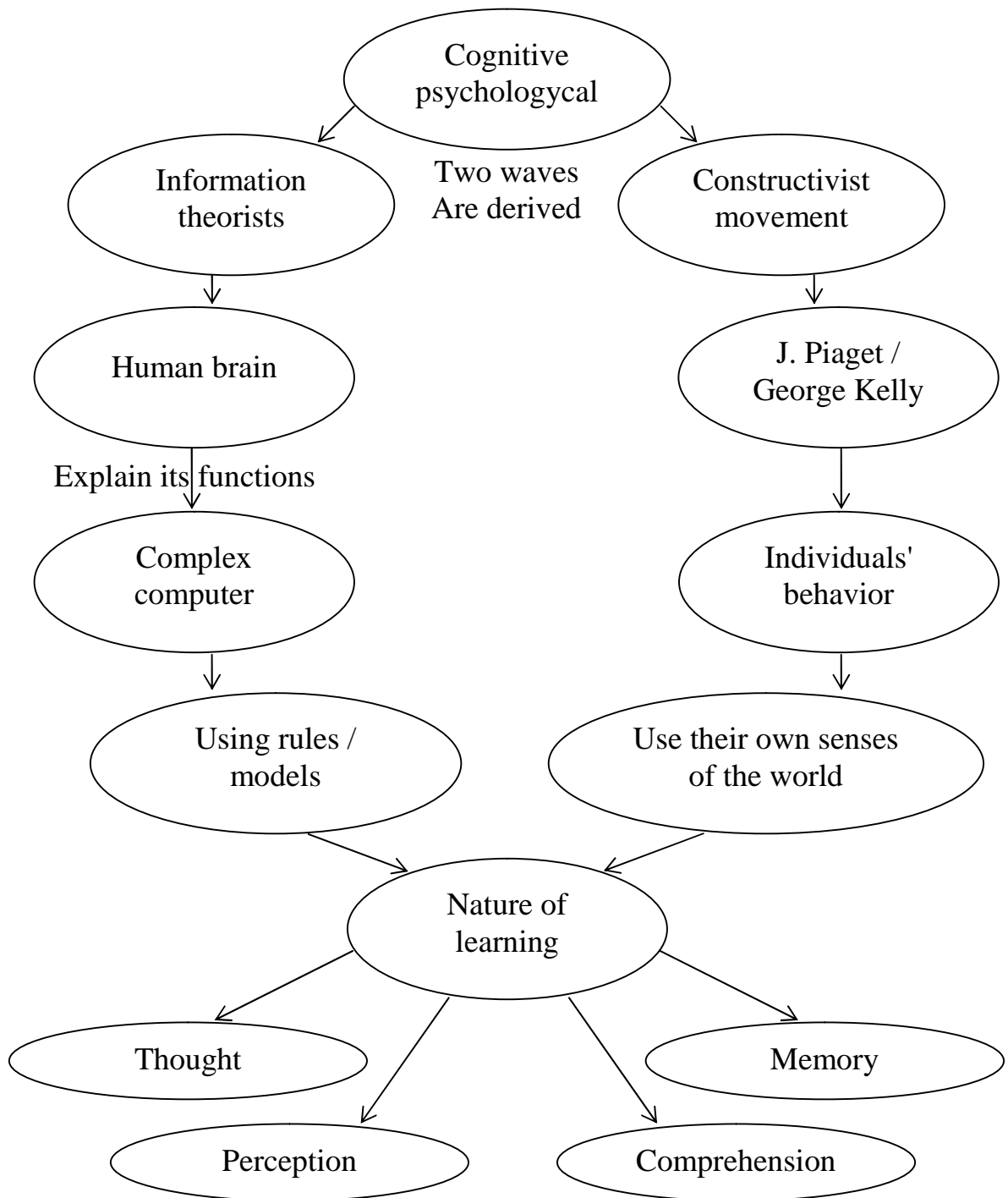


Diagram n°18: My representation of William Burden's Cognitivism

Diagram n°18: Cognitive psychology gave birth to 2 waves: information theorists and constructivist movement.

1. Favored the human Brain as a source of information processing.
 2. Project and Kelly give more importance to individual behavior vis-à-vis environment.
- This can be applied in classroom learning which is based on thinking, memorizing, perceiving and understanding.

How our students' minds think and learn is the concern of cognitive psychology. Then it should be reminded that teachers and other educators take into account that the nature of school learning and knowledge acquisition are based in thought, perception, comprehension and memory.

2.6.4 Cognition and the Learning Process:

Cognitivism has a big influence on today's language teaching-learning methodology, Williams and Burden claimed:

The learner is seen as an active participant in the learning process using various mental strategies in order to sort out the system of the language to be learned... learners are required to use their minds to observe, think, categorize and hypothesize, and in this way to gradually workout how the language operates. (Williams and Burden, 1997, p.13)

Therefore, information processing theorists claim that mental operations and brain alertness are needed so that the learner learns effectively. The brain is endowed with the ability to identify whether any information transmission is going wrong or in case the teacher notices that the learner is showing any kind of difficulty. To recapitulate, cognitive learning views the language learner as an individual dynamically involved in the senseful construction of meaning, making use of all his brain capacities and all the linguistic input and environmental factors that surround him. I dare say that learners should no longer remain passive receivers of knowledge.

2.6.5 Learning Strategies and Cognitive Teaching:

Over the last 30 years, an overwhelming bulk of researches and investigations has been conducted about language learning strategies. This may be shown as follows:

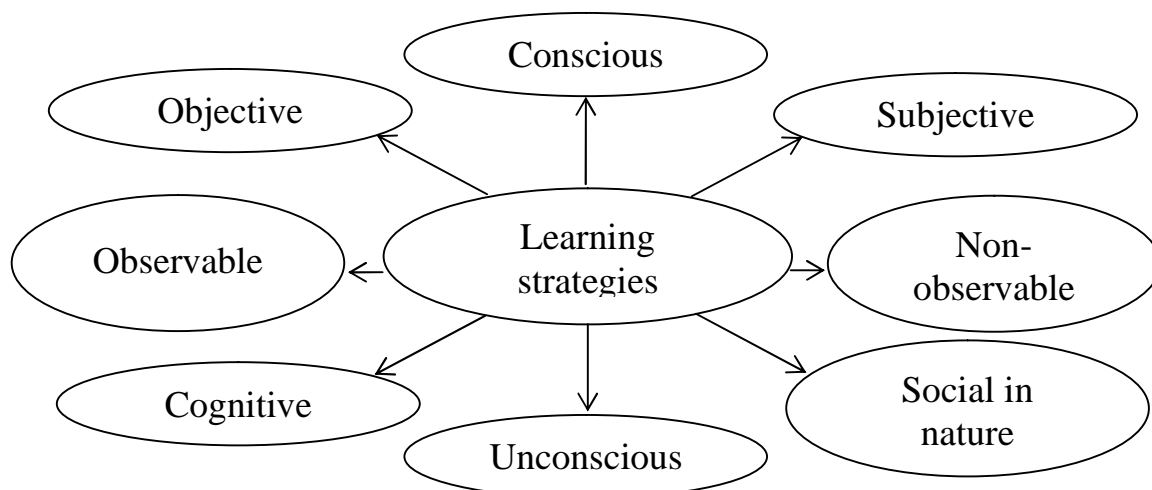


Diagram n°19: Factors Linked to Learning Strategies

Diagram n°19: Classroom learning strategies are based on specific factors which are objectivity, subjectivity, observation, consciousness...

Most of teacher informants could not make a clear distinction between strategies and skills and said that both terms mean the same thing. To avoid any spontaneous meaningless interpretation, Williams and Burden's definition of strategies says: « strategies are the executive processes which manage and coordinate the skills »... a strategy is a series of skills used with a particular learning purpose in mind. For example, a learner guesses the meaning of the conjunction "however" which is equivalent to "but" or "mais" in French, this operation is a skill. When and where to use it is a strategy the teacher educator should train his/her learners to adopt. The conjunction "however" is used to express contradiction or concession in speech. The teacher should insist that "however" is never used at the beginning or end of a sentence but to link two clauses as in the following example: It was a shiny week end; however, I did not go out for a walk.

The main purpose behind learning strategies is to help the students learn how to learn. The teacher's role is to install in students the idea that learning is a life-time process also make them aware that they may become autonomous language learners unless they can not coordinate their skills.

In a practical classroom situation language proficiency can be defined in terms of accuracy and fluency. The former means that a learner is accurate when s/he masters the language, understands it and produces it correctly. The latter means that a learner is fluent when he conveys and receives messages with ease. In coursebooks, listening or reading texts are apparently used for accuracy. They are in fact to teach vocabulary and grammar but not listening

or reading communication. The following devises a distinction between accuracy and fluency activities we are supposed to do in our classrooms:

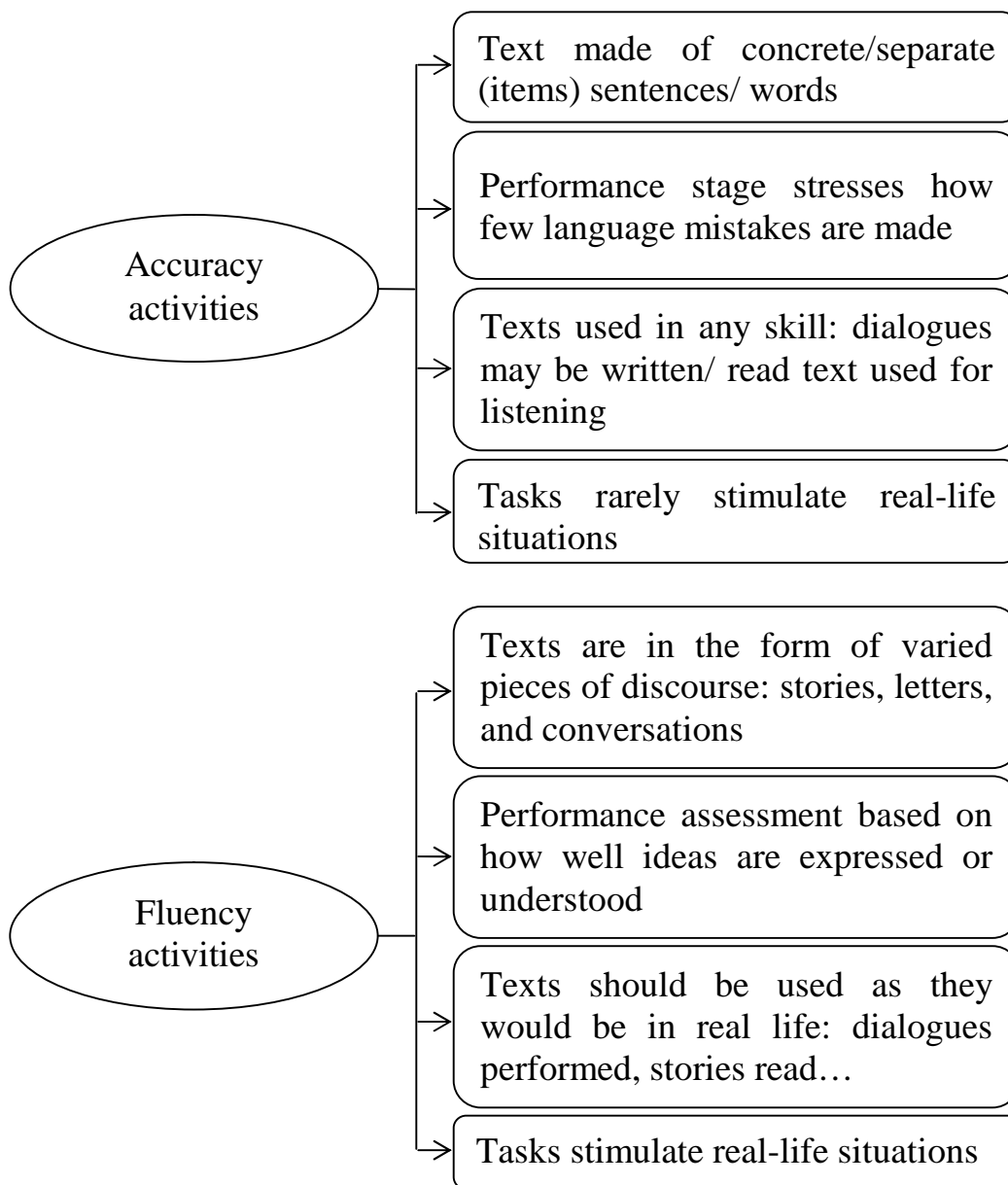


Diagram n°20: Fluency and Accuracy Features

2.6.5.1 Teaching Speaking:

Speaking is a productive skill which should be attributed an amount of attention by teachers today. In the third chapter I will try to explain the importance of speaking activities in allowing teachers to discover shy, introvert or extravert learners. Many such activities develop learners' ability to

express themselves through speech. What is meant by "an effective speaking activity?" I think the following may be an illustration:

Amount of learner's talk	Participation	Motivation	Acceptable
<ul style="list-style-type: none"> -Learners most of the time talk more than time allotted to the activity -Teacher's pauses and talk also intervene 	<ul style="list-style-type: none"> -Most of pupils get an opportunity to talk. -Contributions fairly devised. -Dominant role of talkative learners is reduced. 	<ul style="list-style-type: none"> -The type of topic motivates learners eagerness to express themselves. -Learners feel there's something new to say. -Learners wish a degree of contribution to an objective task. 	<ul style="list-style-type: none"> -Learners strive to achieve relevant utterances. -Learners are cautious as to using comprehensible language. -Language accuracy should be acceptable.

Table n°1: Features of a Successful Speaking Activity

Table n°1: In classroom speaking activities different aspects must be considered the degree of learner's talk, who participate more and who compete to achieve better learning.

Practically speaking, there are only a few numbers of activities that can succeed or rather satisfy criteria shown in the table above. Besides, other factors intervene to impede a satisfactory classroom oral communication in our classes. Among the problem, teachers of English as a foreign language fail to make the learners speak during oral activities because of what will be explained in the following table:

Using mother-tongue or L ₂	Low participation (uneven)	Excessive inhibition	Breaks/nothing to say
<ul style="list-style-type: none"> -Learners tend to use their mother (when most of them 	<ul style="list-style-type: none"> -One learner speaks at a time to ensure to be 	<ul style="list-style-type: none"> -Speaking is a nature exposure to an audience (unlike other 	<ul style="list-style-type: none"> -Some learners say they have nothing to say.

<p>share the same mother-tongue).</p> <p>-Easiness of H₁/L₂ use.</p> <p>-Learners feel it is unnatural to speak to each other using +F.L.</p> <p>-Group tasks hinder the practice of the target language.</p>	<p>heard.</p> <p>-In larger groups each participant is attributed a small amount of time to be heard.</p> <p>-In some groups a predominance of some learners on behalf of others.</p>	<p>skills).</p> <p>-Many learners fear the fact to talk to their classmates using a F.L.</p> <p>-Being shy of the attention what they say attracts.</p> <p>-Fearing losing face, harsh criticism, worry about making mistakes.</p>	<p>-Low degree of interest in what is being said or discussed.</p> <p>-Some learners are influenced by their social background.</p> <p>-Others fear teacher's behavior and back of sociability.</p>
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Table n°2: Representation of Classroom Oral Communication

In many of classes (mainly third years) I observed my learners attitudes towards speaking tasks and that a lot of them have always failed to feel motivated and enthusiastic then, I thought of practical solutions to avoid excessive mother-tongue use and long silence by following the steps below: in order to overcome classroom speaking difficulties:

- 1- Attribute learners true-to-life and familiar topics for eventual discussions.
- 2- Create heterogeneous groups, i.e, each group should be mixed-ability.
- 3- Set up short and clear instructions in easy language.
- 4- Take into account the learners' interest and degree of stimulation.
- 5- Keep learners speak the target language by asking short easy questions.
- 6- Don't neglect slow-language learners.

7- Not adopt the role of an observer.

8- Make sure to provide learners with oral fluency tasks (pictures - descriptions - opinion - daily - activities...).

2.6.5.2 A Real Classroom Situation:

Task -1-: Look at the picture and describe what you see.

PP₁: I see two cars.

PP₂: A boy run.

PP₃: Sits une fille par terre.

PP₄: I see tree and Uh...

PP₅: Two men are eat.

PP₆: A policeman looks a girl.

PP₆: A woman and a bébé.

PP₇: A wife take baby.

PP₇: There is shops and homes.

PP₈: It is not good a girl sit in the way.

Picture -1-

Task -2-: Look at the picture and answer the following questions orally.

- a)- How many people are there around the table?
- b)- What is each one of them doing?
- c)- Where do you think they are?
- d)- Who may they be?
- e)- What are the items you see on the table?

Picture -2-

2.6.5.3 Writing as a Productive Skill:

Writing is a basic form of unveiling the learners' hidden communicative capacities. It is so different from teaching speaking since it is static and stable its reading can be done at any time. The criteria of classroom writing are: permanence, density, explicitness, standard language, organization, detachment, learnt skill, production and reception. I may represent it as follows :

W/S Features	Writing Task Characteristics	Speaking Tasks Characteristics
1) Permanence	- Fixed/speed and level reader wishes.	- Fleeting/Occasional interruptions to request meaning or clarification/ compulsory to follow reader's speed.
2) Density	- Content is dense or "volumunous".	- Information diluted/ repetition/redundant passages/"glosses & filles".
3) Explicitness	- Clarity of context and references.	- Some information can be assumed/use of demonstrative pronouns (here/this...) to make the message clear to both speaker and hearler.
4) Standard language	- Acceptable standard language/ universally understood.	- Use of L ₁ /L ₂ / regional dialect/ misunderstanding.
5) organization	- Carefully formulated because of time opportunity/ conformity to conventional grammar rules and precise topical lexis.	- Improvising / alterations / self-corrections / casual disorganizations / boredom of heares.
6) detachment	- Learner works alone / limited acquaintance with environment (classmates) as in tests/ exams/ lesson/ activities...	- Direct and immediate interaction with classmates/ possibility of feedback.
7) Learnt skill	- Taught and learned at school.	- Hoken language (mainly mother-tongue) acquired intuitively within family environment.
8) production & reception	- Slowness and care of production.	- Faster understanding of clear instructions or when listening to a text read to us.

Table n°3: Comparative Factors of Speaking & Writing Tasks in the Classroom

2.6.5.4 Teaching Writing in our Classes:

How can I know about my learners' hidden experiences, I mean the ones they don't dare talking about in front of their friends such as parental violence, a childhood complex..., if I don't initiate them to write. Of course, I could deduct that the degree of trust and readiness to accept criticism depends on the general classroom atmosphere and the teacher's genuine ability to join opinions and explain some of the learners specific attitudes towards their classmates isolation and long silence. Paradoxally, I began asking myself the question: Am I going to teach writing as a means of communication or just as a means some other aspect of language such as grammar, lexis...? Or is writing a sentence, a paragraph, a means or an end in itself?

To answer the two questions, when I teach writing to my students I expect them to engage in the writing itself than in the different parts of speech of English language. Two aspects of language are included: the "micro" level in which the learners practice spelling of words and sentence production and the "macro" level where my learners are asked to limit their writing objective(s), use their own stock of vocabulary such as narrating a funny or a sad story, describing a situation, a place, a family meeting... The following are selected tasks I did with my third year learners (3S₂ / 3S₁ / 3EG / 3LLE) in order to let them express their opinions about topics of common interest within the class:

Task -1-: How to interpret and explain statistics

Duration: 2 weeks

Level: 3AS

Culmination: Information gap

Topic: How are girls educated in the world?

Procedure:

1. I provided learners about the plight of girls education in Arab, Muslim and other developing countries (for further information refer to the Girls Global Education Fund website: www.ggef.org/status.html).
2. I provided each group with statistical information from the website.

3. Pupils were asked to setup bar graphs, diagrams...
4. A messenger from each group circulates in order to get information and material such as markers, colored pens...

Task -2-: How to develop given ideas.

Duration: 4 weeks (Jan-Feb, 2005).

Level: 3AS.

Topic: Homelessness.

Objective: Extended dissertation.

Procedure:

1. I asked my learners to make an interview with some people who are used to be seen sleeping in streets.
2. The interviews were analyzed and data sorted out.
3. Other learners were asked to collect newspaper and magazine articles about "homelessness".
4. Some other learners were asked to visit the website: www.nationalhomless.org to bring extra information.
5. The third week learners presented their research work in the form of a booklet accompanied with suitable pictures.
6. Through the communication I noticed some attractive attitudes on the part of some learners and when I inquired about such a behavior I could know that one of the learners was homeless due to the divorce of his parents. Later on, I knew of other similar cases in our school.

This kind of activities appears to be just ordinary or that they are normally included in the curriculum. How to teach them in order to derive objective data to sustain pedagogical techniques in real classroom situation? Moreover, these global issues allow learners to become involved in tasks linked to school, family life and community level.

2.7 Learning and Cultural Context:

It may be sometimes difficult grasp the role of culture in the society. According to Clifford Geertz, culture is:

An historically transmitted patterns of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic form by means of which men communicate, perpetuate and develop their knowledge about and attitudes towards life. (1964: 49)

This means how culture is learned within the community or society one lives and it is inherited from one generation to another which follows. It is an unbroken process carrying norms and rules which all individuals should use in order to act or react appropriately in social and educational situations. It is easy to control a kid's behaviour but it is rarely so concerning an adolescent. Why? First, the adolescent rejects the adult's authority who is the sole transmitter of cultural values. Second, he prefers peer groupings to have the opportunity to exchange matters of common interest. Third, the adolescent is constantly influenced by overseas mediated cultural values of teenagers having their own cars and flats. This fact creates "frustration" among adolescents. This frustration intervenes in discouraging learners to seek school achievement. They view the school environment as backward. Through a questionnaire submitted to 200 learners (3rd years) concerning mass media and culture. 120 learners answered that they watch T.V three times a week and that their parents don't intervene whether they watch television at a special time. Also, they answered that their favorite channels are foreign ones and that they like films, songs and sports. While the girls added that they are fond of Arab and Latin American series, according to them, they admire the way they dress, speak and make up! While 10 wrote that they never watch television because it contradicts religious beliefs. And 70 remaining informants watch television everyday and that they watch most of television programs. More than that, 80 of them said that they daily surf in the internet for chatting or listening to music or watching films. The teacher's role is to play the role of the mediator who should control and orient learners as Bédjaoui. F Saïd:

... le professeur n'est ni un ambassadeur de la culture qu'il enseigne, ni non plus un expert qui transmet des connaissances et des savoirs, mais plutôt un médiateur entre les cultures

Bedjaoui.F, Vers une communication interculturelle, Revue LAROSn°3 2006, p102

On the light of learners' answers, I could understand that adolescent learners are mostly interested in television content. They are less involved in academic achievement. They are sometimes ready to break the entire scope of cultural norms to impose their own identity at home or at school. Another peculiar point concerning learners and culture is that of English as a Foreign Language. They are interested and curious to know about English and American culture. They endeavor to acquire rules of conversation and discourse of the target language. The teacher's

role is to incorporate target culture elements along with the ones having a similarity with Algerian culture. The aim is to contribute in reinforcing productive and communicative skills. At the same time, we tend to prepare the learner to assimilate necessary and basic elements for future career in a given domain or to be able to communicate with native speakers of English language without melting in the target culture of L₃.

2.8 Adolescence Conception in Algeria:

In looking at the way whereby the crucial questions about adolescence were answered. What is adolescence? Most of informants learners and teachers agreed that adolescence is a normal period in our life. While the second question: can you limit the age of adolescence? I obtained various answers; 40% limited adolescence between 10 and 18, 20% answered that adolescence age can be limited between 14 and 20, while the other informants agreed that the normal age of adolescence is situated between 12 and 19.

From the first session of questionnaire division, I began to understand that the learners information potential was directly linked to elementary and intermediate language curricula. To gather as much information as possible, I judged necessary to attempt to immerse my informants in an instructional method which either to use Arabic, French or English to answer the questionnaire I submitted to them about adolescence. It includes twelve (12) questions which in turn I may divided into five (05) rubrics: opinion and location; adolescence and gender; opinion and location; school and peer groups; conception and generation gap; norms and old generation.

2.8.1 Opinion and Conception:

This rubric contains questions (1, 2, 3 and 4). The first question: What is adolescence in your opinion? Most of teachers (30) wrote that adolescence is a period in man's life, 10 wrote that adolescence should not be discussed but 15 answered that adolescence needs to be studied and its aspects tackled. However, the learners were confused about answering the same question because, in my opinion, they just could not define themselves. Right then, most of them agreed that adolescence is a step in any human being's life. While most of the teachers considered adolescence critical, 20% regard it as taboo, 15% think that adolescence is special and the other 15% mentioned that it is ordinary. Not all teachers answered question (4) can you justify your choice?

2.8.2 Adolescence and Gender:

Both my informants (teachers and learners) answered the question: Is there a difference between a boy and a girl adolescent? That the boy is free to do what he wants, to live home at any time, come home at any time. But the girl must not be given too much freedom except to go to school and come back home on time, as they confirmed, the girl represents the honor of the family. This is transmitted into the classroom setting. I have witnessed case in which some girl learners being humiliated by their boy classmates and some boys disrespectful of their teachers because the latter are women. Such behavior is installed in adolescents and may accompany their interaction within the society as adults in the future.

2.8.3 School and Peer-groups:

Adolescents enjoy peering with teenagers having the same age and interests. They reject the adult intrusion in their way of walking, dressing, speaking and even eating. In our case, the adult is the teacher. The latter should strive to establish discipline in class and open negotiations with the learner without showing him directly that what he is doing is wrong or unfair. Friendship is sacred for an adolescent, one of my informants wrote in French, (la notion d'amitié est très importante sinon parfois vitale. Les adolescents peuvent rester fidèles entre eux jusqu'à la vieillesse).

2.8.4 Norms and Generation Gap:

The adolescent views himself as someone who is not understood by people who are too much older than him. The adolescent thinks that most of the time understands life parameters better than the adults mainly parents and teachers. That is why conflicts lunch out here and there: adolescents leaving home, others aggressing their teachers and some others misbehaving with an old neighbor or a passer-by. Questionnaire, see appendix (B) and page (152).

2.8.5 Breakfast and Learning:

The results of my questionnaire and a few class-discussions have shown me that 50% of secondary school learners do not eat breakfast on a daily basis, 35% drop their breakfast or just drink some coffee and 15% rarely skip their breakfast.

The deep analysis of my reports have demonstrated that one out of 10 children do not consume enough fruits and vegetables daily required. That is why I frequently noticed that the learners who are well-fed perform better and

quickly in school during tests and term-control papers and even in class tasks. Their ability to concentrate improves along with their overall ability to learn. Paradoxically, under-nourished children show an enormous difficulty focusing on tasks, have a low self-esteem and accumulate absences from school.

According to my modest investigation, the reasons why children skip breakfast is due to many factors:

- 1- Parents working longer hours leaving their children take care of themselves before and after school and most of them don't know how to prepare nutritious meals for themselves.
- 2- Speeding morning routines are vastly installed among adolescent learners, i.e, they must wake up early to catch but or ride to school or have long walks.
- 3- Staying awake too late at night either watching T.V, revising or doing homeworks.
- 4- Absence or lack of parental supervision at breakfast or mealtimes.
- 5- Lack of financial resources.
- 6- Poverty and large families.
- 7- Divorce.
- 8- Parental conflicts.
- 9- Parent's death.
- 10-Living far from school.
- 11-Gender discrimination.

Breakfast is the first meal of the day which provides the learner with a whole morning energy. The following class interview is an illustration:

A/ Situation Presentation:

Pupil (X) did better in English test number (2) at 10:00 am than Mathematics test number (2) the same day from 9:00 am to 10:00 am.

Date: January 2006.

Class: 3SNV₁.

B/ Class-discussion:

Teacher: why didn't you do well in Maths test?

Pupils (X): I was hungry.

Teacher: Didn't you have your breakfast?

Pupils (X): No, I didn't.

Teacher (addressing all the class): Do you often skip your breakfast?

Pupils (a group of 06): Yes, most of the time.

Teacher (questioning another group of 10 pupils): And you?

Pupils (10): Yes, we often come to school without eating anything.

Teacher: At what time do you always get up?

Pupils (some get up at 7:00 am other 7:15 am and some at 7:30)

Teacher (asked pupils how far they live from school)

Pupils: (most of them live a quarter /h away from school, a few live half/h away from school)

This situation is perpetual in all my classes and even my colleague said the same thing. The English language test was not much demanding. It consisted only of matching pairs of phrases, putting verbs in brackets into correct tenses and selecting antonyms from a given list. Before that, the mathematics test from 9 am to 10 am needed too much concentration and reasoning problem solving. The learner's brain was not ready to encourage such challenge because he did not supply his thinking and reasoning faculties with necessary morning nutrients: breakfast (this point will be dealt with in chapter -3-).

3 Conclusion:

Creating data may appear very easy. In fact it is the most important phase in my work because the remaining part of the research depends on how I interpret the result of my investigations. It is an important aspect of the reflexivity of the research. I tried to demonstrate how to intervene in some practical context. The raw data I collected may become a dynamic process (even in the next chapter). I also tried to summarize my findings and formulate them in a way that, I hope, will permit further research initiatives in the future.

CHAPTER –3–

ADOLESCENTS AND SURROUNDING

LEARNING FACTORS

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Chapter -3- Adolescents and Surrounding Learning Factors

3 Introduction:

Teachers are often taught a broad idea about how adolescence functions. But are they taught about their students' moral wants, worries and needs in particular? Teaching is a too much demanding task. It is a practical process in which the teacher must rely on his general knowledge of didactical rules and theoretical luggage about pedagogy and more than that on specific knowledge of the students character and background personalities. For instance, if a pupil disturbs the class, the teacher should consider several courses of action linked to/ depending on what the case is. If disruption is accidental, it is preferable the teacher may ignore it. However, if it is due to the pupil's malevolent intentions, the teacher may refer to a proper reactional punishment. Ideally, there are cases when a pupil is disappointed about an earlier/ previous teacher's decision. An integrative action seems to be an appropriate way to deal with the pupil's disturbance. A conscious teacher would thoroughly go into deep research of the situation by conducting a moral discussion of the issue.

The perception of the situation generally implies the teacher's knowledge in order to make quick operational decisions. This is referred to as an image or a stereotype because it is not based on the teacher's actual research concerning the incident or the individuals involved in the incident. Because indirect sources constitute the basis of stereotypes. They are mostly secondhand knowledge. To reach accuracy, they require continuous correction following the students' feedback. In case of inaccuracy, teacher-learner interaction is deteriorated. It is preferable to have access to learners' needs and anxieties, a direct way of knowledge. Then, two questions about the teachers and educators knowledge of the learners can be asked.

1. To what extent do educators possess an image of the learners in general?
2. How accurate is this knowledge?

The present chapter tackles different factors linked to learning.

3.1 Raising Adolescents with Acceptance:

Teachers' concern and role reside in the necessity to handle teenagers' constant complaints. We, as teacher-educators should remember that an adolescent is entitled to be unhappy with his life. We should teach him when

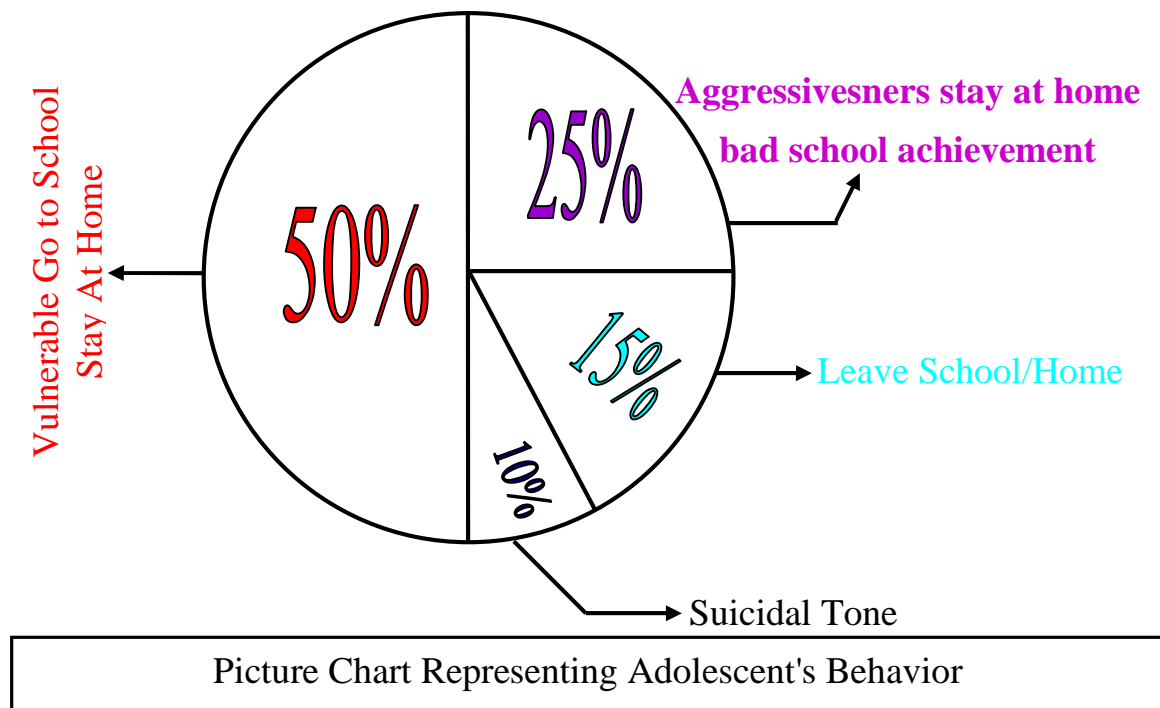
dealing with difficult matters to not show an overt negativity if not try to share the matter with others. We should not stick to his grouching or grumbling because the adolescent may complain about trivial things while hiding more serious concerns. That's why, as clever teacher researchers, we should take notes of our adolescent learners' interactions with others as the majority of adolescents may appear one way at home and quite another way in class.

3.2 Handling Adolescents' Rejection of Adults' Values:

The adolescent learner should be reminded that an individual who has no past cannot have a sound future. My different class discussions have proved that all adolescents who are given the opportunity to express their opinions and freely experiment with different possibilities generally make decisions guided by their own visions while as teachers we should be keen observers any adolescents choices are not self-destructive. Yet, let them know that we really understand their choices and that we appreciate their courage and efforts to formulate a specific fingerprint about their life.

3.2.1 Behaving When Adolescents Menace to Leave Home:

The analysis of questionnaire ... allowed me to understand that the Algerian adolescent is vulnerable to leaving home temptations he rather tends to be impulsive.



When asked do they think to leave home, they answered, at least 50% of informants, that they most of the time feel lonely. I realized that they did not guess that such feelings of despair and anguish they are wrestling with are just temporary that's why they look for an exit that may provide them with instant relief. I also understood that most of adolescents' menaces come from the fact that they don't fully understand the true meaning as well as the irreversibility of such deviating behavior. To my great surprise, 10% of my informants made comments about the question concerning friendship and freedom in a suicidal tone.

3.2.2 Reasons of Adolescents' Vulnerability:

Because adolescents depend upon the care and protection of adults, they go needing their guidance but they keep an eyesight on peer relationships that's why adolescents favor direct supervisions from teachers. At the same time, their desire to be independent may lead them to engage in queer behaviors. All teachers and educators should be aware that adolescent learners are at constant risk of being morally or physically abused by strangers or acquaintances because of the following factors:

1. Being poorly supervised thus given excessive freedom.
2. Being isolated from peers and friends.
3. Being emotionally abused or neglected.
4. Having a poor relationship with parent (s).
5. Showing a lack of personal boundaries.
6. Displaying non-compliant and oppositional behaviors.
7. Hiding a history of abuse and marginalization.

A lot of parents questioned did not take a profound concern in the specific clues that make them alert that their children are really in danger or on the way of encountering danger. During my career, I have often noticed adolescents having bruises, scratches or burns on parts of their bodies. Others, had gifts money or clothing from unexplained sources. While some parents used to inform me that their adolescents are spending too much time on the internet. Driving them to show a significant change in their behaviors. One parent told me « My son is receiving phone calls from strangers » another one said « Yesterday, I discovered pornographic material on my daughter's computer, what shall I do? », while another one said to me, « My son asked

me permission to meet in person his net friend but I don't know if I agree or not ».

3.3 Teachers' Role in Encouraging Executive Skills among Adolescents:

A lot of teachers unveil a superficial understanding that the adolescents they are educating need more concern and not rejection and excessive freedom. I think that my dear colleagues need to remember first of all that human beings have a built in capacity to meet challenges and accomplish goals through the use of high-level cognitive functions called: executive skills. The analysis of teachers' responses during the « International Colloquium about: le métier d'enseignant entre le Néophyte et le Professionnel » du 17 au 19 avril 2006 à Ain El-Turk, Oran and « the International Conference on Translation » from 18 to 19 May, 2006 in UDL, Faculty of Letters and Humanities, Sidi Bel Abbés, in my two talks successively entitled « Localiser les carences, et exprimer un espoir » and « Cognitivism through F.L.T » I tried to demonstrate through questionnaires, interviews, diagrams... that our primary role as teachers-educators is to attribute the adolescent learner the opportunity to manage his/her emotions and monitor his/her thoughts so that he/she can work efficiently and effectively. The following may illustrate the ways or rather guidelines adolescent learners should be taught in order to think before acting.

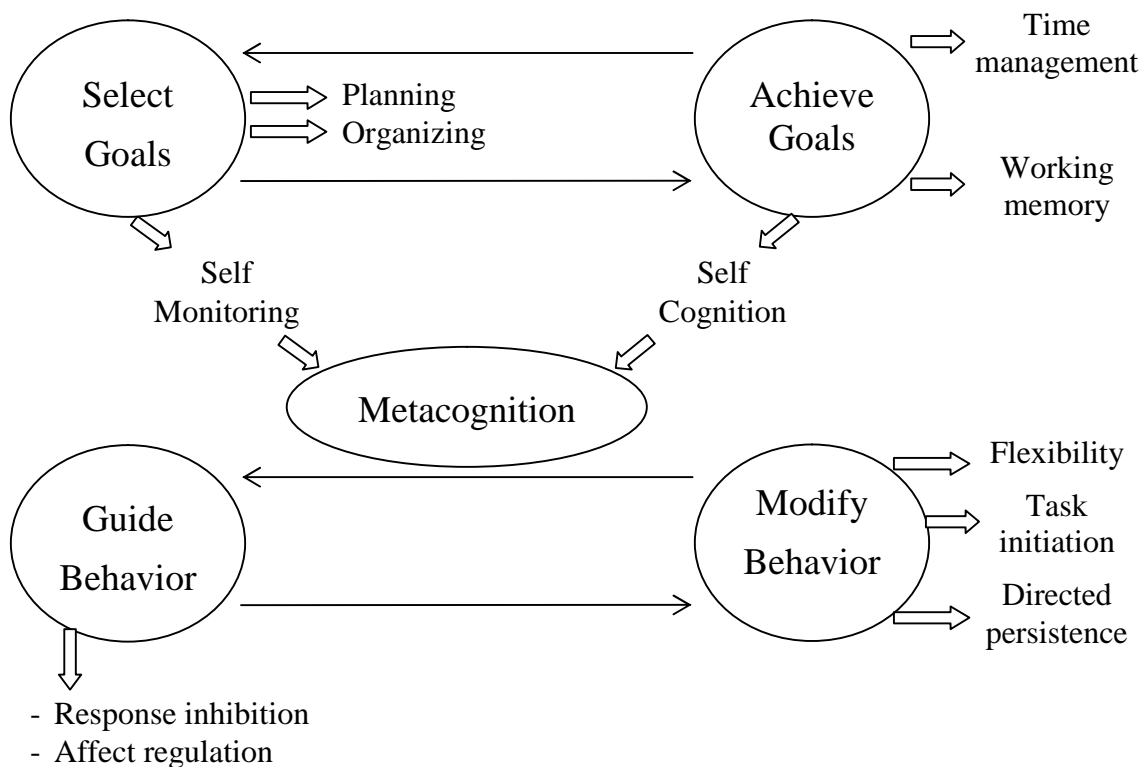


Diagram n°21: Representing Development Problem-Solving

The two diagrams denote that management of emotions and self-regulation of affect are important to start any task without undue procrastination. Then, any plan should be revised to face setbacks and obstacles. Finally, adolescent learners should be acquainted with the necessity of a completion delay repeatedly without good reasons of a goal and not putting it off because of other demands on competing interests.

When I asked some teachers « Do you take into consideration your learners executive skills? » Most of them answered that they didn't care about the matter but a few of them said that time factor and over loaded syllabuses don't leave enough room for extra pedagogical operations.

I may say that most of our colleagues don't assimilate that executive skills are in born but this does not mean that they are developed at birth or during the post natal period. Then, executive skills cited emerge and start to develop in early infancy. Their progress is carried on until adolescence. Understanding the amelioration of these skills in children help us on the one hand, to grasp the amount of control learners' exercise over them-selves. On the other hand, as adults, we assimilate how much control and support to provide as long as they are growing up to become adolescents.

3.4 Brain, Learning and Executive Skills:

Among the 50 teachers questioned « What is the link between executive skills and brain developments? Only 10 teachers agreed that learning is related to intelligence and brain alerts. While the 40 remaining informants didn't answer the question at all when I wanted to know the reason, they told me that they are not familiar with the terms executive skills ».

When a child is born, his brain weighs 400grams, by the time he reaches late adolescence; the weight has reached 1400grams [Ref: Kolb Wishaw, 1990], this can be measured as 13pounds to less than 3pounds. This growth is accompanied by a series of changes in the brain; generations of nerve cells as wells as their supporting cells which constitute the nervous system.

Researches have proved that nerve cells talk to each other by developing or promoting « branches » allowing then to send and receive information from other cells. These branches are scientifically called axons and dendrites speedily develop during infant and toddler periods. The conversation between the neurons cannot be efficient unless the nerve signals are insulated with a substance known as myelin forming a fatty sheath around the axon. The myelination process starts at the earliest development of the brain faculties and is carried on till adolescence.

Do all teachers, educators and parents know that there is a close link between how the brain grows or rather develops and the development of the child's capacities to act, feel and think. A parallel being important for assimilating which areas of the brain are most appropriate and /or critical for executive skills progression.

I also came across a discovery that most of teachers questioned hardly knew some brain functions. So the necessity to keep in touch with sciences which help us, as teachers, in our mission should be reviewed. Researchers reached an agreement that the frontal brain system, i, e, the frontal and pre-frontal cortex, in addition to adjacent areas constitute the neurobiological basis for all executive skills. However, recent investigations don't oversimplify the fact that the prefrontal cortex to be the sole part of the brain related to executive skills as the former is the last to develop in late adolescence.

In 1993, Hart and Jacobs summarized the critical functions of the frontal lobes. To manage information and behavior the salient functions of the frontal lobes are:

1. Decide what is worth attending to and what is worth doing.
2. Provide continuity and coherence to behavior across time.
3. Modulate affective and interpersonal behaviors so drives / motives are satisfied within the constraints of the internal and external environments.
4. Monitor, evaluate and adjust.

3.5 Teaching Sequence of Executive Skills:

Teachers should bear in mind that available executive skills for use do not exist at birth, they be in the brain as future skills in the same way as language does. But they may unfold over time. When this happens, biological factors, social back ground / environment as well as genes we in hit from our parents influence skills. For instance, if our parents didn't have or lacked good organization or attention skills, having executive skills problems will certainly appear among our adolescent learner. This means that if a child is raised in a socially or biologically "toxic" environment, i, e, a constant exposure to psychological "trauma", his executive skills will drastically suffer. If this does not happen, they would progress normally soon after birth. In 1997, Barkley divided the sequence of skills development into four main elements which, as teachers, we should assimilate.

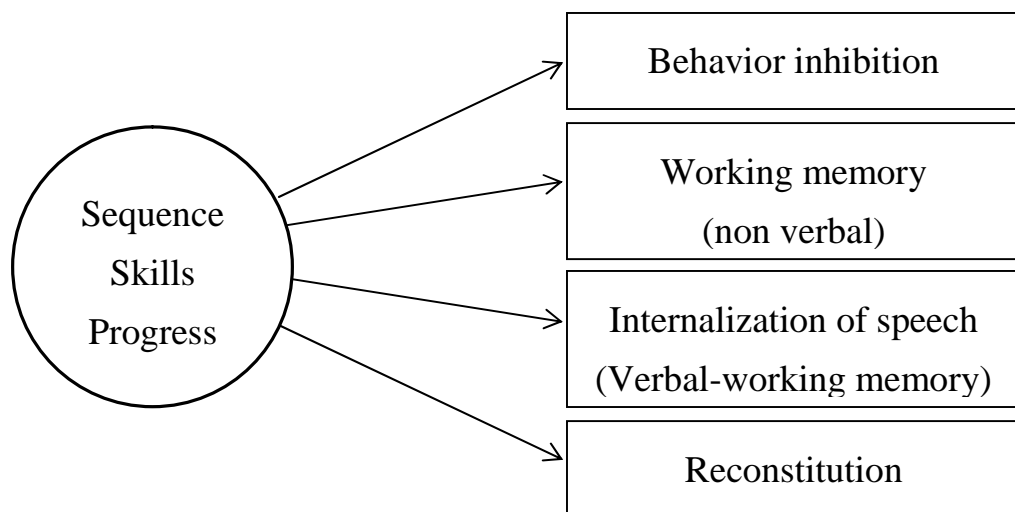


Diagram n°22: Gradual Progress of Skills

Diagram n°22: Aims at explaining the chronological development of classroom learning skills: attitude, memory interpretation and particle gathering of the informations sequence.

The age limit of behavioral inhibition is 5 to 12 months. Barkley divided learners' hidden executive skills into three active situations. The teacher's role in creating a favorable classroom learning environment is greatly helpful to both teacher and learner as follows:

1. The ability to delay or prevent the nature of the answer leading to an immediate consequence so that it may have an impact on future behavior.
2. The ability to give up ongoing behaviors in case they prove unsuccessful.
3. The ability to manage distraction or interruptions that would interfere with the work of other executive skills.

Through the profound analysis of the previous examples, I deduced that the necessity of the behavioral inhibition lies in helping the learner to think before acting and to decide when and how to respond. It precedes other executive skills shielding them from interference. Research denoted that inhibition constitutes the first step in self-control giving the individual the power to respond or not to a person or an event.

This ability is used by the human being throughout his life in order to stop or delay a response either for managing one's behavior or influencing others' behavior. Continuous experiences allow the learner, mainly adolescent, to develop the capacity to look backward and forward or as Barkley underlined in 1997 hindsight and forethought. When this happens, the adolescent is mentally ready to manipulate various situations and even to imitate more complex behavior.

3.6 Teaching Learners to Survive their Adolescence:

Answers to questionnaire (Appendix (B) page (152)) proved that most of my informants don't realize that adolescence is the only period in life in which one's social sensitivity attains a high intensity. Since keeping the same sex friendships is not easy. Then, negotiating one's acquaintances with parents is critical, too. When asked about the importance of adolescents' groupings, they answered that such groupings are disturbing and may be bad for the adolescent's values. On the contrary, I can say that peer relationships are extremely important in this period because most of adolescent learners questioned told me that it is exciting for them to be with people of the same age, to have fun together, to talk about things of common interest. For an

adolescent, all adults are such a drag also; they hate to be seen with their parents in public.

It should be reminded that adolescents consider older people's ideas out-of-date and ancient. They criticize the fact that their parents never stop telling them that they are responsible but they are still not given any responsibility apart from cleaning their rooms or the house or taking out rubbish.

A lot of adolescents questioned answered that they wished they could get that part of their life over as quickly as possible and jump toward adult life. When others complain that their adolescence years last so long and that until the age of 20 – 21, they are still dependent upon parents for food, shelter and clothing as well as supervision. The adolescent recognizes that he is biologically and mentally capable of managing his own affairs.

A lot of adolescents said (during classroom discussions (see appendix (J) page 182) that since we live in a less developed country the transition from childhood to adulthood is approximately not noticed, thus the process seems shorter. That's quite correct, because many anthropologists discovered that adolescence does not exist at all in some cultures in Africa and Asia; specific rite-ceremonies make the individual jump from childhood to adulthood responsibilities whether you are ready or not.

The adolescent learners' informants said that they feel ready for adult responsibilities and privilege even if their parents or the society, in general do not seem to allow teens to practice such responsibilities. Some others said that they didn't appreciate their prolonged dependence on parents, when asked why, they answered that from time to time they felt a certain degree of resentment toward their elders, including their parents.

3.7 Nutritional Habits in Algeria.

It was not easy to tackle this aspect of my research because the art of eating is not yet attributed its appropriate value on the one hand. On the other hand, pilot oral questions asked to friends and colleagues unveiled a somehow strange reaction about the hidden facts of my behavior. Wondering why, I was surprised to learn that they didn't care about the presence or absence of nutritional habits in Algeria and that their main concern was just to eat when they feel hungry and drink when they are thirsty! Whereas the "non-educated" informants seemed more or less conscious about the importance to eat in order to be in good health and even noticed that we must not eat anything cooked outside the house as it may be dirty, not clean or expired.

More than that the lay-persons, mainly the old people, have no mastery of scientific terminology yet, they are somehow aware of how to take care of themselves.

The structured questionnaire submitted to pupils from Ennadjah Secondary School has demonstrated many factors concerning our adolescent learner eating habits. The first point is that a lot of the informants answered that they preferred home-made food but that from time to time they just eat whatever is ready at hand, and when they were asked why they answered that when they are hungry they just have to consume anything even if they don't appreciate.

3.8 Feeding, Learning and Brain:

The quality of human brain evolution has a big link with the interaction between genetic endowment and environmental factors like nutrition, stimulation and parents' attitude. More than a century ago, experts have tried to prove that the food we consume has a relation with our brain development. Today, it is proved that brain cells are more sensitive than other body cells to the nature of food we consume and all other chemicals. Most of my informants whether learners, teachers or parents answered the question « do you think that food has a direct relation with our brain? » That the brain is very important and a few of them said that the kind of things we eat influence our brain development.

I can say that the brain dwells the most precious possession as it embodies both our physical and moral existence: intelligence, mind, emotion, personality, spirit, soul ... So our learners' nutritional adequacy has a paramount impact on their physical, mental activity and school achievement. It should be reminded that our brain contains more than 100 billion synaptic connections and their full integrity depends upon appropriate diet and micronutrients.

It has been proved that brain development depends greatly on the quality of food the pregnant mother eats. Because the last three months of pregnancy and the first three years of post-natal life are very crucial for the growth of the brain. That's why good health and the nutritional status of the future mother should be taken into great concern. At birth, the baby's brain weighs 70% of the size of the adult's while his body weighs just 5% of an adult's. When the baby is one-year old, 15% of the brain growth is added in parallel with an increase of breast-feeding for enhancing brain growth. There remains 10% of brain growth such step happens during pre-school years. Nevertheless, a

specific attention should be given to feeding quality and optimal micronutrients containing vitamins and minerals.

The growth of neurons, the proliferation of synapses network, dendrites and receptors are linked to an environmental stimulation: parents' integration, interactional playful activities and fun games mainly in groups in order to locate psychomotor behavior of the child and later the adolescent.

As already cited 70% of brain growth occurs during the fetal life, what the mother consumes before and during pregnancy is important for the normal development of the brain. The quality of the diet pregnant mothers go on is determinant for the future life of the child, especially, when he reaches school-age. So several nutrients are required but, the Choline is basic to ensure a good growth of the brain.

It is scientifically agreed that breastfeeding is the best Neurometer of babies brains = 2/3 (two-thirds of the brain weight is due to phospholipids and long chain fatty acids like Docosahexaenoic (DHA) and Arachidonic Acid (AA). According to the World Health Organization (WHO), human (mother) milk contains 30 times more DHA than the cow's milk and that infant should get 20 mg DHA/Kg everyday. Human milk is rich in Choline, Taurine and Zinc. It also contains double the quantity of lactose compared with milk of other mammals. The latter is known to facilitate the syntheses of Cerebrosides and Myelination of central nervous system (CNS). Researchers proved that breast fed babies have at least 08 points higher intelligence quotient in later life as compared to formula fed babies (6,7).

Teachers, learners and parents should know that our comprehension, judgment, mood emotions, memory and concentration are directly influenced by the types of food we eat. Evidently, there are almost 50 brain chemicals or neurotransmitters that are affected by the intake of food and micronutrients.

3.8.1 Physiological Effects of Nutrients on Brain Growth:

The precursors of neurotransmitters are amino-acids. For instance, vitamin B₁₂ is required for the production of serotonin which improves the mood and sense of well-being. While Choline is vividly required for the production of acetylcholine which is important for memory. And, tyrosine helps in motor-coordination by elaborating dopamine. Then Taurine makes the retina mature.

A great majority of informants both learners and teachers didn't guess the meaning of metabolic operations even their simplest ways. In fact what

should be known is that a big number of metabolic operations or pathways are based on many enzymes and co-factors being derivations of micronutrients. Pellagra, to be cited, is known for ages due to niacin deficiency leads to reduced cognition and dementia.

To synthesize a series of neuron transmitters, the complex B vitamins (B₁, B₂, B₆, B₁₂) as well as niacin and folic acids are needed. It should be known that the ability of the brain to use glucose can be hampered when an individual lacks thiamine. The deficiency of Folate B₆, B₁₂ and Choline are associated with elevation of plasma Homocysteine level which may lead to Thromboembolic complications and stroke. When the human brain suffers from iron deficiency there results: physical inactivity, Neuromotor Incoordination and reduced cognition Oligodendrocytes require iron to synthesize fatty acids and cholesterol for myelin production and its integrity. The neurotransmission system Including Dopamine, Serotonin and G.A.B.A. require iron. Its deficiency has been shown adversely. Affect brain auditory activity as well as visual evoked potentials which may persist even after correction of iron deficiency anemia.

When I asked my informants: «can an excessive tissue concentration of lead to discoloration?» most of my informants answered « yes while the other remaining informants either didn't answer the question or said that they don't know. It is scientifically agreed that when such concentration happens, it may lead to Parkinson's disease in adults. Over 200 Metalloenzymes compose zinc which is highly found in the brain. Copper is another fundamental ingredient of Cytochrome Oxidase and Super-Oxide Dismutase in the brain. A lot of diseases can result from copper deficiency in the brain: Menke's disease; Copper's excess causes Wilson's disease; familial amyotrophic lateral sclerosis and Alzheimer.

Biologists, nutrition and all educationists stress the fact that sea-food is eminently brain-friendly to mention fish and fish oils are important sources of omega -3- fatty acids and DHA. The formers are credited the privilege of reducing cellular and vascular inflammation in the brain, promoting vasodilatation and ensuring the full integrity of brain cell membranes to keep them soft and pliable. The latter composes nearly ½ one half of the total fat in the brain membranes, it is the basic building material for the construction of synaptic communication centre in the DHA is responsible of increasing the rate of the neurotransmitter serotonin refined to as « feel good » and the chemical acetylcholine referred to as « memory boosting ».

Adults are able to convert a chain of fatty acids alpha-linolenic into DHA but infants cannot. However, that must be provided with such an essential nutrient de novo in the diet.

My interview of one chemist proved that there are certainly direct adverse effects of nutritional deficiencies on the one hand. On the other hand, an indirect influence of undernutrition on the child's brain development thus, the adolescent learner. I could notice that children suffering from undernutrition are apathetic and mostly showing a poor interest to explore all what happens around them. Due to the drawbacks of nutrition deficiency, they appear small in size and are not attributed appropriate stimulation by their parents. Consequently, untarnished children are often moody and misbehave in class or peer groups leading undernourished to an altered attitude of interaction during class activities.

3.8.2 The Role of Antioxidants in the Learner's Brain:

It is agreed that the brain is biologically the most active organ of the body and consumes maximum amount of glucose and oxygen. It constitutes 2% of the whole body weight while it consumes 20% to 30% of the entire energy to illustrate this:

When mitochondria burn oxygen to produce energy, a large number of oxygen-free radicals are released by product. Reactive free radicals act like missiles and attack walls of the mitochondria, membranes of all wall and penetrate deep to damage nuclear DNA.

It is known that the brain is the fattiest organ of the body. Its nature makes it most vulnerable to lipid peroxidation caused by oxygen-free radicals. The sole elements which are able to put down such raging fire in the mitochondria and the cell membranes are the antioxidants. In addition, to the endogenous antioxidants, a considerable number of exogenous or dietary antioxidants vitamin C, vitamin E beta carotene and wavy phytonutrients are particularly useful to protect neurons and cell membranes against the damaging (destroying) effects of oxygen-free radicals.

3.8.3 Neuro Psychological Consequences of Nutritional Deficiencies

My various readings have taught me that whenever there is a protein-energy malnutrition, there is a considerable rate stunting, limited physical activity, poor cognition and delayed neurometer development. A series of

observations have shown the symptoms of stunting as follows: small head size, impaired neuromotor coordination, abnormal learning skills and suboptimal mental capabilities. Neuro-psychology states that stunted children have around 11 point never intelligence quotient (I.Q) compared with normal children with 18 points. The poor life quality and low individual financial resources are primarily associated to stunting.

The results of my surveys have shown that 50% of the pupils regularly miss their breakfast. According to recent nutritionists' researches in the U.S.A and Canada, skipping breakfast adversely affects physical growth, learning capabilities, memory, emotional and psychological well being and all other cognitive factors linked to learning and school-achievement. The same factors may be applied to the Algerian learning environment. The following table may be the very sustainable material of the neuro-psychological consequences of nutritional deficiencies.

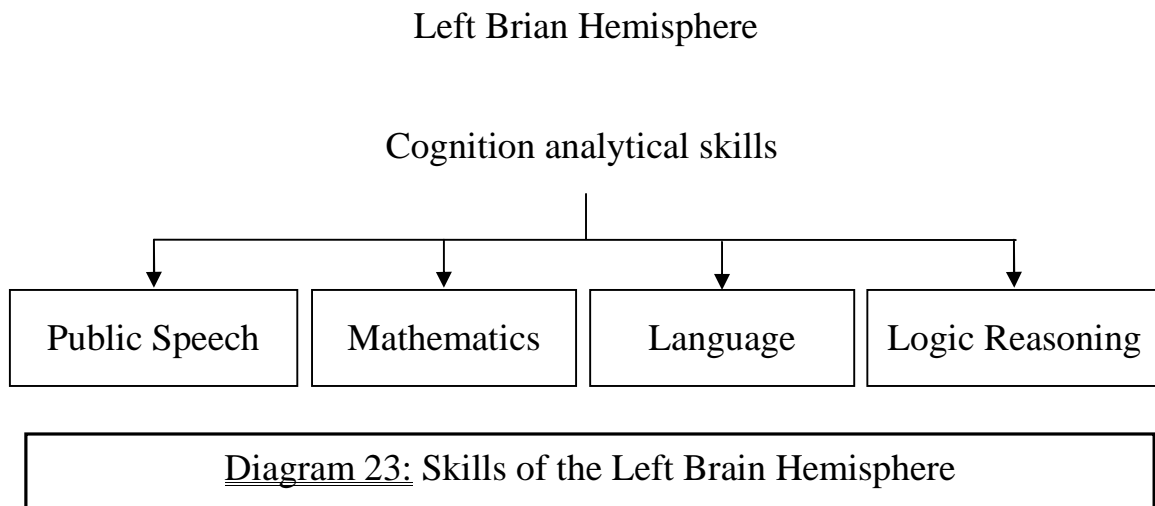
Micronutrient Deficiency	Draw backs (deficiency manifestations)
(1) Vitamin B ₁ (thiamine)	→ Dementia, inability to concentrate, confusion, loss of memory, depression.
(2) Vitamin B ₂ (riboflavin)	→ Neuromotor in coordination, weak performance on psychomotor tests, <u>personality changes</u> .
(3) Vitamin B ₃ (niacin)	→ Dementia, nervousity, schizophrenia, memory loss, distractibility...
(4) Vitamin B ₆ (pyridoxine)	→ Irritability, memory loss, unable to concentrate, depression, peripheral neuritis (seizwes).
(5) Vitamin B ₁₂ (cobalamin)	→ Emotional instability, demented memory loss, disorientation...
(6) Folic Acid	→ Memory loss, depression, lack of confidence, introversion, irritability, lack of attention, stroke....
(7) Vitamin C (ascorbic acid)	→ Abstract thinking, altered behaviour, reduced score for I,Q , memory loss, abstract non-verbal intelligence, high risk of stroke.
(8) Vitamin E (tocopherols)	→ Clogging of carotid vessels causes transient <u>ischemic</u> attacks, poor attention span, poor memory, risk of Alzheimer's disease.
(9) Iodine	→ Poor <u>somatic</u> and CNS growth, <u>lethargy</u> , impaired cognition, poor concentration, inactivity, <u>sluggishness</u> in coordination.
(10) Iron	→ Low scores in motor development, cognitive tests and poor school grades, apathy, lack of vigour and enthusiasm.
(11) Zinc	→ Decreased visual memory, lethargy, impaired cognitive development, neuropsychological problems.
(12) Selenium	→ Low mood, low energy level, stress, ansxiety, depression.
(13) Choline	→ Enhanced aging process, poor memory and mental functioning, increased rate of stroke due to elevation of <u>plasma homocysteine</u> levels.
(14) Essential long chain fatty acids	→ Aggression, hostility, learning dyslexia, attention deficit disorder, short memory span, poor ability for discrimination.

Table n°4: Neuro-Psychological Consequences of Nutritional Deficiencies

Table n°4: I tried to explain the negative aftermaths of the lack of basic micronutrients in the learner's brain.

3.8.4 Brain Development, Stimulation and Learning:

Researches show that the human being's brain is divided into two parts or rather hemispheres. The left hemisphere is mainly responsible for: cognition and analytical skills such as public speech, mathematics and language also, logic and reasoning.



Paradoxally, the cortex of the right hemisphere takes care of developing our artistic characteristics such as: music, dance, poetry, peace, emotions, painting, creativity, extrasensory perception, intuitive thoughts and spirituality.

In case an activity stimulates both hemispheres there would be a simultaneous promotion of the development of global intelligence.

Human babies are born with a biological need to learn yet, any given stimulation thought, the five senses hearing, sight, taste, smell and touch provided during the fetal live and preschool years has a deep effect on the growth and maturation of the brain the stimulation of the baby should be gained in the womb.

Investigations have proved that fetuses respond to their mother heart beats and voice. The fetus is more alert during the evening and night say from 5p.m to midnight. Experiments have shown that when the mother lies down for a rest, her baby wakes up and kicks around. She can for example recite a nice poem; sing a nursery rhyme when the baby is awake. After 5 months pregnancy, the mother should rock gently and slowly in a rocking chair at the

rate of at least 20 rocks per minute several times in a day in order to enhance the neuromotor development-and coordination ability of the baby.

To avoid any affective hindrances, parents should constantly and actively interact with their baby during infancy and pre-school years. Unfortunately, a lot of parents make the error of leaving their child alone with his toys or his crib. Instead, they should be aware to stimulate their baby when he is attentive and alert and not when he is sleepy, hungry or exhausted. The acts which stimulate the baby are: caressing, cuddling, extra-stroking, touching and skin to skin contact and massage. Infants love to look at black and white stripes, checker. Boards, bull's eyes when they are six months. Parents should do their best to fix them on along with other attractive objects bright in color. The baby's brain can be stimulated by music's tempo, melody, rhythm and harmony as babies enjoy to listen to classical or instrumental music.

3.9 Breakfast Enhances Learning:

Breakfast is important because it constitutes the basic energy for beginning of a whole day work study. Many questionnaires were distributed to learners in Ennadjah Secondary School where I have been working since 1993, have made things a bit clear for me. One of the questions asked was «do you have your breakfast? ». Most of the pupils and even a few adults (mainly teachers) answered that they didn't care about having breakfast or not and some of them even answered that they regularly skipped breakfast. A deep analysis of the situation comes later with in the same chapter. Paradoxally, the importance of breakfast-resides in the following reasons: first, breakfast is basic in the overall feeding of the child. Next, up to date action research has demonstrated that children who eat breakfast score higher degrees than those who do consume their breakfast. Then, children need iron-enriched food such as cereals and bread buttery marmelade or cookies in order to ensure their daily behavior and conflicting factors.

Most of hunger feeling are relieved by a regular consumption of break fast. Researchers are still proving that hungry learners have very high difficulty to concentrate on reading, vocabulary retention also on Maths and Physics. The long-term class surveys in Ennadjah Secondary School proved that pupils who fed breakfast consistently did better on cognitive tests than those, who for many reasons, skipped breakfast. These learners appeared short and underweight for their height. Consequently, better attendance among the pupils who fed breakfast show very high energy than the ones who were not fed breakfast. The second question asked to pupils is «why do you

skip your breakfast? ». The most common answers were : « there isn't enough, time to have breakfast», « food so early makes me sick», « I don't like breakfast content», «I often skip breakfast to control my weight.

In fact the type of breakfast consumed has a paramount impact on saving calories, for instance, a breakfast of eight ounces skim milk, with one ounce dry cereal or bread (toast) and six ounce fruit juice provides the learner with less than 250c, yet, enough energy, protein, vitamins and minerals to help the adolescent-learner avoid mid-morning tiredness (fatigue) and the urge to eat anything at hand or in sight.

3.10 Factors Impairing Learning:

3.10.1 Drug Phenomenon:

It is worth mentioning that drug abuse starts invading our society including our educational institutions.

What is a drug? A drug may be defined as any substance that by its chemical components and nature alters the structure and the function of the human body. In Algeria, drugs may be classified under two main headings: pharmaceuticals and traditional medicaments.

The search for chemical substances for the cure of ailments and diseases is as old as humankind. Throughout the ages, human beings have searched for substances which not only cure their ailments but also change their perceptions in a number of ways for a variety of reasons such as: to relieve pain, to prevent diseases, for recreation, to reduce stress,.....

3.10.2 Origins of Drugs in Algeria:

My informants reacted differently towards the question: do you easily talk about drugs and their sources? Among 200 people questioned 70 said that they accept to talk about all types of drugs and that it causes no harm to them. And 80 others excuse the consumption of some drugs when one encounters problems. But the remaining 50 informants consider talking about drug addiction a taboo and they don't tolerate any kind of drug consumption because we are Muslims.

The next question I asked my informants is what are the sources of drugs you know?. The majority of my informants (130) answered that the most common sources of drugs are chemistries, hospitals and dealers, 20 others said that a lot of youths become drug-addicts with the help of natural

environment (glue, make up, perfume, other chemical products...) but 50 other informants answered that they don't like to talk about drug sources because they think that the situation is not alarming in our country and that in their families their parents forbid them to tackle this phenomenon.

3.10.3 Investigations and Discoverings:

My humble researches led me to find out that drug and other substances may be obtained from a number of sources. The adolescent learners are easily manipulated by drug peddlers, traffickers' drug pushers, traditional dealers' drugs stores and ready at hand domestic products. It should be known that due to learning pressure and the rush to succeed at school, some youths tend to consume any liquid or tablet to keep them awake and energetic both at school and at home. However, parents should know, as most of them are tolerant, that some medicinal drugs are so dangerous that their use is restricted by law. Their prescription for specific consumption is limited to doctors and pharmacists. Some of these drugs are: ampicillin, tetracycline (referred to as "abom belt", Valium, Librium, Amphetamines (known as caterpillar) and chloroquine.

There is, yet, another group of drugs some of which are very dangerous and have no medical use these are known as narcotics, stimulants, inhalants.

3.10.4 Drug Consumption and Human Body:

In a classroom discussion, them « Great challenges to Mankind » topic «Drug Addition and Alcoholism», Stream 3 AS NV₁ / 3 AS NV₂, March 2006, Ennadjah Secondary School (SBA), I asked my pupils to identify parts of the human body and to try to explain the function of each part.

The pupils agreed that the human body is like a machine and that each part has a definite role to play in order to keep the machine going. One of the most important operations is that the mouth and the teeth mash food while the stomach breaks it down and distributes the necessary nutrients and chemicals to other parts of the body.

One would say that these parts may be put under two main headings: the mind and the body. The former receives information and transmits it to other parts of the body. For example, if we eat any food we are familiar with the mind sends a message for the food to be rejected or eliminated from the system. So, the mind and the body are in close working relationship.

After a series of works hops we reached, pupils and me, the conclusion that when the mind is sick the whole body is sick too. Also, pupils become aware that most of the drugs we use to cure many illnesses or others used to stimulate happy-feeling have negative effect on their mind and their school achievement.

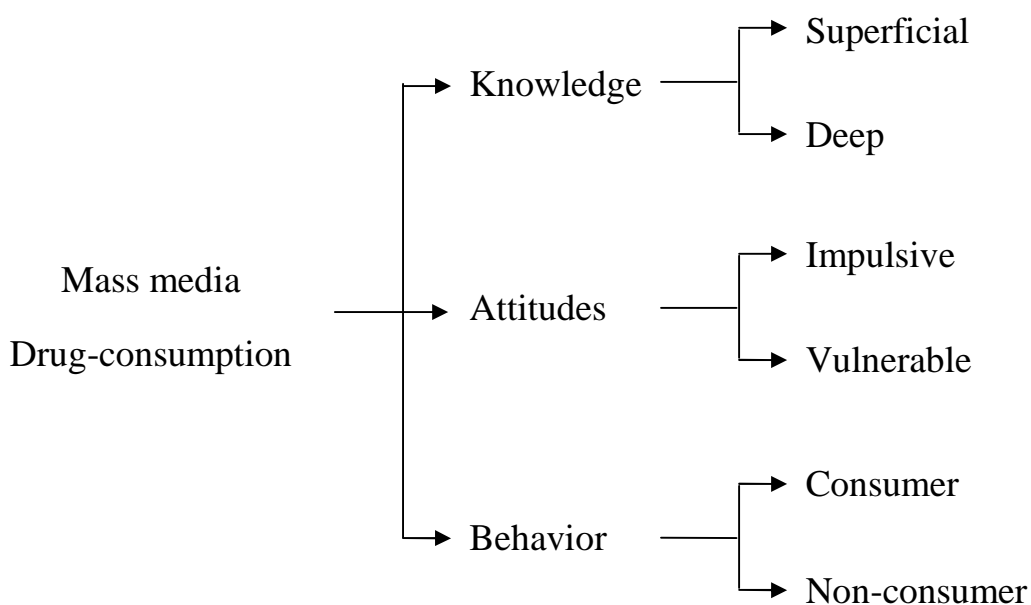
This last point has been referred to within the same chapter... and will be detailed later on when talking about breakfast during the same chapter.

Surprisingly, some of my learners asked me the question: why do the governments permit the production of such drugs? I tried to satisfy their curiosity buy saying that all drugs legal or illegal are potentially dangerous. For instance, an overdose of paracetamol may lead to insomnia, heavy consumption of cigarettes causes throat cancer, overdose of Chloropirne can destroy one’s sight. So, any type of medicament should be used according to your doctor’s or chemist’s instructions.

3.10.5 Mass Media Influences Drug Consumption:

In a second class discussion the main question I asked my learners «How can drug addiction be influenced by mass media? » The key words were agreed on: knowledge-attitude-behavior.

This chain of words can be of a double-edge interpretation as follows:



Then, mass media play a role in both strengthening and modifying youth's behavior. It is also the source of diffusing preventive messages having a link with the school daily interaction both learners and teachers. Acting effectively a method of preventing drug abuse may be born.

3.11 Learning Achievement Vs Anxiety.

Another, potential hindrance to learning is anxiety which is said to be strongly related to a lack of self-confidence and excessive introversion. Throughout my humble career and my class observations I could discover that learners who are too much introvert unveiled a higher degree of anxiety during tests and class activities. They most of the time take a longer time to retrieve information. Why does it happen? It will be analyzed later within the present chapter: I also noticed that often show greater cognitive control.

Contrary to introvert and anxious learners. I could find out that my extrovert learners don't worry about accuracy, they are ready to take risks to learn English language, even if they make mistakes. The anxious-introvert learners can work in private and be very active, they think of the choices of whether to mix with other classmates. I could notice that such learners face an anxiety-inducing factor which live performance in oral assessment, in English language in front of others. Great Britain's famous statesman and Prime Minister Winston Churchill wrote:

I wrote my name at the top of page ...but thereafter I could not think of anything connected with it that was either relevant or true. Incidentally, there arrived from nowhere in particular, a blot and several smudges. I gazed for two whole hours at this sad spectacle; and then merciful ushers collected up my piece of foolscap and carried it up to the Headmaster's table.

When my third year learners read the above quotation, they made different comments and criticisms such as: we didn't think that W. Churchill was "nul" others said «that he dyslexic? » another one commented « Mr. Churchill was very fat c'est pour ça qu'il ne peut pas penser», some others added «comment il est devenu premier Ministre s'il ne s'avait pas écrire? », but another group agreed on the fact that any one of us can face the same situation when we don't know what to write in tests or exams.

Throughout my teaching experience, I could realise that learners' mood and family background have a great deal to play in academic achievement. First of all, when learners are confronted with an official testing or ritual a lot of them, even if brilliant, are stricken or too much anxious. Second of all, learners issued from very strict-education families, i. e, where children are not allowed to express themselves and give their opinions. Third of all, when children are victims of parental moral or physical violence. The fear of not to say or write something correctly interferes with in their learning. Anxiety distracts them from thought orientation what they wish to do, remember or would like to achieve. This can be represented further as follows:

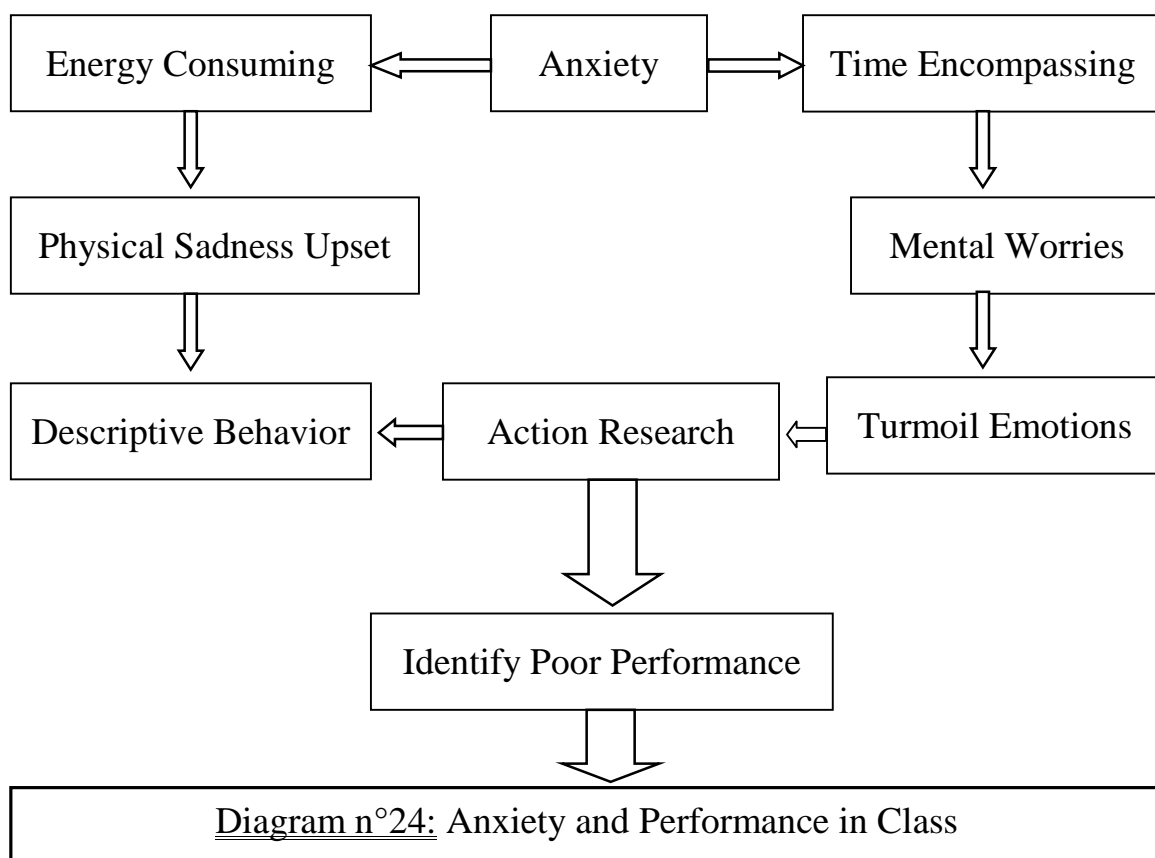


Diagram n°24: Aims at demonstrating how anxiety influences adolescent classroom achievement and how conscious educators (teachers) intervene to locate areas of deficiency.

3.12 Learners Fear of Failure:

During another March-April 2004 (3L / 3S) class discussion I asked my third year learners aged 17 to 21 the question: how do you define school failure? Most of the learners answered that failure is when they don't pass a test or a term examination. Some of them said that they fail when they don't

revise their lessons while others advanced that their failure is the result of questions which have no relation with the lessons studied in class. Among 160 learners questioned, 40 answered that they fail when they hesitate which information to write or say and that they are often afraid to repeat the same mistake done in a previous test or exam.

3.12.1 Definition: what is failure?

Failure can be interpreted as the result of improper or insufficient effort; it acts as a challenge to renew striving. Failure can also be defined as a confirmation of suspicions about individuals in competency.

3.12.2 Encouraging Efforts:

First, after having analyzed my learners' answers concerning their attitudes towards failure, I should manage learning and pedagogical activities so that students/ learners are exposed to less failure. Second, failure is most of the time related to factors beyond teacher or learner's control. Third, if failure is properly interpreted by learners it would act positively and promote the eagerness to persist. Fourth, learners consider that test and exams outcomes are the major determinants of teachers' rewards or reprimands and that it may be remarked that the majority of teachers reward good performances and reprimand failure whether the learner is dull or bright. Fifth, we tend to reward effort and we should say it to the whole class in order to motivate slow-learning to do better in the next test. Sixth, teachers must negotiate the learner's fear of failure and promise to reward his slight effort irrespective of ready ability. Seventh, any teacher should show a disposition to reward low-ability learner's occasional success. Eighth, there should be a deep teacher's education about helpless children who repeatedly fail due to causes originating from family background or other environment specificities (this last point will be referred to in chap - 4 -).

3.12.3 Learner's Acquired Helplessness:

This phenomenon was at the beginning studied in laboratories. It was first attributed to loss of hope and a state of depression (see 1980 and Dweck, 1994). Then Coyne and Lazarus, similarly described learned helplessness as a profound belief that no matter how hard or how well the individual tries failure dwells an inevitable outcome. The acquired helplessness was tested on animals to condition their degree of fear. In the first stage, dogs were subjected to an electric shock from which they could not escape. In the second stage, the dogs could avoid the shock by performing a routine tricks. But most

of the dogs continued to demonstrate symptoms of passivity and for yawning, had they occurred in humans would be equivalent to boredom or indifference.

At the beginning of each school year since 1995, I asked third year learners the question « why didn't you succeed in your Bac exam? » or «do you intend to work hard this year in order to get better grades in June? » it early each year I get the common answer from most of learners who failed in their Bac « les enseignants trichent, ils ne corrigent pas bien» others say «ce qui les intéressent c'est l'argent» some say « j'ai bien travaillé mais j'ai pas réussi, je suis sûr », another remarks «pour un 9,95 j'ai échoué ce n'est pas juste, ce n'est pas juste, Dieu les punira», of course, there are discrepancies between science stream, learners and literary streams ones. The formers put their failure on subject matters such as Philosophy, Arabic and Geography while the latter blame Mathematics, Philosophy and French. But both unveil low grades also in English language even if science stream learners get better grades during the academic year.

But there is another category of learners who don't succeed in their Bac exam who are so sad that they answer « I think that success is just plain luck or other factors I cannot control, so there is no point for me to study at all » or « I believe that finding a job and earning money is better than coming to school nowadays, I am sure that I will never get good grades in Philosophy, English or Maths ».

From an attribution perspective, such comments may be understandable. When I analysed such behavior on the part of very young people, I could draw the following: the learners show an acquired helplessness, the pattern of failure is well-established in spite of the efforts to understand why it happened, regular classroom learning required me to make pupils in front of a series of tasks (say grammar transform sentences from active voice to passive voice).

I noticed that the majority of learners can't solve the problem because the tenses were complex and contain vocabulary they are not familiar with. At the same time, the pattern of failure was well established despite the learners' continuous efforts to succeed. Two days later, I gave the same learners a simpler version of the same tasks. I believed that time tasks were solvable but in vain, learners again failed to give appropriate solutions to the tasks.

This importance hides feeling of despair, frustration and even anger and hostility.

3.13 Affect and Language Learning:

3.13.1 Definition:

Affect is another factor which can influence the learning process. It institutes aspects of emotion, feeling mood and attitude which condition general behavior. In 1982, Burt, Crashen and Dulay together said that one's affect toward a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and its resulting effect on one's emotions.

In 1990, Damasio made a clear distinction between emotions and feeling: emotions being changes in body state in response to a positive or negative situation and feelings being perceptions of these changes. It should be noted, mainly concerning teachers, that both affective and cognitive sides are complementary. They constitute a firmer basis for the learning process.

3.13.2 Affectivity and Individual Factors.

Throughout my modest experience in teaching I could observe and feel that there are specific learners' attitudes which are related to their low-achievement in English language. These factors are inhibition anxiety, introversion, self-esteem, extrinsic and intrinsic motivation, empathy and classroom transaction:

3.13.2.1 Anxiety:

In 1989, Heron termed it: existential anxiety which I would represent simply as follows:

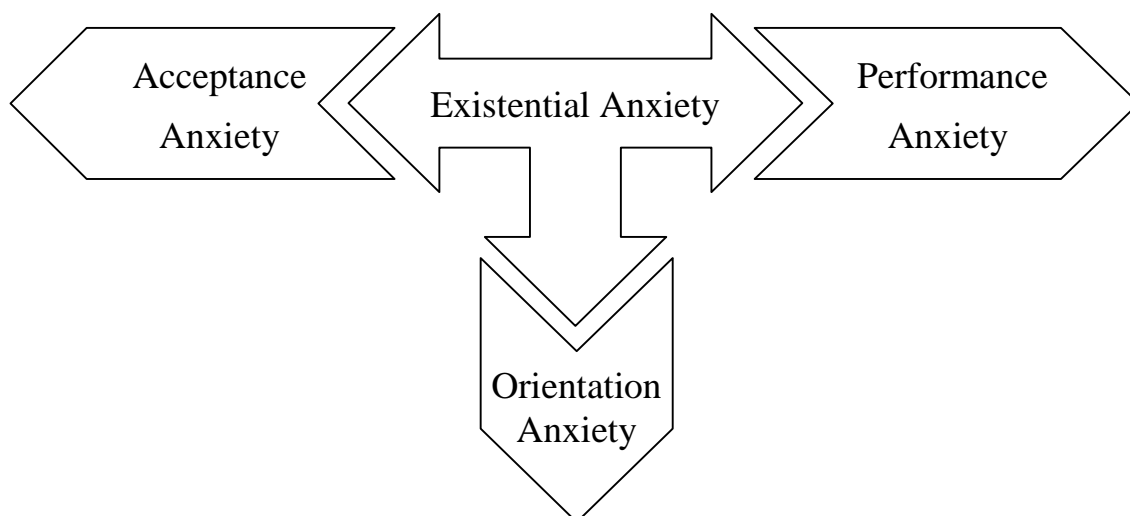


Diagram n°25: Anxiety Deviation

Such anxiety carries three components each one of them is relevant to a language learning situation within a classroom. When I wanted to enquire about the sources of my pupils' anxiety and fear to assimilate and study English language, I asked learners: why don't you take part in classroom discussions? Why don't you do your class or home tasks? Do you feel the need to speak and express your self?

My questions were welcomed by pupils so there was such a competition among them. Some learners answered that their English language teachers rarely spoke in English, others remember their teachers in Middle School telling them «vous êtes des ânes vous n'apprendrez jamais rien en anglais » another learner told me « our former teacher of English does not permit us to make mistakes in writing » he was interrupted by another pupil who added, «Notre Prof d'anglais et même des autres matières nous disaient si vous n'êtes pas sure de dire une réponse juste, il faut vous taire».

Factors of performance, orientation and acceptance should be included in teacher formation syllabus so that they are installed how to understand their learners' personalities. What interests me is to unveil what affects foreign language learners' achievement: anxiety. A lot of learners are constantly ridiculed or reprimanded for wrong answers in class, others feel very deep past distress mainly linked to childhood such as parents divorce, separation or reciprocal violence some other learners carry uncured past injuries which affect their present learning situation such hard emotional survival, being denied the opportunity to express his thoughts or talk about his feelings or

give his opinion in front of others either parents or elders in general, this is referred to as “archaic anxiety”.

In case anxiety rings over a classroom it affects negatively the learning process. Anxious learners are nervous, afraid and perform poorly and get weak grades. The cognitive side of anxiety is worry. Worried learners lose efforts and waste their energy that should be received for processing and memory. Anxiety is a major hindrance to foreign language learning. How to reduce anxiety will be discussed in chap -4-.

3.13.2.2 Inhibition:

When does inhibition develop? It is agreed that when as children, individuals try to identify a self that is distinct from others at that moment the child’s affective traits start to form. A sudden awareness emerges to protect a “fragile” ego. Thoughts of isolating the self seem necessary to the child to avoid whatever contact which may threaten his “self”.

The learner’s ego can become very weak if he is often exposed to strong unnecessary criticism from teachers, friends or even parents. Then when the “ego” is weak, the inhibition walls become higher and higher. As the language ego, is being built, aspects of language (syntax, phonetics, semantics, lexis.....) develop and firm language boundaries are being acquired, too but, most of the time learners don’t master language rules and are less conscious about various foreign language forms.

One of the concerns foreign language learners unveil is the question of errors. They feel their future threatened because of consecutive mistakes when trying to practice English language. They have to face criticisms as follows:

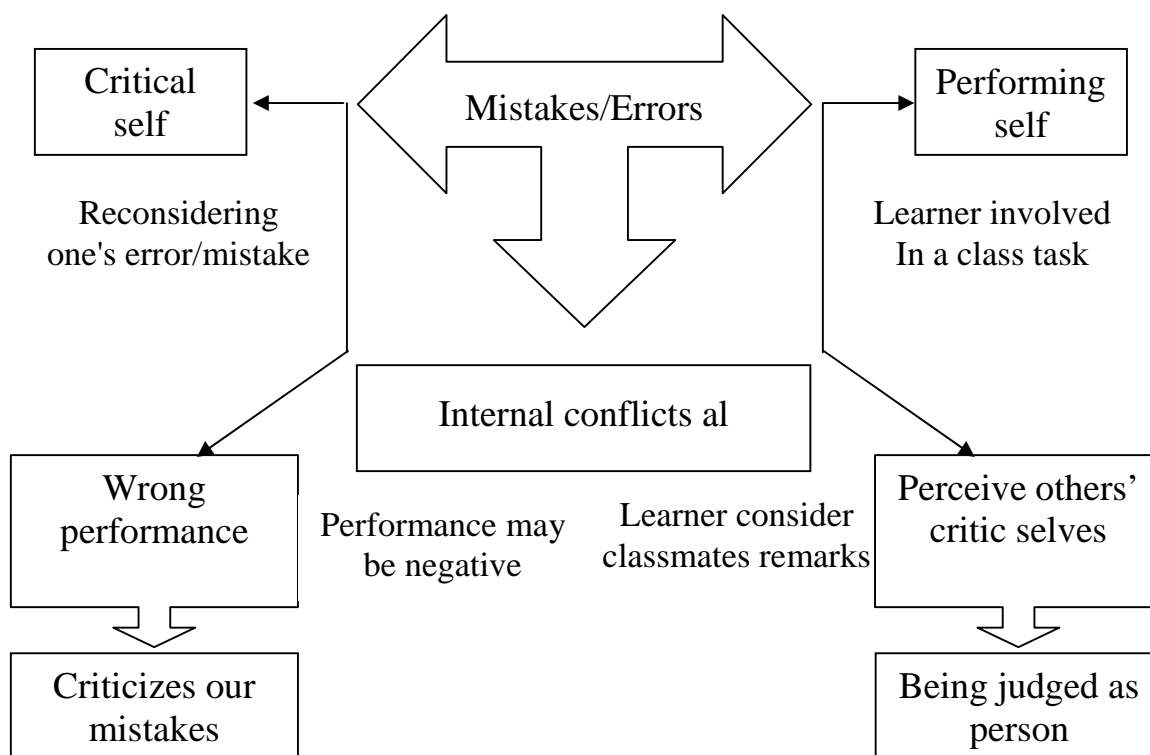


Diagram n°26: Learning and Mistakes

The role of the teacher in today's language classroom is to take into account all the affective elements which may inhibit their learners to set up an appropriate error correction policies suitable to every learning situation. In my opinion, reducing ego barriers and excessive inhibition via modernized foreign language teaching approaches will certainly create a new learning atmosphere which encourages free communication and allow learners to take risks without feeling each time embarrassed.

3.13.2.3 Introversion (already referred to).

One cannot refer to introversion in language learning without opposing it to extroversion. Teachers, sociolinguists, educationalists define extrovert learners as outgoing and talkative so, better language learners since they often seek opportunities to take part in classroom tasks and engage in discussions regardless of making errors. On the contrary, introvert learners are considered as less apt language learners, they appear too reserved, too self-restrained.

Unfortunately, most of teachers' rarely take into account the spread of elements such as introversion and extroversion among language learners. Some teachers consider extrovert learners as disruptive and disturbing

classroom atmosphere and they reduce them to silence whenever they try to participate and give their points of view concerning topics for classroom discussion. Some other teachers consider introvert learners as stupid and not ready to achieve any goal or unable to make efforts to improve their low, learning level.

Teachers whether “novice or professional” should bear in mind that there are some types of classroom activities which suit extrovert learners and others which are appropriate for introvert ones. One should avoid excessive sensitiveness towards some of this learners’ lack of expansiveness or sociability when participating in role-plays or conversations. Instead of shooting reprimand, teachers should gradually lead their learners to guess the importance of such dynamic tasks. Otherwise, the introvert learners will likely to develop a long-term feeling of despair even in their future career as adults.

3.13.2.4 Self-esteem:

It is the unavoidable evaluations one makes about one’s own worth. Like the ego, our concept of our self develops since early childhood. Gradually attitudes, beliefs and new experiences are affected by the preceding existing notion of: who we are and the need to protect our fragile self. It is so important for any teacher to be informed about the case in which some learners need emotional help in order to orient their thoughts and knowledge they strongly believe are the true ones. A lot of learners hate classroom atmosphere because they don’t receive any encouragement or support vis à vis the efforts they make. As a consequence, some of them develop a new learning obstacle which is introversion! Self esteem can be divided into three levels as follows:

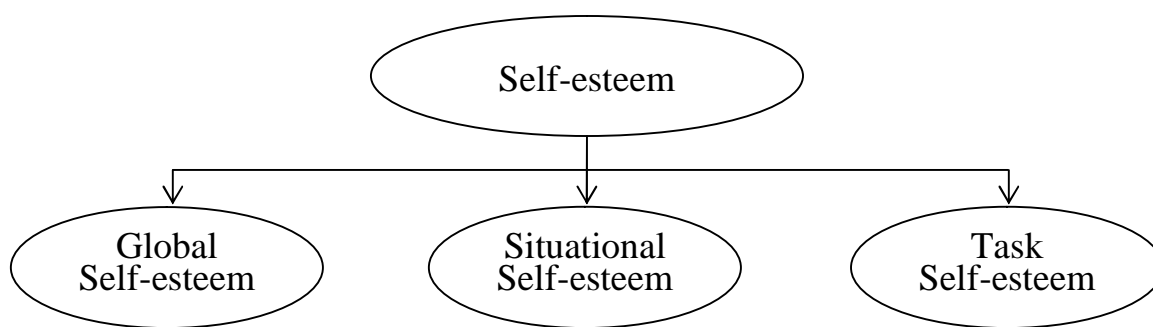


Diagram n°27: Levels of Learners' Self-Esteem

3.14 Overloaded Syllabus and Over Crowded Classes.

My deep interest and concern has been constantly growing toward teaching syllabuses content in comparison with the number of learners within each class. To be more practical, I distributed questionnaires to learners in the first term of 2004 then I gave another type of questionnaire to my colleagues. (Refer to appendix (B) p152).

As far as third year learners are concerned, I first wanted them to be clear, frank and express what they think about the different teaching programmes in general and the English language program in particular (I explained both categories of my informants to answer in English, French or Arabic).

The first question I asked third year learners is: How do you feel when you come to school in the morning? 120 put a tick (✓) next to upset 40 put a tick (✓) near normal 20 put a tick near motivated and 20 remaining learners didn't answer the question.

The second question: What is your opinion about your classroom learning environment? Among 200 informant learners, only 40 enjoyed it, 60 didn't care about it, 100 didn't appreciate it all.

The third question was related to the learning syllabuses, what is your opinion concerning the academic year programs? 150 learners agreed that most of the programs are very long and that some of them are not important to their studies. Some of them wrote in French: nous sommes une classe de lettres pourquoi on nous enseigne les maths? Or pourquoi nous étudions l'histoire et la géographie et même la philosophie, alors que nous sommes une classe scientifique? The other 50 informants said that English language

program is difficult and we must study English from 8 am to 10 am and not at 11am or 4 pm. However, 180 learners said that the classrooms are over crowded so we cannot follow all that the teacher explains and if we don't show attentiveness we are neglected by our teachers and we obtain low grades in tests and exams.

I submitted questionnaires to teachers from Ennadjah Secondary School, Telagh, Drâa Fatima, Hocine Hocini, and Inal Sid Ahmed all these in Sidi Bel Abbés. The number of teachers questioned 50.

I asked them the same question I asked learners at first: How do you feel when you come to school in the morning?

All of them answered, we feel tired and sad. Others added: We don't know if the learners will be in good mood or not.

The second question was: Do you think your subject-matters syllabuses are suitable to your learners needs?

There were discrepancies concerning reactions towards the second question. Most of the teachers agreed that the program are very long so they do not have enough timing to end them before the two first weeks of May. While 20 others argued that programs do not suit our learners needs and levels, in addition, most of our classes are over-crowded and too much noisy.

The third question was: don't you think the teacher is responsible of bad learning achievement?

Experienced teachers just said: each starting school year we and headmasters talk about this problem but no solutions are given to us. But new teachers seem dynamic and answered we are fresh, so we think we can do something to change this pessimistic atmosphere but we need some help from « ancient » teachers.

3.14.1 Case Finding Analysis.

Throughout the analysis of both learners and teachers answers of definite and clear questions. I could find out that there is no democratic framework of relationships within the school. There is a hidden wish to set up negotiation that the syllabus or its components should at any time be pre-determined. At the opposite side, one should work according to a centralized educational system prevailing curricula, textbooks and official exams (BAC/BEM/BEF.....).

Most of my informants whether learners or teachers unveiled their profound dissatisfaction about the length of syllabuses and this leaves no premises for exploring options for new elements of negotiation regarding motives for classroom use. More than that, another crucial problem is the difficulty to organize and manage any classroom management has a great contribution to make the learning process objective. This explains why both teachers and learners feel sad and moody even before they come to school.

Over loaded syllabuses will put learners in confusion states, less personal investment, less motivation associated to ignoring learning styles various levels, individual needs within a single classroom in which the teacher either concentrates his efforts on a motivated minority learners or just tries to establish discipline and keep noisy learners calm!!

3.14.2 Negotiating Learning Outcomes.

An important question need to be asked: what is negotiation in the educational system? Negotiation typifies the manners and techniques we use to communicate which are written or spoken texts. Then, is our school environment ready to adopt teacher-learner negotiation of meaning? This is the core of a problematic situation. Even if it is known that when negotiation is installed in the school and the classroom, there will be a clear reduction of doubtful learning and communicating to an extent that renders any pedagogical operation easy-going and less-effort demanding.

Negotiation has got a socio-cultural background. How can it be introduced in our secondary school if teachers themselves are not used to negotiate anything with their families, administration or with colleagues? Through a questionnaire submitted to teachers concerning learning and learners, the 40 informants answered that learning is important in order to acquire knowledge and that there is no sense to life without learning. The next rubric of questions consists of language learning, teaching hindrances and how do teachers cope with classroom incidents. Teachers answered that they faced problems in English as a foreign language because they don't carry a solid background of linguistic rules. They most of the time use French and Arabic word to communicate something which requires to be studied in English. They added that they themselves encourage learners to use French or Arabic (L_2 or L_1) to communicate orally or in writing. Most of the informants (30) agreed that they remain calm in front of emerging classroom incidents. While the rest of informants said that they undertake legal measures to end up any disruptive problem in their classes.

To analyze the teachers' answers, I can say that any classroom management depends on the teacher's interpretation of the official syllabus in order to set up decisions. I may ask teachers, and myself of course, do we allow learners to unveil their own interpretation of their learning syllabus? In other words, do we help learners to become autonomous, i.e, take charge of their learning? This depends on the teacher's initiative. Yet, the educational context in Algeria views autonomy as a "sin" all kinds of institutions may not enjoy. Radicalism in learning limits both learners and teachers negotiation liberties. What is lacking in our syllabus designing is a clear-cut objective which is to liberate learning from restrictions of schools. Because this doesn't happen, learners don't engage in socio-cultural aspects. Learners feel that they are just passive receivers of knowledge.

The growing role of technology in education creates more and more frustrated learners. There seems a degrading self-access to foreign language learning. The reason may be that the classes are very large so teachers cannot manage for learners' opportunities to practice the foreign language. Autonomy and independence of learning English as a foreign language are promoted by a general trend of "learner-centeredness". Then, teaching syllabuses are so overwhelmed that there is no space for a specific tendency to produce extra language learning sessions. More than that, autonomy and independence are concepts which are not easily integrated in our cultural values.

Language teaching methodology lacks cognitive-based approach to provide opportunities for varied exposure and problem-solving of natural situations. Learners need our help to develop their ability to operate partially independently with English language and when/ how to use it to communicate personal feelings, interpretations of daily situations. This does not happen, our learners feel personally inactive. Most of foreign language learners encounter poverty and lack of physical means which provide them meaningful strategies to reinforce their school work both inside and outside the classroom. As a result, a few of them develop a higher level of independence when they grow up as adults. Factors like self-confidence and motivation should shape the learner's ability and knowledge of language rules with reference to creativity. The following diagram illustrates what is said earlier.

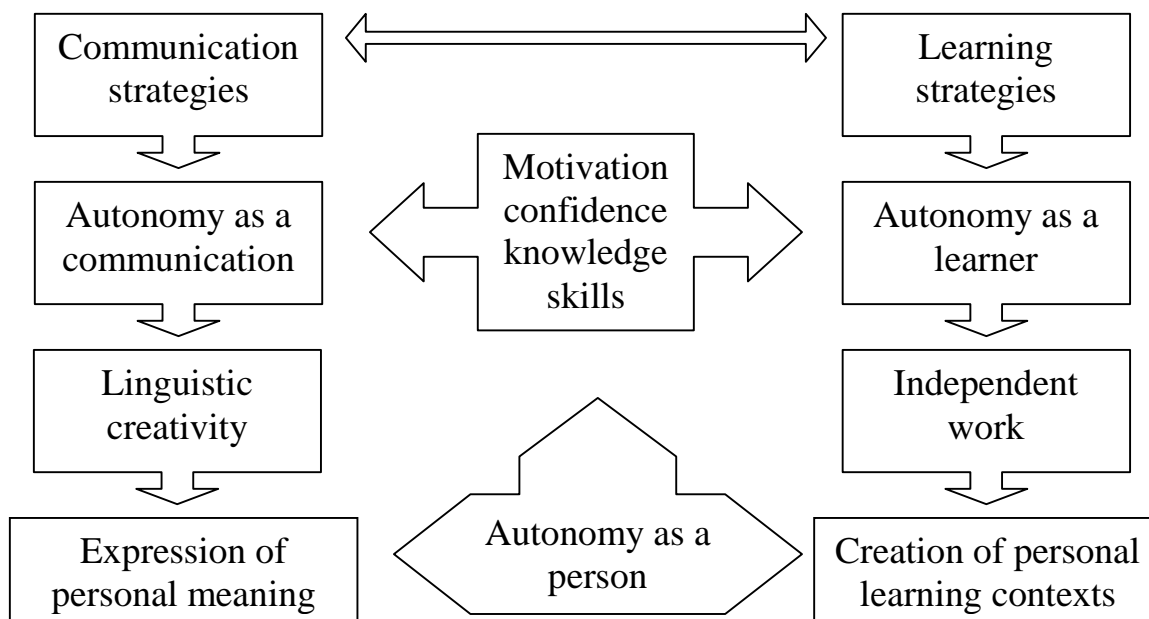


Diagram n°28: Develop Autonomy Through Language Teaching

Taken from: *Autonomy and Independence in Language Learning* by Benson Phil, Voller Peter 1997: 83

4 Conclusion:

There is an increasing diversity in the learners' population. There is an invasion of new technologies and new more efficient learning practices. There is a challenge to all those involved in the design of learning syllabuses and make sure that the needs of our children are met and satisfied both in the short and long terms. This cannot take place if learners' differences are not well assimilated as well as their actual implications and their vitality in reducing anxiety, boosting confidence, praising progress, encouraging reluctant learners to make better efforts. To sum up, a constructive criticism should lead to concrete suggestions to improve teaching and learning skills.

CHAPTER -4-

RECOMMENDATIONS & SUGGESTIONS:

A FUTURE MAP OF THE TERRAIN

Chapter -4- Recommendations and Suggestions: A Future Map of the Terrain

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Chapter -4- Recommendations and Suggestions: A Future Map of the Terrain

4 Introduction:

In this fourth chapter I intend to tackle two main aspects: pedagogical recommendations to teachers and syllabus designers; first, dietetic advice to both learners and parents based on questionnaires and classroom discussions. A balanced brain state reflects good step by step learning. This does not happen if psychological factors and the respect of a balanced feeding system are not respected. Second, on the light of what was written in chapters 2 and 3, I will try to develop a suitable practical platform to guide educators, parents and syllabus designers to re-consider suitable educational psychology and think of a future status of the teacher researcher because there is no objective practice without a constructive theory.

4.1 Feeding Affects Learning:

Our children's health and school learning go side by side, i.e, what our learners are fed can contribute to their success or their failure because our brain is directly influenced by the quality and the quantity of the food we consume. Then, two important questions can be asked: how does the brain use what it is fed? And to what extent can food help or hinder the learning process?

Among the 280 adolescent learners questioned about whether, they cared about their physical appearance or not. Most of them, 200 informants, wrote that they don't like to become fat or too much slim so they don't eat too much bread, fat, and that they consume sandwiches, juice, chips, soup... And 100 others say that they skip breakfast and lunch and they practice sport (jogging, aerobics...) but they eat yogurt and chocolate or cookies when they feel hungry starting from 10 a.m.

As I already referred to the importance of the food we eat and our brain which is the most complex of all the body's organs. It controls our mood, memory, breathing, heart rate, speech and emotions. The nutrients contained, in the food we eat contribute to make the brain in good working order. Being a control system, all types of messages move from neuron to neuron via neurotransmitters in order to register types of thought, emotions or movements.

4.1.1 Stress Awareness of Nutrition and Good Learning:

Various nutrients must be consumed for keeping the adolescent learner's brain work well. This can be illustrated as follows:

The neurons must be fed in order to carry clear messages, and the supporting structures should be maintained to ensure an uninterrupted trip for the messengers. (Hohmann, Chr. 2003 p10)

According to the previous quotation, the nervous system requires appropriate quality food to power all mentality activities through key nutrients such as: proteins, water, fats, vitamins, minerals and carbohydrates. They ensure the brain efficiency and give the learners great optimum occasions to learn.

A lot of adolescents unveil a fear concerning eating fatty food. But they should know that over one half (1/2) of our brain is made up of fat, i.e, each neuron is covered with fat molecules. So, parents should be informed that fat plays a great role in regulating circulation, memory, mood and inflammation cases. To prevent obesity or fatness, they control their children's fat products intake except the necessary amount for brain function.

What parents and educators should know is that one of primary sources of energy of the brain is carbohydrates found in grains, vegetables and fruits. They break down into sugar called glucose. In case the amount of glucose fluctuates, learners suffer from dizziness or mental confusion in class or even at home. A few conscious educators interpret such situation as distraction or apathy. However, eating an abundance of carbohydrates doesn't increase the learner's energy but it fluctuates blood sugar, i.e, a "sugar high" followed by a "sugar drop".

How far are parents familiar with proteins? 25 questioned parents have a mediocre knowledge about the sources of proteins which are essentially made of amino acids. The examples of food are fish, meat, egg whites, soybeans... They should be aware that if they don't care about the inadequacy of their children's consumption of basic amino acids over successive periods of time may lead to what is called protein starvation which directly affects the structure of the brain. For instance, if a learner eats a protein carbohydrates balanced breakfast he will gain a consistent morning to help him acquire new knowledge in class.

How are fats observed? And in which food we find them? A lot of informants answered that fat is found in butter, meat and bread and milk. Fats contain an amount of calories and parent should know that if adolescent learners consume calories in excess some of it is used as fat. They are called saturated fats found in food such as cream, cheese, beef, lamb, butter, milk and many oils like olive oil, avocados.

Do you know the source of vitamins and minerals? Most of my informants 280 learners, 25 parents and 40 teachers agreed that vitamins are found in the food we eat including fruits and vegetables while minerals are found in bread and fruits. What parents, learners and teachers should know is that vitamins and minerals are not produced by our bodies. To keep the learner's body in good health, reasonable quantities of both are needed. Vitamins help to promote and to facilitate chemical reactions in the body. Our daily food requires a big amount of vitamin C because our body cannot store any quantity any longer. Parents should stress sources of vitamin C and urge their children to consume them. It is hidden in potatoes, peppers, tomatoes, citrus, fruits, strawberries, melon, spinach... While minerals are found in almost all kinds of food we eat. Their primary role is to metabolize all what we eat. For the learners, minerals help them reinforce their brain energy and message transmission. Examples of minerals are magnesium and manganese. Food consumption can be divided into 03 groups: fun food, protein food and complex carbohydrates as follows:

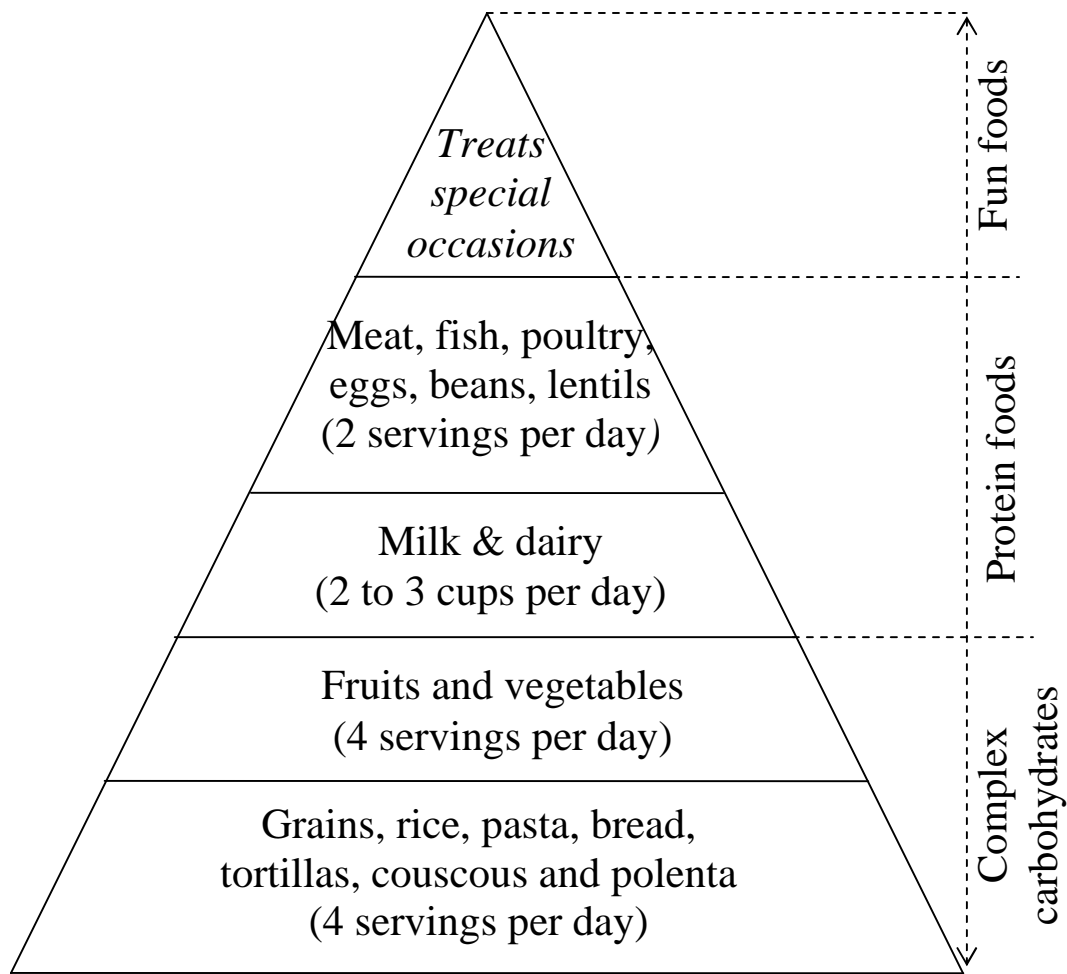
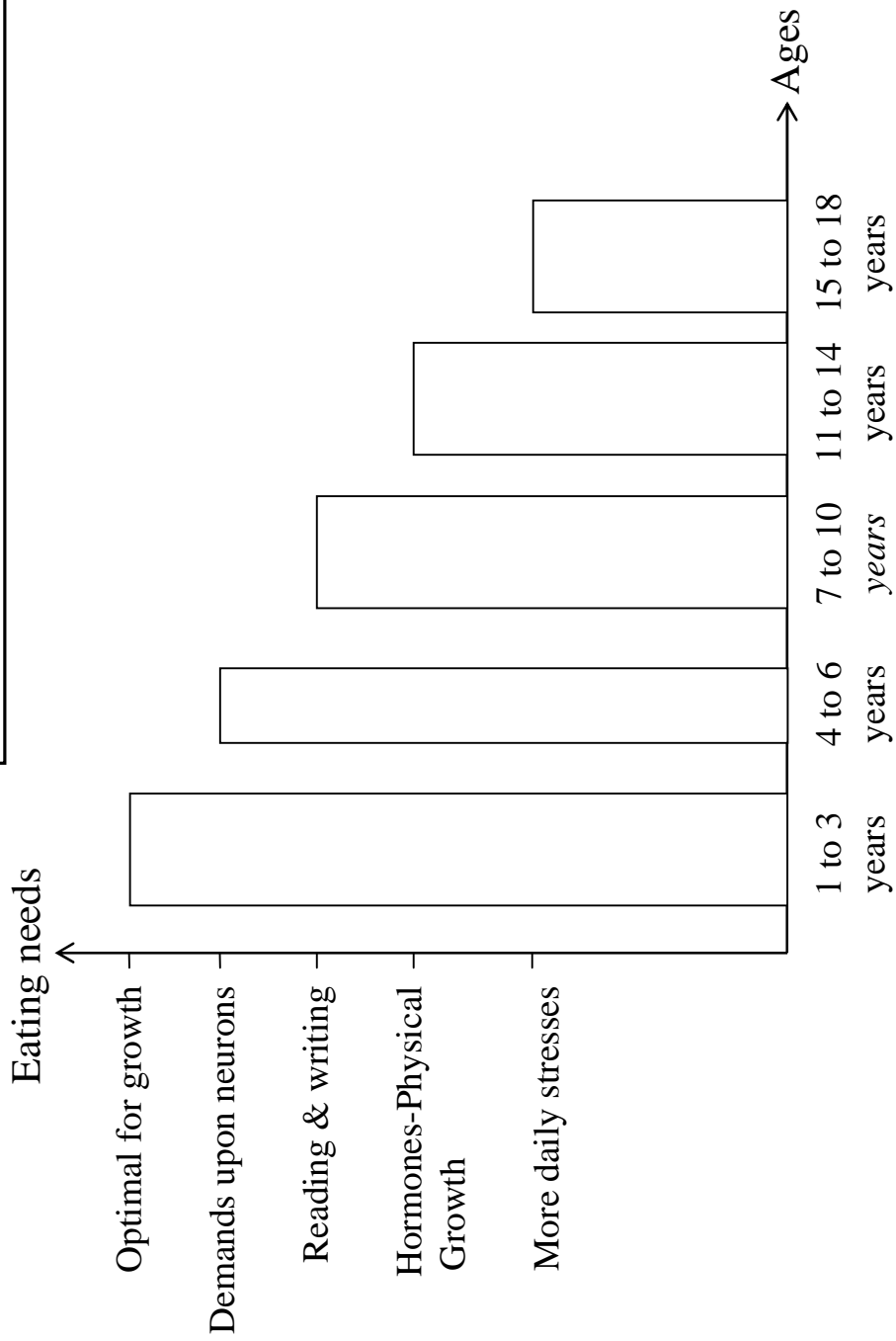


Diagram n°29: Brain and Food Pyramid 2004* Kelly Hammer

* a pre-school teacher and the founder of the Hammer Nutrition-Working to build healthier families (USA)

Bar graph: Ages and stages of eating needs



P₍₆₎ How eating affects learning

Starting from 11 years-old, the learner's need of food start to increase until beyond 18 years-old. From 11 to 14, children witness a quick physical growth as well as an increasing level of hormones which enhance the child's learning capacity and success at school. Instead, children aged 15 to 18 feel tiredness as they are sleepless and daily stress beings invading their daily life. To meet school requirements, parents should control what their children eat and even if they eat before coming to school or not.

4.1.2 How do learners develop eating Disorders?

A lot of teenagers are obsessed with physical perfection. Whenever they notice a slight weight they are ready to declare a war on it. The battle will be double edged. On the one hand, learners want to reach a good school achievement which requires a deep concentration. On the other hand, they care about what others think about them in class, in the street, at home or in parties. Both parents and teachers should create a specific environment where the adolescent learner can value his hidden capacities beyond the reflection of others... More than that, parents should not contribute in encouraging false messages transmitted by all types of media such as television, movie stars, magazine, internet and newspapers. It is better to teach teenager learners how to formulate independent critical thinking and face false destructive messages. Adolescent learners most of the time face a strong eating disorder associated with psychological stress such as Anorexia and Bulimia.

Any eating disorder is related to the family eating habits. So, it should be understood that the connection mind-body-spirit is vital to help the adolescent learner striving to overcome an eating disorder which is directly linked to school achievement. Can eating disorders be treated? First, determine symptoms if there are not any parents should concentrate on prevention. Second, take immediate action such as reconsidering the adolescent's new eating habits otherwise seek advice from a dietetician or a general doctor.

4.1.3 Characteristics of Health Risk Platform:

There are two signs of codeless eating disturbances: Anorexia, Nervosa and Bulimia. In the former, I noticed that most of my informants intend or have already experienced self-starvation. They view themselves as fat individuals even if their weight is considerably low. Also, they tend to make exercise for fitness even if their body structure cannot bear physical effort. In the latter, learners overeat but they are afraid to become overweight some of them force themselves to vomit or take laxatives.

Anorexia can be accompanied by many severe or deadly complications, many learners suffer from. Among them: hair loss, muscle tissue loss, digestive disturbances, slow heart beats, menstrual irregularities or cessation, anemia, altered brain size and function, cardiovascular abnormalities and impaired renal function.

Another symptom is Bulimia. Its aspects are: vitamin deficiency, tooth decay, muscular weakness, central nervous system disturbances, enlargements of salivary glands, gastrointestinal disorders.

4.1.4 How can Parents Prevent their Teens Eating Disorders:

Preventing adolescents' eating disorders can take different forms. Some of the following may be preventive methods:

- 1- Strive to not make the teenager feel too much responsible about his eating disorders or the family's well-being.
- 2- Try to oblige or drive your child adolescent to go on diet but supply nutritious meals otherwise he will adopt random or unhealthy eating habits which may accompany him for a long period of his life.
- 3- Parents should review their personal attitudes concerning weight and appearance. They should inform their children that human bodies carry genetic differences.
- 4- Both parents and educators should control the content of messages they transmit concerning "chubby" teenagers and show them that even if they are too slim or overweight their value lies in their hidden talents.
- 5- Avoid labeling when setting up objectives and dreams for the family, i.e, do your best to not emphasize physical appearance mainly for girls.
- 6- Try to get the adolescents used to critical skills by telling them that a lot of movie stars and other celebrities lived unhappy in spite of having "perfect" bodies also avoid categorizing food as good or bad.

- 7- Teachers should encourage their learner's self-respect of some of his talents based on athletic, intellectual and classroom activities.
- 8- Both parents and teachers should be good models. First, by eating reasonably and favoring physical exercise to be in good health and fit. Then, teach adolescent learners to make on the quality of what people do and how you can benefit from each other's experience and knowledge but not about how fat or thin they appear.
- 9- Never ridicule the adolescent because he eats too much or eats less than recommended norms. Behaving in this way, the child will drive himself to eat randomly.
- 10- Show to your adolescent child that you love him whatever his physical appearance or what others think about him.
- 11- Offer the adolescent learner appropriate directions about eating habits and teachers should be involved in making their learners be cautious about documentaries and advertisements which refer to eating disorders which bulimics and anorexics use as strict guides.
- 12- Both parents and teachers should develop a concise observable attitude to deduct adolescents developing eating disorders in order to use them as guides to gain weight or have a slender body. Anyway, consult a doctor or a dietetician.

4.2 Prevention Adolescents from Drug-Use:

It has been referred to in chapter -3- that no teenager can be considered immune from drug attractiveness because there are ready factors which involve teenagers in drug circle. First, the availability of drugs makes it ready at hand. Second, drugs are attractive and a lot of adolescents witness the high promotion of cigarettes and drugs via movies or advertisements. Third, adolescents learn what they live, the attitude of their parents towards smoking, alcoholic drinks or other products may shape the adolescent's behavior. Other factors which can exert a direct influence on the degree of his readiness of consuming drugs or not are represented as follows:

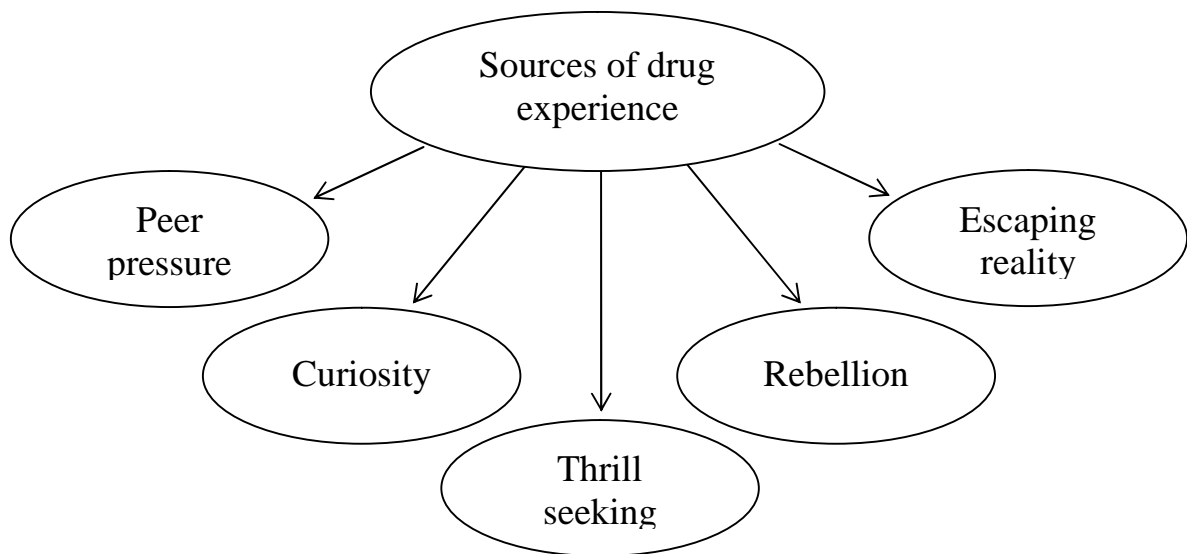


Diagram n°30: Factors Encouraging Drug Use Among Adolescents

Since the biggest majority of our adolescents attend school they are constantly at great risk of mutual mix behavior imitation. Early and middle adolescence, face a strong need of peer group acceptance. Parents and teachers should train adolescents to say "No" if they are confronted with a situation of experimenting cigarettes, alcohol or drugs. Their peers may try to persuade them that tasting doesn't mean that they can become addicts or that if they wish to take part of the group they should behave in the same way as the rest of the group members. Then, even if your child lives in isolation some curiosity drives him to ask himself some questions such as: Is smoking good? Or how do people who consume drugs feel? Because television and environment invite him to this inevitable questioning. This may grow into just sampling or to experiment and addiction as a sign of independence from family strict educational norms and oppression. Such adolescents are first detected in class, as a teacher I could discover a few learners who believe their life boring, meaningless and hard. Of course, this somehow appearance of joy and contentment is temporary. What comes later is painful and influences school achievement in general, physical appearance and health. This can be avoided if teachers and parents coordinate their efforts with the participation of the administration staff.

4.3 Preventing Drug Addiction among Adolescents:

I think there are no guarantees that at least smoking won't affect one child of even families which hold strong values and regularly talk about toxic

substances addiction. When this happens, basic principles should be taken into consideration. First, one must not ignore the problem otherwise, the family life and the adolescent's schooling will turn inside out so, talk to the adolescent and to his parents in case you discover some suspicious behavior due to cigarette smoking or any other drug.

Next, don't attempt to shield the drug addict from the negative consequences of getting himself into trouble in class or at home. Then, a lot of parents unveil a lot of self-blame when they find out that one of their teens is smoking or had a one time alcohol drink. Then, do not let your child feel that you are guilty but let him some responsibility towards the success of his studies. After that, try to get in touch with the adolescent's favorite teacher to obtain more open discussions and information. And, warn your child if you notice he is hanging out with the wrong crowd or if he often goes out after school or stays out late without giving you comprehensive responses. Finally, don't be violent or too much menacing because you cannot expect what an adolescent in turmoil is capable of.

4.4 A Healthy Adolescent Learner:

The common dimensions of human-kind are to be emotionally, physically or spiritually and relationally in good health. The adolescent's life is like a car, four wheels are needed so that it runs.

4.4.1 The Adolescent's Physical Health:

How far, is the child physically fit and how properly he grows? This is directly related to the parents' readiness to prevent disease whenever possible and seek appropriate treatment as soon as symptoms start. Because the teenager needs balanced nutrition rest and regular physical activity in order to cope with school learning requirements. There are cases where teenagers face difficult physical challenges such as congenital illnesses, diabetes, anemia, asthma and weak vision. Both, parents and teachers should encourage them to accomplish similar tasks as the ones done by physically fit learners.

4.4.2 The Adolescent's Emotional Health:

The adolescent's mental faculty in good state has a direct link with emotions. That is to say, parents should train their children to control their emotions and to cope with any situation be it positive or negative: gradually, the school -with the help of the teacher- will shape the adolescent's emotional health enhanced by care, affection, security and parents-child relationship. If parents acquaint their children with basic principles of fair behavior, they will

certainly make conscious decisions concerning how to respond to a classmate's misbehavior or a teacher's bad mood at 8 am!!

4.4.3 The Adolescent's Sociability Health:

The adolescent's sociability can be defined as the well-being of the degree of his relationship with his environment including: parents, teachers, classmates' friends, neighbours and the community as a whole. First, parents should involve their children in healthy relationships and protect them from having their personality polluted with dangerous acquaintances. Second, teachers spend a considerable amount of time with adolescents in class, stadium, drawing and arts. So, they should teach them how to adapt step by step discerning contacts with others. As a teacher, I have learned that my adolescent learners' rebellion and aggressive misbehavior in school and in class in general was mainly due to their families backgrounds. What will happen if parents themselves cannot develop healthy relationships? This exposure will negatively influence children's behavior outside the home. If parents are too much introvert, their kids will learn the same behavior even though they go to school. That is to say, when classmates and teacher interact or negotiate meaning, learners suffering from toxic sociability would either become angry, selfish or more isolated and this situation would never help the learner integrate in class and, thus, succeed.

4.4.4 The Adolescent's Spiritual Health:

Although there may be people who will not agree with me that spiritual education is the most important part one should consider. Nurturing children's religious beliefs so that not to leave to parasite-like interventions from people who either ignore basic things about our religion or are sure to send all people to hell!

Besides parents themselves should carry a considerable background concerning our religion "Islam". They should emphasize in their children as early as possible that our religion is the source of human dignity, tolerance, mercy, justice, good behavior, freedom of expression, extraversion, scientific research... Naturally, this cannot happen without sustaining what either parents or teachers transmit to adolescents with example from the "Koran" or the "Sunna" in order to make them enjoy what they hear and appreciate what they read. Then, remind them that as Muslims we must learn how to accept what is different and new and remind that people are equal regardless of their color, language, culture or other background. People differ in terms of the degree of their fate and the good actions they spread in their environment.

4.5 Breast Feeding and the Intelligent Learner:

It is agreed that a regularly breastfed baby is automatically a well-fed baby. Researchers, international academics of pediatrics and the World Health Organization (WHO) also endorse it as the best way of feeding a baby.

It has taken decades of deep investigations to prove that the mother's milk is the sole substance which can never be replaced by any other artificial liquid. It is a complete nutritional food. It is formed of balanced nutrients which are essential for the child's optimal physical growth and mental development. It also carries elements which protect the child from contracting chronic diseases or acute ones. In October 2005, the United States Breastfeeding Committee published a report about the benefits of breastfeeding in comparison with formula-fed children:

- 1- Are healthier or have fewer symptoms and shorter illnesses.
- 2- Score higher on cognitive and Intelligence Quotient (IQ) and tests of visual acuity.
- 3- Have a lower sudden infant death syndrome (SIDS) such as meningitis, ear infections diarrhea...
- 4- Have a lower risk of obesity in adolescence.
- 5- Have a lower risk of juvenile onset diabetes.
- 6- Are protected against asthma and eczema.

Both new and expectant mothers should consider the benefits of breastfeeding along with its immediate and lifelong advantages including feelings of attachment between the mother and her child. More than that, exclusively breastfed children will do better in school, be more confident and less anxious.

4.6 Breakfast Helps Improve Memory:

Parents, teachers and learners must know that having breakfast regularly contributes highly in enriching the adolescent learner's memory capacity at the same time it affects positively all the skills that require storing new information. Why is it important for adolescent learners to have breakfast? This question can be answered if educators play the very role of an observer that a hungry child can be apathetic or irritable when facing new or difficult tasks.

Breakfast is essential to successful learning. Conversely, it has been registered that a lot of learners prefer to drop breakfast because they believe it is time consuming and that ten more minutes sleep are more beneficial to be energetic in the morning. More than that many girls think that by skipping this morning meal will certainly help them maintain an illusion-like perfect body!

It should be known that skipping breakfast has never been a weight reduction measure nor to remedy the previous night deprived sleep. Parents should consider breakfast as a necessity not an option. It is obvious that an adolescent in a secondary school who begins his day with a growling stomach because he didn't have enough time to eat his breakfast or that no breakfast was served at all cannot assimilate lessons presented by the teacher because he is not mentally and physically prepared to follow any classroom provided activity. We must clear the dust from the reticence of implementing school breakfast programs all over our country, Algeria. Doing so, academic achievement will increase among our learners.

4.7 Review School Breakfast:

There should be open wisdom as to launching such initiative and to integrate school breakfast into our educational system. Because providing an effective school breakfast will ameliorate adolescents learning readiness. A colleague of mine send me an e-mail on January 10th, 2005 after the spread of school breakfast in Minnesota state U.S.A, « last year, I saw improved concentration. This year, I see less aggression and improved attitudes ». This means that school breakfast has a great impact on learning readiness and mood of the adolescent learner.

Pilot researchers must be done in order to investigate the great improvements to be found in terms of attendance, performance, punctuality, memory among learners who regularly have breakfast at school. New laws and specific school regulations need to be voted in the parliament. The time has come to integrate school breakfast into our daily educational system. Why not set meals for achievement or an efficient school breakfast-program with the participation of parents who need to be informed about the importance of such project. This cannot be brought into practice without a firm decision-making policy which coordinates efforts and ideas of all concerned organisms and parties and give up believing that one wave has all answers. In fact, we all have a fair share of bad ideas and decisions.

We need to think about preparing our learners for a successful educational experience via a balanced nutrition program. We don't have the right, then, to carry on permission of strong deficit between adolescent learners' need of good education and their God-given right of balanced food in order to grow up and meet this need. I have always been able to diagnose hungry children, my colleagues often tell me that such learners are just lazy but in fact they are very hungry. Thus unable to benefit from all activities school can offer.

4.8 School Breakfast and C.B.A (Competency Based Approach):

This approach stresses productive skills which are very demanding for learners since they must remember what they acquire in all subject matters including English as a foreign language. In English, the learner is asked to use different mental faculties: memorizing, summarizing, synthesizing, negotiating, analyzing are basic requirements for learning skills such as reading, writing, listening. Such operations cannot succeed unless the brain receives enough varied vitamins and nutrients, i.e, the adolescent learner cannot make mental efforts if he feels hungry.

We should teach our learners how to apply the knowledge they possess. How they solve problems and how they react in front ambiguity through objective analysis and reasoning. It is paramount to install in our daily activities the notion of problem-solving and critical thinking. Nevertheless, schools should be considered as extended families. So, a healthy family is the one which helps its children become healthy and integrated in all the family needs and concerns. It is crucial to reinforce to importance of being ready to learn and that learning is more than acquiring new skills because of the new teaching approach. The question is how is the learner physically and mentally ready to apply what he receives in appropriate situations? The answer may be, to reach such degree of awareness, education policy makers must stress the role of schools to contribute to good nutrition habits and provide specific budget to help needy families to feed their children well before coming to school in the morning. More than that, there should be a well-equipped cafeteria in each school to allow adolescent learners buy sandwiches, cookies, coffee at reasonable prices. Thus, we will gain the opportunity to introduce a basic nutrition education.

4.9 Creating a School Breakfast Program:

Time has come to ask the following questions: is poverty related to hunger? What is the aftermath of persistent hunger emotionally, behaviorally and academically? Have we reached maturity about investigating national intake nutrient profiling enough data? My own investigations have taught me daily intake of some fiber, vitamins and minerals are nearly below the recommended amounts, while other nutrients such as calories or saturated fat reach quantities beyond recommended norms among adolescent learners. I also, discovered that there exist a particular group of learners who are at a specific risk of nutrient deficiency. Such children come from low income backgrounds or are poor living in large families, or divorced parents where the child finds himself living with his mother and a father-in-law or living with his father and a mother-in-law.

Establishing, a school breakfast program to fight hunger in our educational institutions. This leads us to ask the question: what is hunger? Hunger has recently been defined by the W.F.O as « the uneasy or painful sensation caused by repeated and unvoluntary lack of access to food ». A lot of learners experience moderate hunger thus they suffer from psychological consequences. That's why making breakfast free would certainly help learners who come from poor backgrounds. By doing so, we will certainly witness long term effects of school breakfast on learner achievement in class and maintaining the health and the nutritional status of children. Thereby, a lot of types of deficiencies would be prevented early.

4.10 Humanistic Tasks in Classroom:

It has always been known that school is where the pupil learns a lot about different subject matters. In fact, the school is a place where it should be possible to learn about humankind in general. The learner's personality can be easily influenced by all what the teacher transmits in terms of pedagogical knowledge and the methods he uses to affect his learners personal growth. Learners spend from 6 to 7 hours a day in school and everything they experience during that period impact on their personality.

The teacher should provide his learners with activities which permit them to talk to each about their private life when contextually respecting the syllabus language exponents required. For example, learners listen to a transcript, or a story counted by the teacher about a typical family life. Then, question such as how many members X family contains? Does the mother work or is she a house wife? How many sisters Y has? Is X family's house

big? Such questions are no more than brain storming to make learners ready to prepare for the next step which is to ask learners to work in pairs and ask other the same questions about their respective families. To make the tasks more humanistic, the teacher adds other possible questions such as: where do you spend your holidays? Do you have your own room? How do you come to school in the morning? Where does your father work? Etc...

This task is communicatively oriented, practically controlled by the teacher so that a clear transfer to the learner's life is established. My own experience led me to discover that at first time it seemed queer for learners to ask questions and give answers in the target language: English; however, the pair-conversation has moved from shyness, introversion and fear into cheerful attitudes, extraversion and self-confidence. After the fourth session of January 2004, my learners could talk about their personal lives using English language and a few French or Arabic words.

4.10.1 Importance of Humanistic Tasks in the Classroom:

A successful humanistic exercise takes place when the teacher in question is conscious about the importance of making his learners work in homogeneous groups. Learners cannot afford such dispatching unless the teacher gradually explains to them that when we want to learn more about each other we should engage in suitable situations when fundamental factors are inter-related: language, timing, place, images and personal experience. In my opinion, the best humanistic activity is the one in which learners share the target language, in our case English, a second language French and a mother tongue Arabic or Berber. The awareness of the teacher lies in starting his lesson with an activity to permit the learners know each other such as: an invitation to a restaurant / a cinema, a concert / a birthday party / a wedding/... These activities are imaginary for learners but their objective is so deep that when they extend, meaning and mental images cross their minds and go back to their personal lives and experiences. The teacher then gets to know his pupils better and better. It is an opportunity for him to unveil the intelligent, the slow-learner, the shy, the frightened, the isolated, the dynamic and in due time help other teachers to solve some problems they encounter in their classes with the same kind of learners. Believe me, it is so human, objective and constructive to teach in this way. But some colleagues would view your attitude as a mere waste of time!

I dare say to those who fear humanistic activities that they are more a tasks for which learners are congratulated or reprimanded. On the contrary, they refresh one's mind about one's personal experience, help re-build its

particularities, allow others to learn more about other people's lives using English or French and Arabic in very rare cases. The aim to break all types of learning hindrances and start a new phase of teacher-learner partnership and negotiation of meaning on the one hand. On the other hand, learner-learner communication more freely without considering the very strict rules of teachers centered courses. Finally, I would add that the humanistic tasks cannot be applied in all teaching situations because of our learners' language level, large classes, conservative teaching, the mood of learners, and classroom environment including administration and few narrow-minded colleagues! In the future, there might be a methodology for humanizing teaching (in Algeria) to allow more creativity among both teachers and learners.

4.10.2 Creativity and Learning:

Can we educate people to become dynamic and creative in their daily lives? Creativity is a too much ambiguous concept. The first thing we should recognize for is that it opposes imitation. It can be defined as a state of diverging thoughts which allow individuals to bring solutions to problematic situations (definition: mine). In education field a teacher cannot be creative if he is not endowed with an iron-like ability to face unexpected learning deficiencies. I often ask myself the following questions: Does our school environment help to set up creative activities? Are writing, lexis, grammar, composition, tests and exams creative learning activities? A part from written expression, in a restrained domain, which carries a certain degree of originality referring to the type of discourse like: description, narration, advertisement, drawing, the poem, etc.

I have always favored creative activities in school. Last year, I asked my third year learners to tell me about their opinion concerning cigarette smoking through drawing or design a new product for a big company follows:

Procedure:

- The class is divided into groups of 4 and 5 members.
- Each group is organized in the following way:
 - Secretary.
 - Messenger
 - Other members

- The 35 pupils were submitted two topics

Topic (1): Imagine you work for a company which asks you either design a new product or ameliorate an available one.

Topic (2): Draw a caricature in which you show negative aspects of cigarette smoking.

Data collection and interpretation:

- 1- Product designs and caricatures collected.
- 2- Imaginative designs of pupils, i.e, they did their best to improve available packages and some of them thought of new products.
- 3- Objective caricatures were made to demonstrate the disadvantages of cigarette addiction.
- 4- PPs ¹ gave explanations concerning their drawings and criticized each other's work.

Conclusion:

Pupils / learners can be creative if they are given the opportunity to express themselves (drawings of topic -2-, refer to appendix (I) p174).

The success of classroom creativity is drastically based on the teacher's competence to drive his learners to furnish efforts which lead to satisfactory productions. I tried to represent my opinion as follows:

¹ PPs: pupils

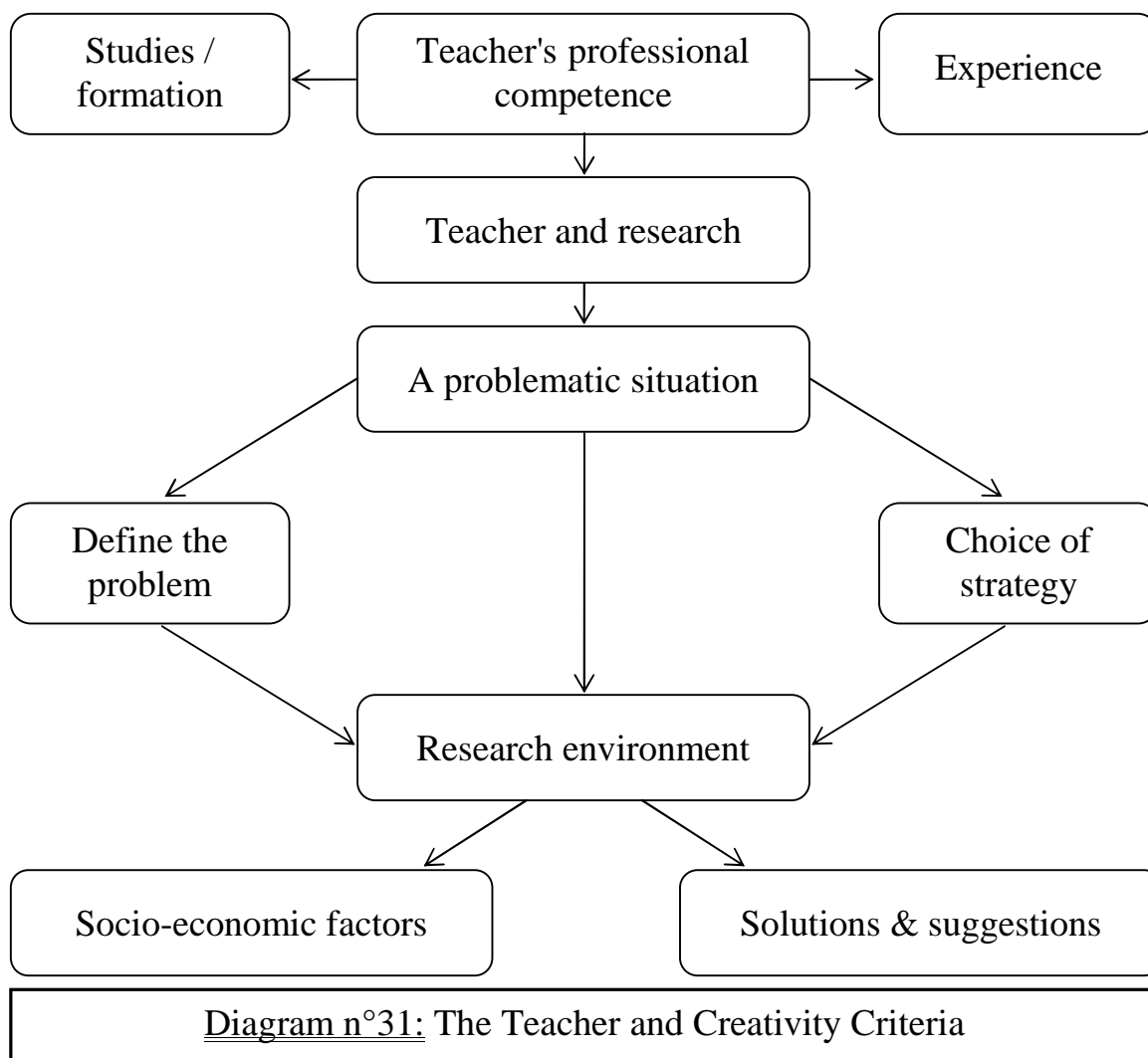


Diagram n°31: There's no motivating teaching without continuous self-evaluation and looking for new techniques. I think there's a difference between university studies and real class situation.

4.10.3 The Negotiation of a Participatory Pedagogy:

Negotiation within the classroom should first understand that it is neither teacher-centered nor learner-centered. The importance of speaking in the classroom leads learners to express themselves at various degrees. But this shouldn't hide a teacher's attitude who cannot abdicate his legal authority in his class by opening up an interminable discussion between all the learners. However, a conscious teacher should set up a pedagogical frame-work and intervene to support learners' ideas. A participatory pedagogy paves the way toward a true classroom environment in which both learners and teachers construct appropriate knowledge. Different themes may be dealt with: wars, diseases, immigration, delinquency... This approach should be encouraged as it reflects the social nature of teaching and learning.

Since the early years of my career, I have regularly attempted to engage my learners in participatory dialogues. This allowed me to examine how they speak about their experiences, to look for more topics that mattered to them, furthermore to transform their views concerning their situations as learners, to perpetuate existing pedagogical techniques as teachers. It is high time teachers envision alternative pedagogical challenges and not "stick" to the traditional option of ignoring learners' thoughts, opinions and background.

4.10.4 Developing Adolescent's Motivation to Learn:

The psychology of education stresses learner's motivation carrying an impressive body of research. Most of our learners lack motivation to acquire new skills due to the influence of extra-school factors to name internet and foreign television channels. The kind of life they live and the other "perfect" mediated from overseas encourages them to internalize comparisons which in reality rarely suits the prevailing socio-economic Algerian setting. A well-to-do teacher should elicit any little glimpse from his learners. Firstly, he should take into account the typical classroom learning setting, i.e, even if there are a few activities which should be negotiated with the learners, the teacher's pedagogical presence is necessary to orient them toward group performance. Secondly, the teacher should dwell an observer of the degree of learners' involvement in the skill either writing speaking or drawing. I will try to represent the process as follows:

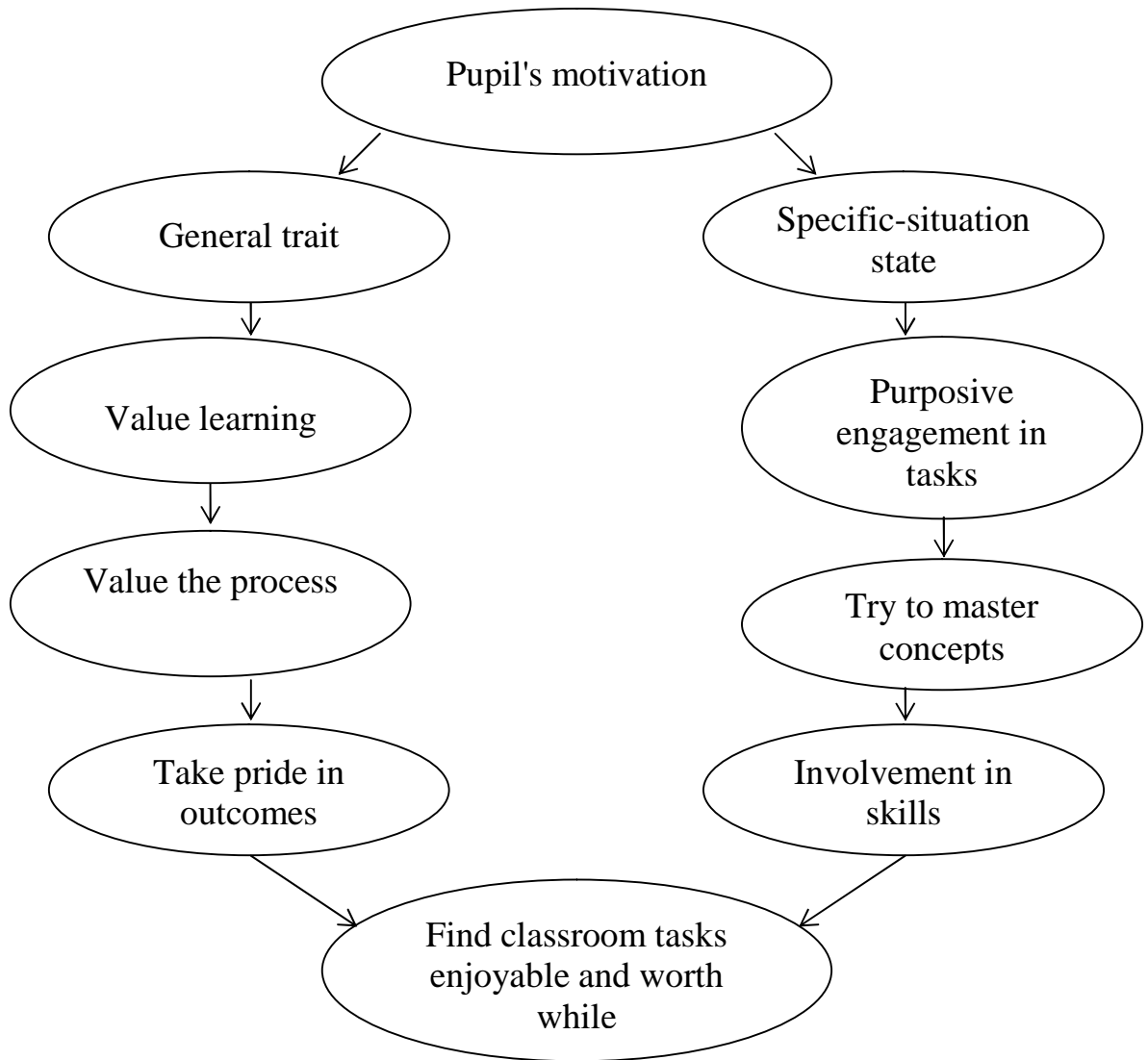


Diagram n°32: Conceptualizing Pupil's Motivation to Learn

Diagram n°32: The teacher should take learners motivation into great importance, learners are individuals endowed with a brain which requires exploitation not beyond assimilation capacities.

A clever teacher should avoid to clog adolescents' minds with too much vocabulary and sophisticated grammar rules without establishing a clear distinction between learning and performing what is acquired. More than that, as teachers, we must bear in mind that all the knowledge our learners acquired in class is supposed to serve them in any true-to-life situation. Obviously, learning, performance and cognition should be considered. The focus should be put on how pupils' motivation to learn impacts on his cognitive faculties and his behavior in front of information processing during classroom activities.

4.11 Effectiveness of Small-Group Learning:

May I start with H. Pestalozzi's quotation in 1801:

From need, children taught children. But they found the ways to perform their tasks independently. In my experience of their versatile self-developed activities I became even more convinced that all knowledge and understanding has to be created in and by the children themselves.

I think that very constructive and fundamental reflections should be done in order to make renovations in the classroom learning setting. On the contrary, the teacher-educator should be seriously informed about his learners' mentalities and social backgrounds. There happened a story in 2002 in a 3 A.S.L₁ in which one of my learners was so timid that he never rises his head to look at me when I explain lessons and he rarely looked at his nearby classmate. I tried to know the reason by asking him at the end of two sessions what was wrong with him and that if he understood what I talk about in class. But, he went on saying: « I have no problem ». I still didn't believe what I heard from him. I was about to be desperate especially when some of my colleagues told me that this learner is mentally disturbed or that he doesn't want to learn anything!

I suggested to two of his close classmates to enquire about his attitude in class. A few days later, they told me that pupil (X) behaves in that way because his parents have often advised him to not talk to elders and to respect his teachers, otherwise he will be regarded as an impolite boy who will shame them!!

The only thing I thought of was to ask his parents to come to school. We've spoken during 45 mn. It was hard to convince them that the individual they think is a small kid is 18 years-old! And that if he goes on being excessively timid will have a bad influence on his future life as an adult.

Thanks to the help of the two classmates, I could integrate learner X into group learning. This may appear a too simple event yet, it triggered me to know more about the importance of classmates assistance in creating sudden group work circumstances. Any language teacher should consider any classroom event whatever its minutiae. Behaving so, would increase the teacher's comprehension of all what is going on within individual learners, between group learners as well as internal or external obstructive elements which can impede the natural classroom learning process.

4.12 The Goal of Education and Actual Development:

The teacher should be well informed about the expansion of education from the nuclear family and vocational training to statutory education based on rules. Its ultimate goal is to prepare the child for appropriate behavior in society. Also, he should develop a conscious conception that our society is changing so quickly that an increasing complexity influences the educational system in terms of: economy, science, internet and human functioning.

The complexity cited above engenders more problems to be solved. So, educational creativity is prerequisite to finding answers for the problems we confront. The main duty of the teacher would be to augment his learners' self-responsible creative problem-solving potential: he is not asked just to involve his efforts in the transmission of the actual body of knowledge.

The actual development gave birth to an increasing tendency to individualism and dehumanization. And, some social rules may be considered more important than humanity itself. Then, they are viewed as dogmatic and inhuman in nature. The learner faces different constraints which influence his school achievement and in turn put the teacher in an embarrassing situation. Either to work within the dogmatic system or in favor of the educational system. His mission is too much demanding. That's why he should exceed the dogmatic beliefs. This cannot happen if the teacher himself is not self-developing and acts open-mindedly.

4.13 Education and Heuristic Classroom Learning:

It is difficult to develop a democratic attitude in an environment which lacks democratic tools. The teacher should create heuristic moments. He should teach the learners to act independently by offering them an educational environment. Of course, this cannot take place if parents, administration and teacher do not join their efforts. Syllabus designers, on their turn, should leave space for the learner to formulate his own conception of given subject-matters. In other cases, we should allow adolescent learners to link their personal experiences with what they learn at school so that they can understand how the external world functions.

To be more explicit, whenever motivational theories stress the importance of feedback, especially when it originates from learners personal efforts. The teacher should notice the effects positive experiences have on them. He should encourage them to perform better actions. Thus, applying the heuristic problem-solving approach both teacher and learner adopt solutions

appropriate to individualistic circumstances. Further, each time a learner finds a solution to a problem, he witnesses a personal satisfaction which motivates him to be active in class and at home.

4.14 How Can Teachers Cope with Disruptive Pupils:

It is very important to know that the teacher should not be left alone to care for the education and the academic achievement of learners. I think that time has come to talk about "a shared responsibility" including the family as being the upbringing source of children. Then come the state official agents like: school psychological service, education advisory service, school health service and others as necessary.

4.14.1 A School Psychological Service:

It is important to train a considerable number of educational psychologists in the possible options below:

- a-* Psychometry: to measure the abilities and skills of adolescent learners.
- b-* Clinical psychology: to diagnose and treat mentally or psychologically disturbed learners.
- c-* General consultants: to intervene in matters concerning management of individual learners or whole classes.

So local authorities, including the school headmaster should appoint a staff able to deal with the crucial areas having an immediate or long-term impact on the learning process. Eventually, they will be ready to give help to teachers with specific management problems as follows:

- a-* Assess learners who are in need of a specific educational treatment.
- b-* Assist newly appointed teachers by providing them psycho pedagogical guidance through seminars.
- c-* Use audio-visual aids to show more motivational proofs.
- d-* Accompany the ordinary teacher to plan programs for specific needs.

e- Invite parents attend lessons about high incidence learning.

4.14.2 The School Health Service:

It should be one of the most important boards. The learner's physical and mental health must be the concern of the educational system. No symptom should be ignored a light headache or a slight abnormal isolation in class or at home. This service should include: doctors, dentists, nurses, speech therapists, ophthalmologists, audiometricians and health visitors. There should be a solid team which accepts the teacher as an equal partner since the latter is the manager of his class. Beyond that, he is most of the time the first person who recognizes severe or specific learning problems and behaviors among children. Routine medical examinations should be reduced. Instead, more selective medical examinations should prevail because they involve restricted learners groups permitting doctors to pick up health problems impeding learning such as: asthma, epilepsy, eczema, absence-mindedness in class...

4.14.3 An Education Advisory Service:

Establishing a strong educational advisory service would really contribute to solve many hard learners' disruptions. It should contain competent teachers, a few administration staff, parents and a few local authorities. This service should be autonomous to take appropriate decisions away from political pressures and selfish interests. Appointed advisers may suggest to modify existing curricula and experiment others which proved successful in other schools. Next, to recommend more funds and pedagogical materials to supervise the learning process. And to designate a competent head-teacher to undertake action research in all aspects of teaching-learning.

4.14.4 In House-Teachers Meetings:

The success of learning is also based on the degree of the ability and readiness of the teacher to share experiences with colleagues. We should encourage informal discussions with colleagues with whom we feel at ease. On the one hand, there is unfortunately a feeling of inhibition or a fear of losing face on the part of some teachers who may refuse to admit that they are encountering many teaching hindrances. The awareness you carry may be beneficial for your colleague, i.e, your attitude is going to aid your colleague progress and become self-confident and share ideas on how to teach a specific point of a given lesson.

On the other hand, a strong feeling of rivalry between teachers leads to a great difficulty of sharing pedagogical successes. It should be attempted to give up the belief that if a teacher reveals his professional "secrets" he may be "overtaken" by another professional competition. How can we solve class problems if we go on behaving like this? To avoid boasting or showing off, teachers' discussions should be informal, spontaneous so that everyone can learn from another and the interaction should be helpful and structured. Its outcome will be used as a new tool to solve some of the learners' defficiencies.

5 Conclusion

For more successful teaching, and with respect to different social processes, there should be a great interest in eliciting learners' conception of the pedagogical potential. The mutual acceptance and gradual integration will certainly be in favor of learner-learner interaction while teacher-learner interaction may come at a second rate because of the formality teacher-learner relation including age, negotiation, presence, sociability and competence of the teacher. However, a lot of teachers, especially language teachers, confess their fear to see things run out their hands in case they permit ⁺peer tutoring or cooperative learning. We are not yet ready to admit such approach in large classes but the process can be controlled in smaller groups. Only action research is able to prove whether this fear is founded or not because the learner's feeding system is a fundamental factor having a close tie with teaching training and pedagogical practices.

⁺ learner-learner interactions

General Conclusion

To conclude my research, I can say that we are never endowed with plain truth, what I have attempted to do is: to bring some solutions such as awakening our consciousness as educators and missionaries. In practice we are not afforded the chance to bring about creative minds, we cannot decide on which type of individuals to teach and which ones should not normally belong to our groups, we don't have a say concerning syllabus content and the ones who designed them, we are most of the time misunderstood, labeled as irrational, incompetent, too much serious. Yet, there is an elite which possesses a particular high progressive potential which help us to survive the thoughtless and awkward behavior towards a so noble job: teaching.

Recent years have brought convincing evidences that the situation of teaching-learning is under conditions of permanent change due to the instability of international scene and the urgent need to communication and genuine creativity to meet the short term and long term daily obligations to allow both teacher and learner to cope with an environment which is constantly giving birth to hidden human-reserves.

No matter, we cannot escape the fact that educational psychology carries more than one aspect of interest. The learner spends a big part of the day in school. This presents a ready-made occasion to observe his behavior. Unfortunately, not all teachers believe it is necessary to develop an educational critical approach vis à vis the learner as an individual and as an adolescent who needs to understand the environment around him.

Consequently, collaborating efforts with colleagues may lead to the settlement of a new tradition in our educational system: action research. I hope that no one would disagree that it has become so important to encourage the initiative of the teacher-researcher. Thought action research, the daily reflections and enquiries we make about classes may mutually be beneficial if they are discussed and practically transformed into conferences and written works. In order to improve the quality of our teaching, we should keep evaluations of our lessons, our learners' assimilation abilities and degree of interaction in the classroom. Our know-how should shape appropriate decision-making and subsequently plan solutions on the light of what happens.

A mere behavior, an informal thought or a passing by incident may be of great help and why not the starting of a great action research work. This cannot emerge unless the teacher is provided with modern means of research

such as well-equipped libraries and easy access to internet. Then, the teacher will put into practice his workable theories to disseminate what is going wrong within his method of message transmission or his colleague's.

Our government should encourage action research as a part of the teacher's professional development. The main objective should be first of all to present problematic issues and find their solution to suit the Algerian classroom context. The relative isolation of most of FLT teachers works should be broken down. Research teams should include experienced teachers, new teachers and teachers on probation. The prevailing exchanging ideas method in our school "Ennadjah" is peer-teaching. However, it is not a valuable contribution to fruitful debates concerning new techniques. Also, not all teachers of English attend the peer-teaching lesson because of time-table constraints. Then, the lesson is just observed and no comments are made afterwards.

In the end, it is high time to think of concise and constructive evaluation of competency-based programs. And select reliable criteria for teachers' reflections to address individual learner's dynamics, to assist needy teachers and learners to achieve competencies taking into account learner's age, prevailing social background and mental capacities.

I hope that my work among others would open other areas of reflection because action research in education should become a reality in Algeria. It is the role of the team to make it possible by defining characteristics and shaping its circumstances.

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Unstructured Interview (with ⁺ Mr. Cheniti)Headmaster of Ennadjah Secondary School

I interviewed Mr. Cheniti on April 2005 about the reasons of low-school achievements of the pupils in general. I didn't prepare the questions. I wanted to let Mr. Cheniti speak about his experience in different schools including Ennadjah.

Question (1): How can you explain our learners below average school grades?

Headmaster: (a quick thinking) According to my experience, learners are young so our role as adults is very important first to understand them then to transmit to them our knowledge.

Question (2): I would like you to be clear. What do you mean by understand "them"?

Headmaster: Listen. Learners in secondary schools are still children and children need (silence) care (silence) attention from adults...

Question (3): Do you mean that our role as teachers is to guide learners?

Headmaster: Uhm! Well to some extent, yes.

Question (4): Is learners' low school grades related to the lack of teachers' interest in their learners?

Headmaster: (a long break) O.K. I don't mean that all teachers are responsible, but a few of them are... I mean they need more self confidence... also, teachers should work together and help each other to solve any pedagogical problem or incident.

Ms Zoulim: Thanks very much.

Mr Cheniti: I am ready to help at any time.

Duration of interview: 30mn.

Place: Headmaster's office.

Timiny: 5 pm.

School: Ennadjah (S. B. A).

⁺ Former teacher of English.

¹Interview (1) with a chemist

Interviewer (Myself): Good morning. I am making an investigation about the adolescent's drug consuming. Can I ask you a few questions?

Chemist: Yes, with pleasure.

Interviewer: Do young boys and girls come to buy specific drugs from you?

Chemist: Yes, very often. They want different drugs mainly pills and tablets.

Interviewer: Can you be more precise, please.

Chemist: Well. Many of them want aspirin, paracetamol, actifed to calm headaches. Others ask for specific energy drugs to keep them awake for a long time in order to revise lessons or play video games.

Interviewer: Do boys and girls ask for the same drugs?

Chemist: Certainly not all the time. Some girls for example want to appear slim and others not. The formers ask for vitamins to act on behalf of food while the latters prefer some herb and honey made drugs to keep them average fat!

Interviewer: Do you sell all drugs without a doctor's prescription?

Chemist: No, there are exceptions as far as injections or other drugs that cure illnesses such as diabetes are not sold unless a medical prescription is shown.

Interviewer: Thanks a lot. Bye.

Chemist: Don't mention. Bye.

N. B. Original interview is in French.

¹ A friend of mine and a former student.

Interview (2) with ⁺ Mr. Mustapha Ardjoun

Objective: I interviewed Mr. Ardjoun in order to know his opinion about the⁽²⁾ C.B.A.

Interviewer: Good morning Mr. Ardjoun. Would you mind if I asked you some questions concerning the new teaching approach abbreviated: C.B.A?

Mr. Ardjoun: Of course, not.

Interviewer: What is the main aim of C.B.A?

Mr. Ardjoun: Well, C.B.A stands for competency Based Approach. It is a new teaching method concentrating on instruction and education.

Interviewer: Would you be more clear please?

Mr. Ardjoun: OK... This approach is more learner centred. The teacher uses English language functionally for a communicative purpose.

Interviewer: Isn't it the same as the communicative approach?

Mr. Ardjoun: Yes, to some point. But the learner within the C.B.A is required to adopt an attitudinal behavior in front of tasks.

Interviewer: Do you think that the level of our learners is fit to project workshops?

Mr. Ardjoun: ...It is new but it is up to the teacher to motivate learners in this way.

Interviewer: Thank you Mr. Ardjoun.

Mr. Ardjoun: Thanks. And good luck.

Interviewer: Ms Zoulim.

Date: May 2006.

Place: Ennadjah Secondary School.

Duration: 20 mns.

N.B: I tried some C.B.A tasks in 3rd year classes.

⁺ General Inspector of English.

⁽²⁾ Competency Based Approach.

APPENDICES

MY RESEARCH INSTRUMENTS

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GLOSSARY OF BASIC TERMS

Questionnaire n°01

Dear pupils, would you please answer the following form. I assure you that all your information will be confidential as well as your names.

- Name:.....
- First name:
- Parents profession:
- Address:
- Number of brothers:
- Number of sisters:
- Do you live with a / an ? [Put à tick (V) where necessary]

Grand parents



Aunts (S)



Uncle (s)



Others



- Is your father alive ? yes No



- Are the parents divorced ? yes No



- Do you live with a father- in- law ? Yes No



- Do you live with a mother- in- law ? Yes No



- How do you qualify your relationship with your father ?

Excellent



Friendly



Ordinary



Bad



Special



- How do you qualify your relationship with your mother ?

Excellent



Friendly(Good)



Ordinary



Bad



Special



- How do you define your relationship with your mother in-law ?

Excellent



Good



Ordinary



Moody



Bad



- How do you define your relationship with your father in-law ?

Excellent



Good



Ordinary



Moody



Bad



Questionnaire n°02

Would you, dear pupils, answer the following form and, be sure that all the information you give will remain confidential.

- Name:.....
- First name:
- Parents profession:
- * Father:
- * Mother:

- Do you have breakfast? [tick (V) the right answer]

Everyday Sometimes Rarely Never

- Do you drink just coffee? Yes No

- Do you drink coffee and milk? Yes No

- Do you eat something else with? Yes No

- What do you accompany your breakfast with ? [tick (V) where necessary]

Bread and butter Bread, butter and jam Bread only Nothing

- Do you eat your breakfast alone ?

- Do you eat your breakfast with your family ?

Questionnaire n°03

Would you please, answer the following questions? Try to be as clear as you can.

- Name:.....
- First name:
- Profession:
- Address:

(1) What is “ adolescence” in your opinion ?

.....
.....

(2) How do you situate adolescence ? (Age limit)

.....
.....

(3) Is adolescence ? [Tick (V) what you think is necessary]

- Critical
- Special
- Ordinary
- Taboo

(4) Can you justify your choice ?

.....
.....

(5) What is the “ position” of the adolescent in an Algerian family ?

a/ Boy adolescent :.....

.....

b/ Girl adolescent :

.....

(6) How is the adolescent viewed in the middle school ? (CEM)

Comment est ce que l'adolescent est vue dans un C.E.M ?

.....
.....

(7) How is the adolescent viewed in our secondary school ? (Lycee).

.....
.....

(8) What is the notion of friendship and peer- groups for the adolescent ?

.....
.....

(9) Are the same notions applied for our adolescents?

(Yes / No) With justification.

.....
.....

(10) How does the adolescent conceptualize himself / herself ?

see

.....
.....

(11) Can adolescents “ melt” within the generation gap ?

a/Yes.....

.....

b / No /

.....

(12) Do we apply the same criterion / a for adolescents and old generation in Algeria ?

.....
.....

[Vous pouvez répondre en Français ou en arabe]

Questionnaire n°04

Would you dear pupils, answer the following questionnaire. Be sure that all what you write will remain strictly confidential.


- Name:.....
- First name:
- Date and place of birth:
- Class:.....
- Address:.....
- Father 's Profession:.....
- Mother 's Profession:.....

1- Do you live in a flat ? (tick (V) where appropriate

Yes 

No 


2- Do you live in a single house (a villa) ?

Yes 

No 


3- Is you family ?

Large 


Average 

Small 

4- How many members are there in your family ?

Less than five 

Five 

More than five 

5- Are you the ?

Eldest 

Youngest 

Other position 

6- Do you have your own room?

Yes 

No 

7- Do you share one room with?

Your brother 

Your brothers 

Your sister 

Your sisters 

8- Is it good to have your own room?

(Est-ce que c'est bien d'avoir votre propre chambre) ?

Questionnaire n°05

Would you, please, answer the following questionnaire?
(for learners / parents)

- Name:.....
- First name:
- Profession:
- Address:
- Family size:

-Why do we eat? (pourquoi se nourrit-on? ¿لماذا نأكل؟)

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

- What is the importance of the following vitamins ? Put a (X) where necessary.

	+Memory	+Energy	+Growth
A			
B			
C			
D			
E			
B ₁			
B ₂			
B ₁₂			

In which types of food can we find the previous vitamins ? (Dans quels types de nourriture peut-on trouver les vitamines cités).

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

- + Mémoire ()
- + Energie ()
- + Croissance ()

[Vous pouvez répondre en Français ou en arabe]

Questionnaire n°06 (For pupil's)

Would you , please, answer the following questionnaire:

- Name / First name:.....
- Age:.....
- First / Second / Third Year class (Cross unnecessary ones):.....
- Family size (number):
- Address:

1- At what time do you usually start class ?

.....
.....

2- Do you feel the need to eat something at ? put a tick (V) where necessary)


09:00



10:00


11:00


3- Do you feel the need to eat something? (put a (V) where necessary)

At 03:00


At 4:00


Whil going home at 5:00


4- Why do you feel such a need to eat ?

.....
.....

5- Does it have an impact on your learning in class ? (cross the appropriate square)

Yes


No


6- How do you feel if it is impossible for you to eat something ?

.....
.....

7- Does eating something have a positive impact on your lesson assimilation ? (put a tick (V) where appropriate)

- Always 
- Sometimes 
- Rarely 
- Never 

8- Why do you feel such a need ?

.....
.....

[Vous pouvez répondre en Français ou en arabe]

Questionnaire n°07 (For teachers)

Dear colleagues, would you answer the questionnaire below?

- Name / First name:.....
- Address:
- Marital status:
- Profession:
- Speciality:

1- Can you define learning? / Pouvez-vous définir l'apprentissage?

.....
.....

2- What is language learning? Qu'est-ce que l'apprentissage d'une langue ?

.....
.....

3- What is language acquisition?



.....
.....

4- What type of concrete hindrances impede your teaching? (problems)
Quels types d'obstacles entravent la marche de votre cours?

.....
.....

5- Is teaching learning a matter of ? (tick (V) where necessary)





.....
.....

- Challenge 
- Frustration 
- Competition 
- Utopia 

6- What is motivation?

.....
.....

7- In the case of disruptive learners, do you? (Put a cross in the appropriate answer)

- Remain Indifferent 
- Remain Calm 
- React violently 
- Inform administration 


8- Do you adapt the same attitude in all your classes ?

.....
.....

9- Would you justify your attitude ?

.....
.....

10- Did you come across a hard disciplinary situation ? ?

- Yes  No 

11- If yes, how did you come through a solution ?

.....
.....

[Vous pouvez répondre en Français ou en arabe]

Questionnaire n°08 (On learning environment) for learners

Would you please answer the following questions, clearly.

- Name / First name:.....
- Level:
- Stream:
- Age:
- Address:

1- How do you feel when you come to school in the morning? Tick (V) where necessary.

- Normal
- Upset
- Motivated

2- What is your opinion about your class learning environment? Tick (V) where necessary.

- You enjoy it,
- You don't appreciate it
- You don't care about it

3- How do you feel like studying in a mixed class?

Co-educational

- You like it
- You don't like it Why (justify your choice)
- You don't bother at all

4- What are your favourite matters? (Precise your stream) SNV / LSH / LSI / LLE / GE.

Stream:.....
.....

5- Can you, in a few words, justify your answer?

.....
.....

6- Do you like English language?

- Yes
- No

7- When do you wish to have English lessons?

(Tick (V) where appropriate)

- At 8 O' clock (a. m)
- At 10 O' clock (a. m)
- At 2 O' clock (p. m)
- Other timing []

8- Can you say why do you prefer a given timing?

.....
.....

[Vous pouvez répondre en Français ou en arabe]

Questionnaire n°10





Dear pupils, would you answer the following questionnaire, be sure that all your information will remain strictly confidential

- Name:.....
- First name:.....
- Age:
- Parents profession:
- Father:
- Mother:
- Other:
- Number of brothers / sisters:
- Address:





- Do you like watching television?

Yes No
 



- How many times do you watch television in the week, (put a (V) tick where appropriate)

- Everyday 
- Three times/ week 
- Once / week 
- Never 

- Do you parents intervene whether or not you watch television at a special time?











- Always 
- Sometimes 
- Rarely 
- Never 

- What is / are your favourite T V channels? (Put (V) / where appropriate. ?

- Algerian ENTV 
- Other channels (give names) 

- What are you favourite T.V programs?




(Tick (V) where appropriate

- News 
- Films 
- Songs 
- Games 
- Sport 
- Series (be precise) (tick (V) where necessary
- Algerian 
- Arab 
- American 
- European 
- Latin American 

9- Is it a necessity for you to watch television?

Yes No
 

10- Are you deeply involved in what you see on television? (put a (V) tick where appropriate

- Deeply 
- Slightly 
- Not involved 

11- Can you justify your choice?

.....
.....

12- What types of T.V programs do you really enjoy to watch ? Justify your choice.

.....

[Vous pouvez répondre en Français ou en arabe]