THE PROCESSES INVOLVED IN ENGLISH LANGUAGE TEACHING IN ORDER TO ACQUAINT TEACHERS WITH FUNDAMENTAL ISSUES AND PRACTICES FOR MORE EFFECTIVE PLANNING IN LANGUAGE PROGRAM DEVELOPMENT AND IMPLEMENTATION

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Authenticity statement

' I do hereby attest that I am the sole author of the thesis and that the contents are only the

result of the readings and research I have done."

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ABSTRACT

The English Language Teaching is supposed to be an issue of major importance and all the teaching methods which encompass a deep understanding of the learning process has to be investigated step by step. The history of language teaching involves a variety of different types of research which combine theory and practice, and procedures have been suggested in order to contribute as much as possible to the language acquisition. It is taken for granted that good teaching plays an important role but the features that are presented in the classroom demand a more complicated identification of what has to be promoted in order to achieve our goals. Solutions should be applied to problems which are demonstrated, and a continuous research will provide a critical reflection on what should be done, so as to develop the current practice of the teaching. There are indistinguishable issues that need to be resolved, referring to the implementation of a program and we are convinced that a new option of teaching will bring a more enlightened view as a source of inspiration which reflects particular structures of the language acquisition. Interestingly, we need to reshape our assumptions and seek for the indispensable concepts that usually inhibit the culture of the second language teaching. We have to build evidence that our teaching underlines what the students are going to encounter, using the complexity of the language so as they should feel exceedingly vulnerable. All the strategies should be employed in order to capture the knowledge expected and the ultimate challenge is believed to be the fact that all the problems should be tackled if we raise awareness of the specific points that account for the teaching generated. It is essential that the teacher's performance should be carefully planned so as to pinpoint all the features that have to be highlighted as the students will be supported to be led to deeper understanding. It is widely known that a dynamic approach can be identified through permanent and feasible study and this is something that can be achieved if creative techniques are used. Logically we need to explore all the existing theories since every single detail means endless research with the support of various resources and the thorough analysis of scientific thoughts in relation to the language teaching. Moreover, it is deemed that teachers have to excel at challenges and introduce new methods of working meticulously, just dealing with what has to be taught and presented through plans and projects inspired by the experiences and the creativity. The teacher controls, methods, motivates the students, elicits positive reactions, performs, sets the limits, facilitates, enhances the conditions and orchestrates the learning process and then salient and tangible differences are to be seen in the classroom. Presumably, regarding the traits attributed to a better teaching process, we realize that its management will form the conclusions of how thoughts lead to actions. It goes without saying that we can enhance the program and refresh what has to be reconstructed under eligible, feasible, viable and tenaciously applied ideas, since the implementation will be flexible and manageable. This is the case that reveals the quality of the final outcome which is considered to be inevitably remarkable and educationally acceptable. The ultimate perspectives seem to be plausible and fulfilled when we design the systematic plans which invigorate the process of learning. We have to reflect on the appropriateness of the teaching based on a spirit of inspiration, as the importance of studying the evolution of language learning is regarded to be a crucial factor in order to nurture our growth and achieve the development of the program.

CHAPTER 1 INTRODUCTION

1.1 Introduction

This is the first chapter of our study and it aims at discussing, first of all an outlook of English and the language teaching since knowledge has to be gained as far as the importance of English as a worldwide language and the language teaching are concerned. The particular factors that facilitate or create limitations will be illustrated in details with respect to a developed teaching process. Secondly, we refer to the language acquisition which is very significant and we try to investigate as it is supposed to be a new way of thinking and acting. We make an effort to elaborate on the methods which will offer access to the new culture as it is taught in the natural setting of a classroom. Among other things we focus on the fact that language acquisition is not a process of easy steps since it needs flexibility, experience and knowledge which have to be renewed. A particular part of chapter one is about the roles that are played by the teachers as a result of their perceptions and to this end they are in charge of motivating, conducting, organizing, assessing, monitoring and generally responsible for a lot of preferences. Chapter one encompasses the aim of the study as far as the English language teaching is concerned and the expected objectives which are believed to identify all the crucial points of the research.

1.2 The field of English and language teaching

Investigating the English language teaching, we ought to refer to the term language which is considered to reveal its features so as to make us carry out the current study as much as possible. Reading Pinker's *The Language Instinct* (1994) we can adopt a very interesting statement such as:

Language is a complex specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. (p.18)

Teaching means that there is promotion of learning objectives and the specific techniques which are used, attribute to a great extent or else they have to be developed or changed. A teacher may be effective if he is directed by his intuition and his insights but this point has nothing to do with the fact that theory is very important as far as the teaching process is concerned. The lesson has to be effectively designed or else has to be reformed and the abstract principles will be adjusted to offer the expected learning benefit. Regarding the effectiveness of the proposed principles in the every day practice we can bring experience in front of our eyes as well as the existing constraints. The initiatives we follow, just thinking about the current ideas and attitudes, act in favor of teaching and that is the reason why we need to be innovative and creative. The natural process of learning involves the guiding lines and it is totally affected by the students' negotiations on the grounds that nothing is taken for granted and knowledge has conceptual frameworks. Needless to say that teaching

presupposes education, which has to be a constant priority for every teacher who handles the issues of his teaching situation. As Freeman (2016) suggests, the term language teacher education is "a bridge that serves to link what is known in the field with what is done in the classroom, and it does so through the individuals whom we educate as teachers" (p.19). English teaching is evaluated according to the achievement of expected goals. One of them which is more clearly recognized, is the fact that students are helped to think better and train their brain. Landry (1974) pointed out that "the goal of brain training is supported by evidence that people who know two languages think more flexibly than monolinguals". Apart from the above, one meaningful goal is supposed to refer to the extent students can appreciate other cultures and become more mature.

It is obvious that for some people English is taught as a first language and for others it may be a subject required at school. Even if, all over the world there are students who learn English for various purposes, we have to keep in mind that fluency in English depends on a lot of issues and the most important depends on the teaching process and the adequate opportunities it offers so as the learning can be achieved. A lot of students all over the world would like to learn English since they may work abroad and in other countries English is required as an additional qualification if they want to advance in a demanding professional environment. The majority of learners belong to students who are involved through the school's subject and later on through University programs.

No matter what English is taught for, we strongly believe that this language reflects the culture of its country and affects the notions of the students as a language that may serve future needs. A new language means a new way of thinking and it is not a set of easy steps. Achieving fluency seems to be a controversial issue and the factors that contribute to a successful learning may involve inadequate sides so we cannot find out easily how and why a student fails to learn and acquire a language.

Some learners are not particularly interested in learning English and this is something that a teacher should respect and come in terms with. On the other hand, we need to focus on the fact that English is considered to be a language tool that is to say a tool of communication. It is evident that English is known to play the role of the world's second language and with respect to this role, it affects the extent to which it is taught in all the countries.

As it is an important subject in the stage of a school, no matter how often it is taught or if we refer to a Public or a Private Sector, it is estimated that in Greece where I teach, school children are taught the English language as a required subject at Elementary School , Middle School, Junior High and Senior High School. Regarding the curriculum, we can explain that it intends to a very good learning of English education and emphasis is given on all the parts of the language (writing-speaking-reading-listening) in the class. The courses applied in this context are based on the students' needs (e.g., their level, nationality, age, background) and the curriculum may be changed and developed as students should be treated with a supportive teaching style which makes the world of knowledge seem less complicated and confusing.

Planning the development of their communication skills, we can encourage the learners promoting tasks and materials with respect to a flexible teaching which will be observed and

will be made easier to analyze both the users and the uses of language. The approach to teaching which is carried forward depends on evaluating the importance of a multitude of parameters. In order to fully understand all the existing varieties in the classroom's environment we can settle a lot of rules so as to influence the students' attitudes as far as the English learning is concerned. Addressing to the students' attention which has to be drawn we will be aware of certain aspects of our teaching and we will adequately capture the real use of language.

The language teaching programs are interrelated to the specific contexts they are applied so the whole design is influenced by the existing factors and the presented problems in different teaching situations. We have to be confident enough so as to analyze all the issues and make the learners build their own plans for learning. Our students are speakers of English as an International language and they are aware of the fact that there are students of other countries who may be different in expressing their views just using their own ways. We should not underestimate the fact that we aim at enriching the students' language and upgrading their level because our expected goal is to increase the students' participation during the teaching process and to make them successful English language users. So, this is the reason why the exploration of the language is an educational priority and with respect to it we make an effort to refer to language acquisition.

1.3 Language acquisition

The English language involves a long tradition and is related to theories of culture and education. The acquisition of the language is supposed to be fundamental and we must pursue the theory building (Long 1990a, Spolsky 1988). Furthermore, it is widely known that observing the history of the English language during the past years we are convinced that a lot of things have changed due to different factors which play a role on specific time periods and every existing educational system aims at providing the desired results. We do not need any evidence that experience and different notions have affected the language teaching and a broad range of approaches and methods is demonstrated according to the language history and if the language needs to be acquired then it should be done in the light of the research which refers to the available resources and the participants. We might respect Guy Cook's notion that "what is needed…. is a recognition of the complexity of language learning: that it is sometimes play and sometimes for real, sometimes form - focused and sometimes meaning - focused, sometimes fiction and sometimes fact" (1997:231).

Learning what is taught may be easier if the teachers make decisions about to what extent interaction will empower the proposed techniques. Every single learner is to be given instructions, to be shown paths of knowledge and in this case everything will be built as far as the language acquisition is concerned. Dealing with the language we expect that the activity of repetition and revision contribute to learning and at the same time innate abilities may be activated. From the earliest observation to the present ones we believe that there are factors which influence the teaching and create the appropriate path through which all the new elements obtain an educational channel. One must estimate the fact that if we use the language for meaningful communication then oral proficiency may be established. To

the greatest extent students are encouraged to learn grammar, syntax, spelling no matter how many mistakes they may make as it is an undoubtful way to develop high levels of using the language. Furthermore, we need to highlight the teacher's expertise and the methodology proposed because they are both essential and beneficial. The rate of acquisition is affected by the students' characteristics and what we mean refers to their motivation, age and aptitude. One might claim that the ideal conditions for a better result take the existence of all the above factors for granted. The successful acquisition is thought to present surprising effects on learning. There are a lot of teaching methods and teachers should make students take part in the procedure of the lesson and focus on error correction which remains a very important step. Interestingly, this step will provide learners with better comprehension of the language's function and will promote a more accessible meaning of what is taught.

The acquisition of the language has been supported by the use of books which have facilitated every single lesson ensuring the learning process and offering the innovation to the existing norms. However, through observation and the fulfillment of experiments we have already enhanced all the previous data and the consequences proved to be trustworthy. Despite the fact that there to are apparent obstacles, any innovative method may be characterized as a successful one if the learners correspond and cooperate and this is considered to be an accomplishment. In other words, an effective way to ensure the acquisition is the creation of the language environment where reforms can be organized and yet methods can be replaced so as a new educational system will be based on a more active instructional setting.

The process of the acquisition can be approached meticulously if we deepen the meaning of involved issues. Being more specific, we focus on the learners and the teachers who are supposed to play the leading role and the abilities they may have. Moreover, we should estimate the extent to which a teacher can handle the functioning of the language and the techniques which are adapted in terms of an effective learning. Also, the conditions of a classroom have to be given serious thought since they affect the whole process and last but not least the desires of the students who pursue the tasks of the language seem to be of major importance.

Defining the second language acquisition we can highlight some schools of thought where researchers have tried to reveal their own views and their particular ways of thinking. Firstly, the Structural school of linguistics, where the observation of human languages was the most important point. According to Freeman Twaddell (1935:57) "Whatever our attitude towards mind, spirit, soul, etc., as realities, we must agree that the scientist proceeds as though there were no such things, as though all his information were acquired through processes of his physiological nervous system. In so far as he occupies himself with physical nonmaterial forces, the scientist is not a scientist. The scientific method is quite simply the convention that mind does not exist".

The Overtly observable data are believed to be the object of any examination as the specific school of thought claimed. Also, we should add the beliefs of Charles Osgood (1957) who reinstated meaning in verbal behavior, explaining it as a "representational mediation

process". Besides, there was an important notion that the language could be cut into small parts and all these pieces could be analyzed and they were supposed to be reunited.

Secondly, the other school of thought is the generative-transformational school of linguistics which is influenced by Noam Chomsky. The specific theory involves not only the description of the language but the arrival at an adequate level in the analysis of the language. As Chomsky (1964:63) stated "a principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language". Yet, we need to underline that they believed in a distinction between the existing aspects of language and the hidden points of meaning and thought that can create significant linguistic performance. Furthermore, we have to keep in mind David Ausubel (1965:4) who noted "from the standpoint of cognitive theorists, the attempt to ignore conscious states or to reduce cognition to mediational processes reflective or implicit behavior not only removes from the field of psychology what is most worth studying but also dangerously oversimplifies highly complex psychological phenomena".

Examining the third school of thought that is to say Constructivism, undoubtedly, we refer to Jean Piaget and Lev Vygotsky. As it is known, they believe that all the students construct their own view of reality and many paths of description and knowledge seem to exist. Piaget (1972) focused on the importance of individual cognitive development as a relatively solitary act. Nevertheless, Vygotsky (1978) insisted on the fact that social interaction was foundational in cognitive development and rejected the notion of predetermined stages.

Investigating the theory of the language acquisition, we should not underestimate the fact that teachers adopt their own teaching style but success is believed to be achieved if they build a bridge to make theory and practice go together and develop any approach that is not appropriately designed. When a teacher has made a decision about the underlying philosophy of the curriculum he is going to implement, then he is up to apply the interrelated methods which promote the subject presented in the classroom. The main methods are:

a. GRAMMAR TRANSLATION: Studying this method we are aware of the fact that the basic points that establish effective learning of the language are considered to be the rules of grammar and the vocabulary. It is evident that students do their best to translate texts of the new language and at the same time they have to keep in mind rules which are applied in the name of a good writing or just speaking with the necessary instructions having used idiomatic expressions according to what they have been shown to do. Apparently, there is an interaction in class and the meaning of the target language is what they are asked to practice attempting to translate the proposed texts in their native language.

b. THE AUDIO-LINGUAL APPROACH: The language is used automatically and it is presented through dialogues and specific structures. Oral skills play an important role and the teacher is the controller who guides in the centre of an audio-lingual class in order to succeed in making the students learn to use the language.

c. DIRECT METHOD: According to the teachers who apply the Direct Method, the students are asked to think in the presented language without any other explanation and the everyday oral speech is emphasized through the use of vocabulary. Also, they are required to communicate as if there is no other way of negotiation and they are made to correct themselves if there are some errors.

d. THE ORAL/SITUATIONAL APPROACH: This approach is presented orally in the first place before the written presentation. We have to highlight the fact that simple forms are taught before the more complicated ones and when grammar and vocabulary are taught then reading and writing are established. Needless to say that the teacher is believed to direct the whole procedure and the students repeat and respond to his instructions.

e. TOTAL PHYSICAL RESPONSE: It is based on the belief that comprehension is the first stage of language learning and the second one is production. In this case, the learners are not encouraged to speak and interact unless they are convinced that they can handle the language. They are presented various elements and when they feel confident they start to perform all those they are taught. Body movements play a significant role and reinforce an effectively created learning atmosphere.

f. SUGGESTOPEDIA: The principle of suggestion illustrates a friendly environment where the students have the time to think about the new material and then they can activate when the appropriate amount of knowledge is selected.

g. THE SILENT WAY: Adopting this method, we intend to promote the students' self-confidence so as they are believed to feel free to express their own ideas. When errors are observed, then we can focus on what has to be corrected and what instructions might be given.

h. THE NATURAL METHOD: Learning can be achieved naturally day after day since every learner builds his own language material and vocabulary seems to be the centre of this method. We should add that the meaning is the most important point to focus on and the students are forced to get engaged in communicative tasks which support and facilitate the language performance.

i. COMMUNITY LANGUAGE LEARNING: Using this method, the students have to be responsible for what they are going to learn and they may depend on their teacher in the first place but on the other hand they need to complete their own learning by following stages. There is a teacher-student interaction which shapes the generated language units and a kind of conversation provides more chances for effective comprehension. The language is taught through a plan of sharing and exchanging ideas and the teacher observes and interferes with the language when he has to.

j. COMMUNICATIVE LANGUAGE TEACHING: Referring to this form of teaching we choose the effective interaction as the most meaningful part of the language. To this

end, real communication is the dominant factor and this means that students are in charge of their tasks, paying attention to cohesion and not to grammatical structures.

Further processing is possible when we are able to identify the specific method we are determined to follow in the classroom and we manage to benefit from the awareness of the way the language is produced and presented, keeping in mind that theory is more effective when it is combined with practice. In general, our teaching should be adapted to the priorities that are involved in this specific context and what matters is the fact that we should not neglect all those details which lead to the fulfillment of the language acquisition. Thus, the teacher should activate the students' potential and attract their interest so as to perform the new elements and establish the expected comprehension. What matters is how the teacher plays his roles, which is a fundamental prerequisite we have to deal with.

1.4   Roles of a teacher

The teacher is believed to play to play various roles as far as his presence in the classroom is concerned and all of them deserve special attention since they serve different purposes that serve the teaching performance and support the whole teaching process. It goes without saying that teachers always need further professional development. Making judgements is known to be the most important part of the teacher's role in the classroom. Using appropriate attention and insistence a teacher is the one who is there to monitor how far his decisions have come and even if he has not achieved the expected outcomes he has to evaluate the results and based on improved decisions to respond with flexibility and thoughtfulness. Improvement in practices provides insights for developing the parts of the presentation and if the teacher is considered to be a reflective person then he can generate the expected quality of the teaching. To put it simply, teachers introduce mechanisms and observe their impact on the students so as to alter their practice, make innovative decisions, establish better behavior and reform their teaching style. Traditionally, taking account of results and estimating the involvement of students in the learning, they can reinforce the access to a safe path of knowledge.

The teaching context offers all the particular points which help the teacher to adapt this practice and acquire possible targets. It is obvious that he is there to prove that what he does involves an educational value and of course he can claim such a thing if he is experienced and qualified. These qualities can be his main characteristics only if he is a skillful and educated personality who aims at being a researcher in the classroom and setting additional learning goals for the students. The teacher is responsible for the safe environment where students are asked to cooperate and collaborate so he should develop his administrative skills. That is to say that he can cultivate communication and promote cooperation of his students. Moreover, he is supposed to utilize data for deeper development and at the same time being adaptive to changes which need to be applied in the classroom.

Apart from being an administrator he can be an effective classroom manager. In this case he ought to write down all the weaknesses and make the necessary arrangements in order

to minimize every single point that causes problems. Consequently, the teaching process presents success and he needs to highlight all the parts of the lessons that attract the students' attention and it is essential that he should have patience and instinct as he is there to cope with different classroom situations. Everything in the classroom is made smoother when the teacher finds out the roots of the problems and overcomes difficulties establishing a positive climate in order to guide the class efficiently. As Gocevski, T. (2010;5) pointed out "Management stands for a set of activities (including planning, deciding, organizing, leading and controlling) that focus on the use of resources (human, financial, informational) for the achievement of goals in an efficient and effective way". Bearing in mind that every single student is an individual we make an effort to plan his own learning estimating his own methods of learning as attention is paid to what we call students' needs. Organizing and controlling the tasks and the activities and generally the lesson's progress presupposes an experienced and supportive teacher. The expected teaching goals will be the reward. According to Kelly, (1982) the advantages of the teachers who manage their teaching process are:

1. Students are deeply involved in their activities and they do them with utmost care.
2. Students know what is expected of them and they are generally pleased with it.
3. A relatively small amount of time is lost to confusion.

Undoubtedly, a successful teacher can control his time as he manages everything during the procedure and he would like to make the best of it completing points of the lesson that need further identification. Petrovski, K., and Aleksova, N. (2004:73) claimed out that it is necessary for every teacher to know how to share his time in the classroom managing the planned program. Wasting the time of the students usually results in lack of respect.

Furthermore, a teacher plays the important role of a facilitator and it goes without saying that various strategies are used and there is continuous concern about their effectiveness. The teaching process needs the teacher as facilitator as he is in charge of leading the learning following all those steps which help the students to have the feeling of participation. Besides, he is the one who provides the information as well as he has to act appropriately while a variety of techniques are applied and beneficial resources are taught. Apparently, students should be active and energetic and this is what a genuine facilitator aims at. He is interested in the students' effective learning and this is the reason why his teaching is based on the students' desires. Nothing is taken for granted as we are aware of the fact that beyond the traditional way there is a method that promotes the students so as to be responsible for the whole process and be engaged in the existing activities. So, all the students feel satisfied and in this case they cooperate as the emphasis given on their projects is supposed to contribute to the development of their learning performance.

A powerful teacher's role is the one of the problem solver as the teacher helps the students to deal with the demands of their tasks in an appropriate way. New situations need to be solved because when they remain unresolved can cause stress and significant problems. Teachers need a specific system of tackling constraints and difficulties and they

will get ready to concentrate on what needs to be rectified and explained in order to contribute to a better learning process. Similarly, Schon (1992) emphasized the professional use of teachers' expertise to examine a problem and try to test different solutions. Serious consideration should be taken to the options of a problem and we should not underestimate that any misconceptions can cause trouble. A teacher is a person who provides assistance so as everything can be controlled with critical thinking and under helpful suggestions and ideas.

Apart from the above a teacher is believed to be a psychologist, a performer, a lecturer, an assessor and a lot of roles can be presented as parts of the every day lesson in the setting of the classroom. All the roles focus on achievement of recognition of how the material is going to be taught and what steps should be promoted to cultivate the students' abilities and potentials. Collecting evidence offers a dynamic strategy which makes the students set their own goals. Every teacher can transform his own perceptions and under the direction of the students' needs constructs development activities Effective student learning occurs in the classroom when exploration of the existing ideas and conditions is involved and the educational practice is shaped according to what is used as the effort for the clear understanding of every single piece information should not stop at all. No matter which of the above roles is played, students are the ones who are expected to pay attention not showing indifference if they are guided correctly. In other words, if we assess positively their achievements, highlighting their self esteem, they will show that learning is in progress and as Black & William (1998a: CDC, 2001) stated: " Students' motivation and interest of learning will be reinforced with teacher's recognition of their achievements and provision of necessary steps for improvement". The teacher's experience helps to examine ways of addressing the issues that arise in developing language teaching activities and he continuously observes the students' performance in order to determine the content of his presentation. Giving emphasis on good teaching a teacher should provide space so as all the students will move on assessing what they can do or they are not able to achieve. In this case a teacher is in charge of highlighting the weaknesses just promoting the appropriate educational treatment.

1.5 Aim of the Study

Teaching the English language is supposed to be a demanding undertaking. Conducting this study we intend to investigate a lot of special characteristics which seem to be involved in the whole process and are related to the students' effective learning. Being more specific, we aim at developing as much as possible the plan of the lesson so as the presented language program is going to be better understood and effectively learned. A better planning leads to the language acquisition which remains a fundamental issue. We need to find out basic characteristics which should be adopted by the students and apart from that particular strategies have to be used since the students are going to be made to produce the most amount of negotiation and interaction. Based on the theoretical background, we start wondering about the everyday lesson and it goes without saying that our experience has a leading role so we can use our ideas and get them into practice. Undoubtedly, my learning style will determine the ways I move on but this cannot exclude at all the fact that we may make a decision to change predetermined notions considering problems that may raise.

Investigating options that have to be implemented so as the natural setting of the classroom will be the appropriate environment for the teaching to become feasible to undertake, there are practical difficulties and unpredictable constraints we are obliged to cope with. It is essential that we should keep in mind views of other researchers and their reports which refer to the English language teaching in the classroom and combine it with the information produced by this study.

Being more specific, I should say that I focus on my own context, which involves students of a Senior High School, and I would like to prove that my study is viable and is based on meticulously examined data. The process followed in the class will be analyzed and the students will be instructed to take part in the procedure and get engaged in particular roles so as the learning opportunities will be beneficial and effective. The question remains though if the students can participate to a great extent which is believed to be achieved when they are motivated to do so. Every student feels motivated when we touch his inner world and this is something we can keep under control if we take the students' needs into serious consideration. I am concerned about the development of the whole planning which I strongly believe can be fulfilled under especially designed circumstances. All I have to do is to improve the existing quality of the knowledge performed through the presented program in the educational environment.

1.6 Objectives of the Study

By the end of the study it is believed that

- ➢ we will be in command of English language teaching and
- ➢ we will have the ability to align classroom instruction practices with the theory which is directly relative to teaching.
- ➢ we are supposed to gain ability to evaluate and revise or alter if necessary the teaching of the English language so far.
- ➢ we will identify the design of learning systems taking the students' needs into serious consideration.
- ➢ we will obtain some insight into the deep and not easily explored teaching practices.
- ➢ we can have an overall view of existing teaching strategies in the classroom.
- ➢ we will succeed in raising awareness about classroom technology.
- ➢ we will explore research paths open to the teacher with respect to a forthcoming improvement of planning of the language program.

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CHAPTER 2: RESEARCH IN THE CLASSROOM

2.1 Introduction

Exploring all the crucial issues which refer to language teaching, we make an effort to describe as fully as possible points that shape classroom language instruction. First of all, in section 2.2, we look at Individual differences that have an impact on the learning process in the classroom and constraints may be caused to the implementation of what is taught. Actually, individuals present different aspects of personality and we are interested in paying attention to them, as these differences intervene with the students' effort to learn the English language.

The next section 2.3, refers to the use of tasks and strategies in the classroom and it needs to be made explicit that these specific techniques fulfill the teachers' expectations. Well – designed tasks in the language classroom should be highly achievable so as to match to the students' needs. The learners are expected to take part in the learning activity and their engagement means that the teaching process is successful. Besides, the proper use of learning strategies supports the improvement of language learning and the upgrading of the language skills.

In section 2.4, technology in the classroom seems to play an important role and we are interested in integrating it with the planned lesson, since it fosters creativity and this means that students can have an enhanced learning. When technologies enter the classroom, dynamic plans are produced. As a matter of fact, we will analyze the chance of a digital world which can help with the current teaching practice.

Referring to the next section 2.5, bilingualism is examined and it is regarded as a usual phenomenon in our classroom, so we ought to define its content and its faces as the bilingual learners are affected by certain individual factors. We care about the students who are required to interact in the language classroom but they are not monolinguals so adaptation of the learning process should be given serious thought.

Moreover, in Section 2.6, by conceptualizing multilingualism, we focus on the characteristics of the teaching style that influence the students who come from a different culture and socially different backgrounds, so as to develop sensitivity and plan multilingual teaching based on methods that will be welcomed as trustworthy and effective.

Finally, the last section 2.7 includes a discussion about teacher education and development as education is related to the teacher's proficiency and it can empower the teacher to cope with the challenges of his classroom. Students are motivated by teachers and the extent of learners' achievements depend on the teachers' competence. Teachers will be better if education never stops and in this case they are provided with training and practice as well as use of instructional materials. Teachers are made to gain educational reinforcement which is of major importance and as a result the forthcoming development includes the appropriate knowledge and skills.

2.2 Individual differences

Trying to pinpoint special factors that they can cause problems, we focus on the ones that may be potential inhibitors during the teaching process. To start with, we deal with *motivation* which is known to be revealed through a lot of definitions. Williams (1994) pointed out that: motivation involves choice about actions or behaviors including decisions as to where to do something, how much effort to expend on it, and the degree of perseverance. Choices people make are based on their construction of the world and depend on internal attributions such as personality, confidence and other. Furthermore, Oxford & Ehrman (1993, pp190) maintain: "The external or behavioral features of motivation include decision-making, persistence, and activity level. The learner decides to choose, to pay attention, to engage in one activity but not others; the learner persists over an extended time and the learner maintains high activity level". It is obvious that a motivated student feels inspired and he is interested in becoming engaged in all the presented tasks so the achievement of the expected outcomes seems to be the final step of the teaching process. A skilled, experienced teacher is believed to meet the students' needs and the students express their willingness to cooperate and productively prove to what extent they take part in the procedure. According to Dornyei (1998, p.118) there is another definition which we need to keep in mind. So he stated that :motivation is a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached".

In addition, we should include the most important theories of motivation which are an integral part of the specific field as we intend to retrieve any notions that may show tentativeness with respect to the means that students are made motivated in the classroom. We have to highlight the Expectancy-Value theories referring to a. achievement motivation, b. attribution, c. self-efficacy, d. self-worth theories. Investigating achievement motivation, we notice some students who are attracted by a motive more than others due to the fact that they would like to show a better performance. In the classroom, we find out that this form of motivation exists and students are attracted to be achievers who have positive expectations. Also, attribution theory explains the reason why the students attribute their own form of presentation so we have a chance to realize how they think and react when they have to cope with interesting motives. Weiner (1979) maintained that there are dimensions of causality and these underlying properties of causes are related to psychological consequences Three central dimensions have been identified: *stability, locus* and *control.* We should not underestimate self-efficacy which analyzes the students' decision to present a task that is to say they are able to be engaged so may be affected by a lot of factors. According to Bandura (1982), there are four sources of information which individuals use to construct their self-perceptions of competence; one person communicating faith and confidence in another person via verbal messages, physiological arousal, vicarious experiences, and prior performance experiences. On the other hand, if a learning context is competitive enough, the students are believed to feel helpless so they remain in this situation if they are not supported by the teacher who has to encourage them as much as possible. Moreover, self-worth theory is related to the students' feeling of their own worth when they deal with a competitive environment. Discussing motivation theories, it is worth noting that goal theories of motivation include goal-orientation theory and self-determination theory. The first one reveals two orientations which play an important role when a student is in charge of a task, so we need to know that we call them *mastery* orientation and *performance* orientation. The second goal theory (self-determination theory) is presented to have two branches, namely, *extrinsic* and *intrinsic* motivation.

The term extrinsic indicates the motivation which is caused by others with respect to the achievement of an expected result. On the contrary, intrinsic motivation comes from the participant's inner world and the meaning is that he desires the participation.

The perception of the key words in human motivation as mentioned above is of major importance and we should elaborate on another basic factor of the learning process in the classroom which is called *aptitude*.

Aptitude has to be designated as a special characteristic and Skehan (1998, p. 190) maintained that " the simplest view of aptitude is the proposition that some people have greater levels than others, and that those who are blessed in this way are likely to make faster progress in language learning". The specification of every single point that belongs to aptitude should be kept in mind and as Carroll (1965) pointed out , there are four constituents of aptitude, namely, a. phonemic coding ability, b. associative memory, c. inductive language learning ability and d. grammatical sensitivity. All these specific components are responsible for the learning of the language and the individuals seem to present different levels of the above components. Obviously, there are learners whose aptitude is insufficient and the teacher has to cope with it with respect to an effective teaching. As becomes apparent, teachers deal with aptitude and make an effort to handle the problematic points so they are obliged to take their *learning style* into serious consideration, as it is known to be a basic factor in the classroom.

We often face learning styles which seem to be the students' preferences in relation to the way they respond to what they are required to do and how much they get involved in the whole process. Apparently, learning styles illustrate learning behavior and they have to be identified by the teachers because the students' learning style preferences are important to us in order to design our own learning style and reconstruct our teaching practice. In particular, we have to think about the existing types of learning styles and as Weaver & Cohen (1997) stated there are three types of learning style preferences (perceptual – cognitive – psychological type). Raising awareness of these types and discovering activities which satisfy the students' preferences, means that we will be able to plan our lesson using beneficial methods. Indeed, teachers have to cope with individual differences and their teaching process is considered to be more creative if they manage to adapt productive and flexible tasks and strategies.

2.3 Tasks and Strategies in the classroom

Taking for granted that a task is an activity which engages students in communication, we can refer to Willis (1996a, p.53) who defined it as "a goal oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences". We should highlight that criteria can be found in a task and as Ellis (2003) maintained there are specific ones which are:

- It is a workplan
- It involves a primary focus on meaning
- It involves real – world processes of language use
- It can involve any of the four language skills
- It engages cognitive processes
- It has a clearly defined communicative outcome

Actually, if we design a task we have to present it so as to explain what students are required to do and then we need to make them get engaged in practice activities so they will be able to have sufficient knowledge when they are going to produce language. Designing a task in this way, we should define this approach as a traditional one, namely, the Presentation, Practice, Production approach. It is believed that it is an easy one and we can organize it so as to succeed in what we expect to achieve. Selecting the task – based instruction, we create tasks considering one of the existing proposals, according to which we focus on form, teaching a particular structure which is the most appropriate one. As stated by Loschky and Bley – Vroman (1993), teachers should try to use a task where a particular structure has to be used unavoidably. In addition, another proposal makes us focus on negotiation of meaning which includes tasks where learners understand that there is something they cannot realise in the presented points and interaction is promoted. Krashen (1982) defined as comprehensible input the point learners realise that there is a gap in their language. Nevertheless, it is obvious that some students are active but on the other hand some others reject their participation. Also, another proposal seems to be interesting enough, and it is Willis' (1996) proposal which illustrates an extended task sequence in which the design characteristics of the task are of less importance than its implementation. This involves the stages of pre-task, task, and language focus. However, Skehan & Foster (2001, p.188) suggest that we should notice the task difficulty, which, is of great importance if one views language learning within a cognitive approach. In Skehan's (1998) proposal, if a task seems to be difficult then accuracy, complexity and fluency will be neglected and this is something we should take into serious consideration. We should report Robinson's (2001) proposal who supported the differentiation of task difficulty from task complexity. He stated that task complexity is a much more useful notion and has to do with the task itself. Moreover, he insists on a second crucial point stating that "the greater the cognitive demands of a task the more they engage cognitive resources (attention and memory) and so are likely to focus attention on input and output, which will have performance effects". It is important that we should describe the factors presented by Robinson and they are the reason why complexity is added to a task:

Task complexity (cognitive factors)	Task conditions (interactive factors)	Task difficulty (learner factors)
+/- few elements +/- here-and-now +/- no reasoning demands	One way/two way Convergent/divergent Open/closed	Affective factors eg. Motivation, anxiety, confidence
+/- planning +/- single task +/- prior knowledge	Gender Familiarity Power/solidarity	Ability factors eg. Aptitude, proficiency, intelligence

Giving some serious thought to the above findings, we will be aware of the fact that demanding tasks may be difficult and students may deal with them showing tentativeness. Grappling with complicated activities, students need to be encouraged and we have to keep them stimulated with respect to their commitment to the task. Difficulty and complexity remain basic factors that contribute to unpredictable consequences in the teaching process so the teacher has to keep them under control, giving clarification if it is needed.
Having seen task-based proposals, we can deal with strategy-based ones as they are considered to boost the students' interest in the language learning.

Teaching strategy is thought to be a designed lesson with instructional objectives and an outline of planned tactics, necessary to implement the strategies. Issac (2010) pointed out that strategies are planned tactics and in this case tactics are that behavior of the teacher

which he manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt response, increasing the responses by extra activities and so on. We can rely on steps that we take aiming at the adaptation of a strategy in the classroom. We make progress just combining activities and tasks and the adoption of this combination, so as to teach a specific lesson. Consequently, creative learning of the language seems to be expected due to the strategies' existence. Mentioning the teaching strategies, we cannot ignore the fact that some special characteristics underlie and the applied strategies show the teaching situation and reveal what is believed to be achieved. It is essential that we should define the characteristics as they are analyzed in Ionescu & Radu, (2001: 184-185):

1. They have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity.
2. They have a structuring and modeling function to link the learning situations where learners are placed and to trigger their physiological mechanisms of learning.
3. The components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies.
4. They do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process not a single training sequence.
5. They have probabilistic meaning that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a long number of variables that can intervene in the process.
6. They involve in specific learning situations and rationalize and adequate the training content to their personality.
7. They create an ideal framework for interactions between other components of the training process.

The kinds of teaching strategies should be applied during the teaching process and as Wehrli (2003) pointed out, these kinds are:

1. Brainstorming: A process for generating multiple ideas.
2. Case-based Small-group Discussion: Small groups of students deal with case-based tasks; exchanging points of view while working through a problem-solving process.
3. Demonstration: It involves the presentation of an activity and the students are asked to pay attention to the way it is performed.
4. Games: Teachers use games to motivate students and as a result they are believed to practice what they are taught.
5. Independent Study: Students are required to gather information and present data so the learning activity comes from the individuals and they try their abilities and skills.

Strategies are considered to be an essential part of teaching and elaborating on the best ways of language learning, we achieve communication as our desirable outcome. However, we should not overlook the fact that communication can be successful providing we use an additional too,l which is called technology and it has to be examined.

2.4 Technology in the classroom

The classroom challenges should not remain the same so we can count on new teaching tools and of course possibilities are opened. Using technology during the teaching process we can make progress estimating that it has become an integral piece of our learning and it can be a great motivator as it makes students gain insights in everything they are interested in. Certainly, we maximize the potential of the use of technology, its power and its interactive capabilities when we apply a controlled lesson where everything is used up to a certain extent. Acting like that we feel safe and confident that the current classroom practice is the appropriate one with adequate educated choices on implementing technology.

We need to adopt a broader look at technology and the effectiveness it can offer in the classroom's natural setting. In fact, it is considered to be an innovative change and the vast majority of students seem to be satisfied welcoming whatever is related to technological inventions. However, according to Vail (2003) even for those schools with limited financial resources, educational technology is still a prevalent part of education today.

We have to keep in mind that the cost will be higher and sometimes this target cannot be achieved. Since our world turns into a digital shape, the implementation of technology is thought to be necessary and beneficial, that is to say, this form of implementation is not a choice but a necessity. The demanding future involves this knowledge, and the students have to develop specific skills which presuppose the digital literacy.

Driscoll (2002) argued that while technology integration in schools is not easy, it is necessary. It is evident that teaching in a classroom becomes more creative through the use of technology. Nevertheless, there are supporters of the usual process of teaching who underestimate the technological evolution and they support views which avoid technology and insist on the familiar strategies and techniques. However, Driscoll (2002) pointed out four principles for teachers: 1. Learning occurs in context, 2. Learning is active, 3. Learning is social, 4. Learning is reflective. It is inevitable that new pedagogies should be brought and as Sutherland et al (2004) supported the combination of new pedagogies with technology use is what leads to improved teaching and increased student learning. Den Beste (2003) enlightened that education helps to create a student – centered learning environment with a vast variety of exciting opportunities for student – centered learning. Furr et al (2005) pointed out the benefits of technology in education including but not limited to enlivening the classroom setting, stimulating learning, providing immediate feedback for students, allowing students to work in small groups with their peers and creating a classroom environment where the teacher's role is that of facilitator rather than lecturer. Teaching process comes closer to students and learning is facilitated, developed and designed in relation to the students' needs and interests. Students are motivated and become more engaged feeling that they are involved in something really interesting. It is clear that students are not supposed to be a recipient of new information but they are responsible for finding out more about what they are taught.

The challenge remains though, to adapt teaching strategies to the new technologies in ways that elicit and increase student learning and understanding (Lawrenz, Gravely & Obms, 2006). As a matter of fact, limitations exist regarding the use of technology since we need to

highlight the fact that this technique is used in the teaching process and students may create uncontrolled conditions or unexpectable issues. However, the most important factor is that all the types of technology are not suitable for the correct use in the classroom. Moreover, all the students cannot present the same ability to get access to the new tools so the teacher needs to prevent the use of technology from dividing the students into more active and involved in the specific procedure, and in students who avoid taking part. If this is the case, and regarding the effectiveness, teachers do their best to arrange everything in order to take advantage of all the positive aspects of the new tool.

The amount of time used in the classroom should be carefully estimated and checked in terms of a fair students' engagement so as to cover the existing needs and support the teaching process. Consequently, we need to provide a balance to ensure the positive change of teaching since the traditional pedagogical practices tend to be adapted to the technological power of our century. A teacher can influence the students to interact so he is believed to have a dominant role.

Kirkwood and Price (2005) challenged teachers to continue to develop a better understanding of technology and the issues that often surround it, so that innovations are not driven technology alone. Trying to create an overview of how communication is achieved through technological innovations, we can refer to Microsoft, Word, Excel, Powerpoint, Email, Video conferences, the worldwide Web and the Interactive boards. Kennewell et al (2008) supported the view that technology can be used in combination with traditional resources in order to provide the best learning environment possible. Interestingly, it is known that portable computers are used in the classroom, and they seem to contribute to the general observed change which practically depends on the teacher's positive attitude towards technology. We seem to take the responsibility for the availability of computers, as their existence benefits the teaching procedure and adds advantages as far as the positive results are concerned.

Kirkwood and Price (2005) saw the significance of understanding students' perceptions of technology because they claimed that the educational benefits that the students perceived as gains from using technology, were more important than the inherent characteristics of any particular product or medium. On the other hand, some kind of deeper thought should be given when we have to deal with the competence of teachers regarding the use of computers. Implementing computers in the classroom presupposes the specific training of teachers, otherwise no real progress is expected during the teaching process as all these additional resources will end up inadequate.

As Wheeler (2001) pointed out, new technologies have provoked an entirely new and positive dimension to the art of teaching and learning. The fact remains though that we need the specific infrastructure if we adopt the use of technology and the achievement of the expected outcomes. Also, we need to refer to the technical support which should be available, and keeping in mind all the prerequisites, we have to be fully aware of the necessity of the specific tool just making the best of the existing situations by integrating it as much as it is designed to be integrated. A teacher should be able to move on towards the educational change. The whole program will be refreshed with more opportunities, new

paths of knowledge, flexible ways of learning and innovative efforts to generate more communication. Encouraging students to use computers, gives them the power to access, manipulate, modify, store and retrieve information which ultimately gives them more autonomy in the classroom (Wheeler, 2001).

Students need to develop their collaborative skills and since technologies are supposed to be something innovative, it will attract their interest and motivate their imagination so the teacher will be the person who leads and reforms ideas and opinions and performs the subjects using new learning activities. Venezky (2004) claims that technology is not thought to act by itself as catalyst for change in schools. The teacher is the controller of any change and he can combine all the new techniques planning the designed steps so as to fulfill the involvement of all the students in the classroom.

Except for all the technological devices, we should not overlook the use of the Interactive Whiteboard, adding that Beeland (2002) stated that it is a tool for delivering instruction in a variety of ways that fall into one of three modalities of learning: visual learning, auditory learning, and tactile learning. Lessons are created easily and details are presented automatically. Explanations are given with incredible flexibility and generally speaking there are a lot of functions that can be applied so fast and effectively that the classroom's evaluation includes a digital way of teaching.

We are inclined to agree with the idea that there is a dynamic presentation of the lesson, and students are given opportunities so as they can cooperate and achieve satisfying results. Glover and Miller (2007) suggested that the classroom should be arranged in a way that the equipment complements rather than intrudes upon the learning environment; the lesson should include stimulating software in a stepped learning process with plenty of opportunities for pupil activity; and the teacher should be demonstrative, embracing, and aware of all students so as to present a lesson that engages and captures the students' full attention. Knight, Pennant, and Piggott (2004), pointed out that Interactivity of the board comes more into play as teachers create the following continuum of teaching contexts: 1. teacher as demonstrator, 2. teacher as modeler, 3. teacher in control 4. pupils in control with the teacher advising, and 5. pupils working independently.

Consequently, implementing technology we can adapt developed materials and resources in our classroom even if we may encounter possible limitations and unavoidable problems. This should not minimize our interest in new methods and we should not feel fearful of moving on. A better engagement of the students will be the goal that the teachers try to achieve no matter how hard they struggle. Technology is widely accepted to be a very productive tool but an often - overlooked but crucial determinant should be underlined, and we mean the background of the classroom which is the teachers' main concern, and the basic characteristic refers to bilingual and multilingual learners.

2.5 Bilinguals

Self – esteem, inter - group attitudes, tolerance, emotional stability and other qualities vary from individual to individual depending on the different socio – culture make up of the people. With respect to the different background of the learners, we can estimate the

effectiveness of our teaching adapting the material to their interests and abilities. Lewis (1977) supported his own definition stating that "any valid definition of bilingual education or of bilingualism is useless because it is so devoid of info". He expressed his belief that the most that can be said of bilingual education is that it recognizes the coexistence of two languages in use in society, but that "to search for definition of bilingual education is therefore a snare and a delusion". However, Fishman (1976) claimed that it is difficult to define bilingual education as any particular program is affected by the social political and economic needs of the particular country or group involved.

The issue is well worth examining. Bilingual education is under discussion and it has to be handled in a way that it will turn out to be beneficial in the specific context of the classroom where we meet students of a lot of nations with different cultures, traditions and history. Problems arise if there is lack of language planning, and undoubtedly the program adapted in the natural setting should present suitability, intending the students' planning target.

Whenever we focus on a plan, we had better include evaluative measures as they are supposed to guarantee the effectiveness of the taught material and generally the adopted methodology. One of the most reported investigations as far as bilingualism is concerned, demonstrates that bilingual speakers feel better educated and more qualified. Any further should lead the students to their self-esteem and it has to make them feel sure and willing to get engaged and interact to a great extent. It is estimated that students' background and their different identity contribute to their various reactions and behaviors so the teachers' attitudes during the teaching process remain a basic strategic point which can minimize the constraints and solve the problems. Bilingual students make an effort to be competent in relation to the second language acquisition and they turn their orientation to specific parts that can illustrate their attempt to upgrade their level and develop the quality of knowledge they are taught. Teachers should focus on a technique that can fight against failure to develop skills of the language, and to cope with the mechanism of the language. It is generally accepted that we should motivate the bilinguals and attract their interest so as to speak and write as much as possible with enough competence. It goes without saying that teachers need special training since they should be aware of all the relevant issues when they teach bilinguals. Having particular commitment to bilinguals shows responsibility for what we plan to achieve and confidence that we can make progress. Observing the classroom, we realize that we deal with not only bilinguals but multilingual learners too, and this is another complicated matter which should be under analysis, since nowadays, the phenomenon of multilinguals in the English language classroom culminated and special techniques are believed to be adopted aiming at a fair educational treatment

2.6 Multilingual cultures

Raising awareness of multilingualism is the next path which has to be explored because more information is necessary about the people who speak several languages and this advantage leads to cultural awareness. Having knowledge of other languages helps students to acquire a new language and to be familiar to its mechanisms. As a result learning becomes easier and the communication presents better evolution. Different cultures can be met in the classroom and it is known that we live in a multicultural society. If we intend to

minimize any misunderstanding, due to various cultures we need to collect information and deepen all the knowledge we have, thinking that there are various ways of behaving and thinking. Referring to multilingual students, we should take their background into account when we design the lesson through several strategies, considering it as a prerequisite which facilitates the learning process. The students' communicative competence has to be guided so as to be seen in language teaching. At the same time, we can observe that multilingual students have developed their skills as far as dialogues and interpretation are concerned. They can easily handle the language and use several forms with remarkable flexibility. It is obvious that the curriculum should be designed with respect to other cultures and traditions. Exploring the particular points of the language presented, we have to place emphasis on the similarities or the differences in relation to their own learning background. Any previous knowledge remains the cornerstone on which we will construct the language acquisition.

All the observations of the students who speak several languages can be beneficial and increase the experience. We will make the appropriate decision, regarding our teaching group which means that we will judge the existing situations, keeping in mind that multilingual students may belong to our teaching context. Brisk (2005) pointed out, terms as bilingual and multilingual are often confused, due to a failure to distinguish their meaning when applied to individuals, communities, educational programs, or national societies. Also, Tucker (2001, p.332) insists on the fact that multilingualism is dominant around the world and personal histories, involving multiple languages, including at school, are the norm rather than the exception. He states: "there are many more bilingual or multilingual individuals in the world than there are monolingual……In many parts of the world, ……approaches to education, that involve the use of two or more languages constitute the normal everyday experience. The use of multiple languages in education may be attributed to or be a reflection of numerous factors such as the linguistic heterogeneity of a country or region….; or the desire to promote national identity". In addition, innovative language education programs are often implemented to promote proficiency in international language(s) of wider communication together with proficiency in national and regional languages.

Multilingualism is an aspect of our world and we need to understand the different cultures and the specific attitudes shown in the classroom if we have decided to communicate effectively. Cummins's (2008) interdependence hypothesis, however, states that successfully acquired knowledge in the home languages can be easily implemented to other languages, as long as there is adequate exposure and motivation to learn the language. This notion of cross – linguistic transfer can be linked to Cook's (2003) notion of multicompetence, which aims at explaining multidirectional transfer in multilinguals. Apparently, this scientific approach explains the reason why all the languages of the students form one shared system and they are not regarded as a collection of isolated systems.

There are approaches that have been used so as to make multiple languages be a part of the whole instruction, and this means that the background of these languages leads to a fruitful resource. We are in need of such a type of resources, and it is important that we should refer to language awareness which has four basic dimensions as Andrade et al., (2003, p.489) claimed:

1. The ability to reflect upon and reveal some degree of awareness of their own dispositions and motivations regarding languages (socio – affective dimension).
2. The capacity to manage their linguistic and communicative biography in new interaction situations (management of linguistic and communicative repertoires dimension).
3. The ability to manage acquisition processes (management of learning repertoires dimension.
4. The ability to reflect upon the instructive processes which characterize language contact situations (management of interaction dimension).

Attention has turned to the desirability to create a friendly educational environment where student – centered activities under a teacher – centered instruction provide a beneficial perspective with reference to language development. All in all, there is evidence that a school program for English language teaching calls for cultural appreciation and understanding in order to reach a point of higher quality.

It appears that we work in diverse classrooms and all our behaviors and guidelines have to be adapted in order to implement the language program and generate sufficient understanding. It goes without saying that the adaptation of the appropriate teacher's behavior is demonstrated when there is evidence of teacher education which is related to the teaching competence.

2.7 Teacher Education and Development

The teacher oversees all the projects and plays a lot of roles focusing on the teaching effectiveness and the learning success. Besides, he controls all the situations, providing knowledge on every part of the language which means that he has not lacked the power to pinpoint effects, taking for granted that he has the appropriate education and he always makes an effort to be more qualified. Areas of study within the field of teacher education are believed to be broadened and seem to include observation of teaching, and design of teaching programs and there is equipment which supports teaching. In other words, training courses offer additional awareness at the expense of the achievement of the educational goals. Freeman and Johnson (1998) suggested a framework and they claimed it would redefine second language educators as professionals. First, "the love of the new language base must focus on the activity of teaching itself: it should center on the teacher who does it, the contexts in which it is done, and the pedagogy by which it is done". Second, "this knowledge should include forms of knowledge representation that document teacher learning within the social, cultural, and institutional contexts in which it occurs". Third, "the knowledge base of language teacher education needs to account for the teacher as a learner of teaching, the social context of schools and schooling within which teacher – learning and teaching occur, and the activities of both language teaching, and language learning" (1998, p.397).

Undoubtedly, teacher education is discussed under scrutiny involving some issues of paramount importance as Richards (1998) highlighted:

1. The knowledge base of teachers, the beliefs and principles that teachers hold, and how these impact on teaching.
2. The professional development of teachers and the influence of experience on their development.
3. The impact of teacher education on teachers' classroom practices.

Evidently, we should be aware of the theories involved in teaching, and apart from that we should have communicative qualifications and sufficient techniques in order to perform the guidelines which will be welcomed by the learners and will lead to the developed learning process. We have to understand how learners learn, and this is supposed to be a result of both knowledge of educational theories and experience of teaching in the classroom not to mention the unstoppable research of teacher development and the thorough study of the findings which are directly relevant to decision making in lesson planning. Furthermore, we have to outline the major points that exist in the unknown parts of teaching to illuminate teaching styles and classroom methods. Of course, teachers decide and design practices and being more specific, teacher beliefs were believed to play an important role (Pajares, 1992). We should underline the term teacher cognition which has to be examined in detail, as its meaning will be clear in the teachers' attitudes and behaviors. Recently, the number of studies focused on teacher cognition is large and influential enough to constitute a distinct research strand in the teacher education literature (Borg, 2006). The nature of teacher cognition proves that a teacher may have pedagogical beliefs but teaching in a specific context, he seems to be affected following the signs of the students and gaining deeper insights.

Considering the knowledge provided by the educators we can refer to Richards et al (1996) where we can find that "it is important for teacher – educators to help student – teachers to relate the courses to their own contexts and experiences so that they can formulate their own personal theory of teaching". In fact, there is clear understanding that we can notice an increasing awareness of the teacher knowledge since the teacher as a professional should be based on scientific knowledge. Due to this scientific knowledge, we can organize our thoughts and plans and reflect on the various situations in the classroom. We appear to operate according to adopted theories of teaching and as a matter of fact we are guided by them. As Elbaz (1983) stated these the ories take the form of principles and maxims, formulated overtime, reflect the teacher's beliefs about language, language teaching, effective teaching, the teacher's role, and the teacher – student relationship. More importantly, Shulman (1986) argued for three knowledge domains of teacher knowledge: pedagogic knowledge, content knowledge (knowledge of the subject matter that the teacher is teaching) and pedagogic content knowledge (the effective representation of content knowledge to students). In this case, we deal with several fields of knowledge and we need to know how to act through the sufficient studies we have been taught in order to teach without neglecting the underlying system of language.

We ought to reflect on all the situations which take place in the natural setting of the classroom and if reflection is immediate we can show that we can count on this essential point of our teaching, and as Schon (1983) proposed: "teachers are not technical experts

but reflective practitioners and through processes of reflection and reframing, teachers often came to a new understanding of their professional practice".

In everyday teaching process, we constantly use a lot of practical methods, which correspond to an effective teaching style and as a result we have to be active and reflect on our proposals, just developing critical thinking. Consequently, this is what Bartlett (1990) claimed when he said that "teachers need to move beyond technically oriented improvement of classroom skills to address the issues that are fundamental to their development as responsible and autonomous professionals and to see their actions in relation to the purposes of education". Examining the tasks that are performed, we are inclined to believe in our ability to improve skills and handle problems without much effort, and it is clear that we can acquire the quality of an expert teacher who is the coordinator of the content's configuration. In addition, research has commonly been used as a scientific tool which supports teaching to a great extent. To this end, Wallace (1996) reported that student teachers should be equipped with the skills and knowledge to conduct action research and be guided on how reflections could be structured. Moreover, Burns (2009) provided the purposes of research in teacher education as:

- ❖ To address specific issues in teaching or learning situations.
- ❖ To investigate curriculum innovation and the change processes.
- ❖ To facilitate teachers' professional development.
- ❖ To enhance teachers' knowledge of conducting research and to equip them with research skills.
- ❖ To enhance the development of their personal practical theories.
- ❖ To provide a vehicle for reducing the gap between research and practice.

Teacher education has to be strengthened in order to gain refreshing insights and this is something that needs endless research if we consider that the more we explore it, the less misconceptions we have. The language system is better planned and taught and more knowledge represents more qualified teaching with a powerful impact on the students who benefit from the content of their lessons. We can provide trustworthy evidence that we are experts and as Bertiner (1994) stated "there is need to understand the special form of knowledge held by teachers and to demonstrate that experts in teaching possess skills and knowledge that are as complex and sophisticated as those possessed by experts in other professions"

R E F E R E N C E S

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3.1 Introduction

In chapter three, first of all the curriculum theory and the curriculum development concepts are presented so as to understand the characteristics and identify what the teacher is asked to perform in the curriculum development process. Furthermore, Course design is examined carefully, as it involves the processes which build appropriate environments and experiences for the learners. The courses are believed to be the fundamental cornerstone of teaching and learning so the well-planned design is associated with the challenges that should occur with respect to the evolution and development of the program. The field of syllabus is considered as an important aspect, and we intend to identify the issues underlying a particular syllabus and we try to describe various types of syllabi, reflecting on their nature in order to familiarize all the teachers with current notions and as a result teaching and learning become flexible through changes in the whole design. Also, we will discuss the teaching of the four basic skills (speaking, writing, reading, listening) and we will focus on features that will be of concern to our discussion. Besides, we seek to raise awareness of issues that are entailed in the evaluation of a program in terms of specific points that assist to the extent to which we are believed to judge the teaching in the classroom, and special attention is given to testing which remains an essential tool that provides data as far as the effectiveness of an educational program is concerned. Finally, implementation is explored as deep understanding is supported through the implemented changes and the educational innovations which involve materials and skills that are investigated meticulously since they are regarded as the ones which will bring about the development.

3.2 Curriculum design and curriculum development

Effort is made to illustrate the nature of the term curriculum, just analyzing all the crucial points associated with it. We explore an extended view of the curriculum development process with respect to a better planning, being aware of the fact that there are constraints which have to be described.

The curriculum is understood as a program of study which is related to the teaching of English and needs to be seen how it can happen. It is clear that the totality of content to be taught within one school is defined as curriculum. According to Zais (1976: 7), curriculum has been seen and described as a program of studies, a list of subjects offered. Stenhouse (1975: 4) refers to curriculum as "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation and practice". Furthermore, Tyler (1949) proposed four basic questions which entail the concept of curriculum and are known as a four step process:

1.   What education related purposes should the school seek to attain? (Stating objectives)

2. What education related experiences can be provided that are likely to attain these experiences? (Selection of experiences)
3. How can these education related experiences be effectively organized? (Organization of experiences)
4. How can we determine whether or not these purposes are being attained? (Evaluation)

Insisting on the perfect identification of curriculum we should consider it as a designed technique in the classroom which helps with the achievement of expected outcomes. In addition, Taba (1962:12) pointed out seven fundamental points which are believed to show the curriculum processes. Being more specific, these seven points are:

1. Diagnosis of need
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and the means to evaluate

It is clear that we refer to what teachers are going to teach and what students are going to learn in the whole process. In fact, disambiguation is needed when we focus on the real meaning of the term "curriculum" and we ought to highlight that it guides the everyday experiences of the classroom as it is the basis of all the materials and the content of the textbooks. Also, it arranges how students are assessed and how specific parts are going to be developed. Undoubtedly, a curriculum has to be well structured and when its process needs reform we may encounter problems in order to find out the appropriate treatment of curriculum development. Following the suitable guide we will be able to participate in a reform process. Curriculum is a determinant of what is to be introduced to the students and it may need a new form since there are constant changes and demands in the classroom with respect to the content and the materials which will be adopted during the teaching process. If there is evidence that we have to arrange new directions so as to achieve expected skills and attitudes, then we are practically supposed to move on a restructured curriculum with renewed teaching differentiated orientations.

Studying literature, we can investigate that there are a lot of ways to approach curriculum development. This means that different models are presented and we should put emphasis on the most prominent ones. All we need is a highly engaging curriculum, which makes the students absorb new knowledge. Students are allowed to acquire new concepts and develop their learning potential, overcoming any possible difficulties. Apparently, we are involved in curriculum design when we plan and organize the instructional units where we include lessons, activities and assessments in order to achieve our educational expectations. We should not overlook the existing perspectives which are believed to be very important and interesting when we examine the curriculum philosophy. Kliebard (1986) claimed "We do not find a monolithic supremacy exercised by one interest group; rather we find different interest groups competing for

dominance over the curriculum and, at different times, achieving some measure of control depending on local as well as general social conditions. Each of these interest groups, then, represents a force for a different selection of knowledge and values from the culture and hence a kind of lobby for a different curriculum". Interestingly, Nunan (1988a) added to his views of what constitutes curriculum that "there are elements designated by the term syllabus along with considerations of methodology and evaluation". Among other researchers we pay attention to Bolotin et al (2000:5) who see curriculum as various discourses: historical, political, racial, gender, poststructuralist - deconstructed - post modern and institutional. Thus, we can understand that a curriculum remains a construct which is discussed in many ways and a lot of notions analyze the real meaning of the specific term. Nunan (1987) pointed out three ways which define the term 'curriculum' and these are: "a *product* or set of items to be taught, as a *process* for deriving materials and methodology, and as the *planning* phase of a program".

Johnson (1989) provided a very interesting framework for making us realize the language curriculum, as according to his theory, it includes all the relevant processes of all the participants. Referring to participants, he thinks that all the stakeholders are involved in his specific words and especially the educational policy makers, the curriculum writers, the syllabus designers, the textbook writers, the teacher trainers, the teachers and the learners.

Eisner and Vallance (1974) created the identification of five major orientations which are:

➢ The school should develop the learners' cognitive processes rather than simply transmit predetermined content.
➢ The school should offer something to the child here and now and through the curriculum the school should enter fully into the child's life.
➢ The school lays emphasis on the needs of society which are to be met by the curriculum.
➢ The school sees itself as the purveyor of a common heritage based on classical scholarship and texts that are seen to be part of a traditional 'canon', accepted as the best by everyone.
➢ The school emphasizes the efficient identification of goals and means and claims adherence to no particular set of values.

O'Brien (1999:6) stated that we should not rely on certain orientations as dilemmas can be produced. She claimed that according to Eisner and Vallance (1974) any exclusive reliance may produce three basic problems. To start with the first one, we should point out the fact that the notion that there is a universally perfect curriculum can make us ignore the social and historical conditions to which a curriculum relates. Besides, if we pay attention to content, we may neglect the learning process. The third problem is about an emphasis on learning how to learn which may minimize the significance of what is being learnt.

Interestingly, we have to highlight that there is a classification of the types of curriculum which exist in the literature, and among all of them Goodlad's five types are supposed to be very important. These five types of curriculum are:

Type of Curriculum - Description

1. Ideological - This is based on the opinion of experts taken from experts from various contexts.

2. Formal - This is the version approved by the body responsible for the educational system for use by the schools.

3. Perceived - This is what teachers think that the curriculum should be.

4. Operational - Here we have what actually goes on in the classroom and can be observed by researchers.

5. Experienced - This is what students actually experience at the student learning level and can be researched via interviewing students.

Adapted from Goodlad (1979)

Being aware of the above five types we have to add *the hidden curriculum* which refers to the reinforcement of social inequalities through the education of students according to their class and social status. In fact, it is a set of lessons such as values and beliefs conveyed in the classroom as well as in the social environment. It is known that practices, procedures and structures support the success of the hidden curriculum. All the unintended learning experiences can be the result of various interactions among fellow students or interactions with teachers whose beliefs are revealed during the teaching process not necessarily on purpose. Essentially, the hidden curriculum may be a part of the actual one and its functions have to do with something which is not planned. In order to eliminate misleading thoughts about it and with respect to a clear identification, we should raise awareness of this specific curriculum for educational purposes. Sharp and Green (1975) have used it to mean almost "a perspective" or "world-view". Regarding the important concept, Illisch (1973, 1978) and theorists such as Giroux (1988) believe that consideration of the hidden curriculum should play a central role in investigation of the educational process, and especially formal processes such as schooling. Cornbleth (1984:29) suggested a similar point when she wrote that 'while "hidden curriculum" is an intuitively attractive phrase, one that gives the appearance of accounting for the complexity of how schools affect students and why schools resist change, it tends to label more than to explain'.

Teaching in our educational system, we can raise awareness of what type of curriculum we have adopted as there are special characteristics involved in every type. The quality of

teaching ought to be a primary concern of school improvement. Teaching requires a level of scrutiny support and assistance. It goes without saying that we should distinguish the term *syllabus* and *course* as their definition permits a better recognition of the curriculum. It is known that a syllabus will be seen narrowly as the specifications and ordering of content of a course or courses (White 1988). A course is defined as an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge (Hutchinson and Waters 1987:65). Having defined the terms of a syllabus and a course, we have to highlight that a curriculum plan presupposes a specific process of implementing and evaluating curriculum and this is the way to develop it. It is evident that we use models because we care about specific orientations which will establish the philosophy of a whole program and productivity will be reinforced. However, thinking about nature and purpose of education, we can realize that every single model of curriculum represents a different perspective and a unique educational ideology. Identification of the most important models are presented as they are considered to play an important role in the design of the teaching process.

> Thus, we can start the presentation of the models with the *Objectives* model which is known as a model whose outcomes are prespecified and tests are planned with respect to educational attainment. Tyler (1949) stated that curriculum development should begin with a clear statement of the kind of attainment (objectives) that was being aimed at. Regarding Tyler's approach we can observe that the content is organized and the goals achieved are evaluated. As a matter of fact changes of students' behavior show the extent to which the learners have achieved what is taught. We should proceed with Tyler's four basic questions which entail his clear specifications about the curriculum design:
> 1. What educational purposes should the school seek to attain?
> 2. What educational experiences can be provided that are likely to attain these purposes?
> 3. How can these educational experiences be effectively organized?
> 4. How can we determine whether these purposes are being attained?

(Hopkins 1989:5)

However, studying the drawbacks of the Objectives model we can focus on the fact that every stage of curriculum design is believed to be in isolation. Besides, the learning process is not adequate and learning is acquired step by step. Kelly (1989) insisted on the negative impact of the model both on teachers and students stating: "this approach restricts the freedom of both teacher and pupil. For both will be inclined to see the objectives as fixed or given so that not only will they concentrate on what must be rather simple instructional goals, they will also lose the opportunity to play an active role in the educational process, a process which it is claimed, is fully educational only if both teachers and pupils are active within it. A curriculum on this view must be seen as the dynamic interaction of teacher and pupil and this cannot be promoted by a 'scientific' 'industrial' model requiring careful preplanning of outcomes". Having seen aspects of this model, we should investigate the other important model which intends to develop knowledge and it is called the *Process* model.

The *Process* model involves a different concept and creates the specification of principles of procedure as it follows an opposite way just promoting the language learning experiences which make the students engage in the teaching performance and content. When understanding is designed, then they will be able to specify the aims and this the reason why the prespecified objectives are regarded as inappropriate. Stenhouse (1975:4) developed a different belief which is revealed in what he defined as curriculum: "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice". The case is that learning needs are to be enhanced and enriched so the students may be shown totally new directions. The procedure and the existing principles play the leading roles and not the objectives during the implementation of the process. In fact, preplanned activities prevent teachers from taking advantage of unplanned chances, so we can estimate the process model as the one that contributes to creative learning. Stenhouse's (1975:82) strong belief was that: "Education as induction into knowledge is successful to the extent that it makes the behavioral outcomes of the students unpredictable". Moreover, Stenhouse (1970:77) claimed the significance of the outcomes which are produced as a result of learning but pre-specification is regarded as a problem which creates a lot of constraints and he pointed out that: "the content being so structured and infused with criteria that, given good teaching, student learning's can be treated as outcomes, rather than made the subject of pre-specifications. Disciplines allow us to specify input rather than the output in the educational process". Attention should be paid to Stenhouse's (1975:82) specifications for the process of the curriculum development:

1. Define the value positions in any curriculum specification
2. Specify curriculum in terms of content material and method.
3. Indicate training procedures for teachers.
4. Define the contextual variables in schools, systems, environments that will affect realization in practice.
5. List and test hypotheses regarding effects.
6. Attempt to relate effects to contextual variables.

The teacher is seen as a facilitator who encourages the students to develop their own ideas and views with respect to the subject matter. Understanding is believed to be the dominant factor in the classroom and knowledge is the ultimate target. It is important that we should focus on what Stenhouse (1975) claimed: "The process model is essentially a critical model, not a marking model. This does not mean that students taught on the process model cannot be examined, but it does mean that the examination must be taken in their stride as they pursue other aspirations". It is evident that any subject matter will be analyzed and during the process an effort is made so as the subject matter should be understood as far as its nature is concerned. Any response has to be judged qualitatively and an appropriate evaluation will make the students develop their work. Having examined two models of curriculum design, we present the third model which is the *Situational* model.

The Situational model is more flexible and it is known for its simplicity and the emphasis which is put on the importance of the situation and the context in curriculum design. It has five major components: Situational analysis – Goal formulation – Program

building – Interpretation and Implementation – Monitoring, assessment, feedback and reconstruction. If we attempt to understand its philosophy in the context of the classroom, we think that it is necessary to gain insights so as to realize how all the various influences are related to each other giving a particular structure when the teacher performs the subject matter. Under some circumstances, a teacher may be well prepared and can plan the whole procedure but on the contrary, a teacher may have limited time so the presentation cannot include sufficient material. This proves that the existing factors may facilitate the teacher or they may prevent him from a perfect presentation. As Pratt (1980:117) observes: "The designer should estimate both the direct and indirect effects a proposed curriculum will have on the students, on other programs, and on other people in and outside the institution. These effects must be taken into account in the design and made clear to decision-makers when the curriculum proposal is submitted". In fact, the situation analysis is very important when we plan the curriculum and offers adequate information which offers an exceptional impact on the whole project. The key factors need to be identified due to the fact that all the weaknesses will be examined and the implementation of a project will be easier when potential obstacles will be considered in order to be treated appropriately. To carry out such practice, we should note that the situational model may cooperate with the Process or the Objectives model if some aspects of the curriculum are to be emphasized. As White (1988:41) points out: "this model does not rule out the use of rational planning and an objectives model if this is appropriate. Aspects of the process model are not excluded, either, since concern with how learning takes place as well as with content and outcomes is an important aspect". In the light of knowledge of the curriculum models and how we can proceed with the curriculum development, we will make an attempt to elaborate on the course design since it is a prerequisite if we are interested in the process of course development which is equally important.

3.3 Course design and course development

Considering the meaning of course design, we should refer to methods and processes which are known to build learning environments and experiences for all the students. Learning is implemented when course design is organized appropriately so teachers need to focus on what is the best in each specific situation. Creating a good course design involves a lot of tools which release important knowledge and support the students with a variety of perspectives. The students are allowed to brainstorm, to review, to analyze, to deepen their understanding and construct knowledge by interacting with each other. The practice in the classroom creates flexibility and students are encouraged to accomplish their projects and all the activities can go on step by step. A well designed course leads to what is expected to be learned and all the students should check what they learn and to what extent their knowledge is going to be completed. The whole concept should be interesting and it has to be created so as all the learners will receive the higher education they deserve.

Regarding the design of a course, we define learning outcomes and determine the remarkable structure, which settles the suitable content and highlights the cohesion of the learning. All the instructional strategies are adopted and the organization of the syllabus moves on, in the light of a creative assessment. Assessing learning means that there are

decisions that concern the selection of the applied methodology and the content approved as the most productive and essential. Thus, teaching day after day and assessing the work in the classroom, we can find out directions to a process of course development which is considered to be of vital importance. Graves (1996:3) stated that: "in a broad sense, the process of course development is similar to that of curriculum development. Course development includes planning a course, teaching it, and modifying the plan, both while the course is in progress and after the course is over. In the traditional view of curriculum development, which Johnson (1989) calls a *specialist approach,* teachers have no role in the planning stages, and specialists determine the purposes, plan the syllabus, and develop the materials that teachers are then supposed to use in their classrooms. Nevertheless, teachers who have never planned a new course still have experience in course development". In any case, course design refers to a procedure of a thorough teaching which develops the fluency of the English language and affects aspects of the students in terms of skills, functions, activities and notions. Hedge (2000) suggested the following steps in course design:

- ➢ Step 1: Considering the students
- ➢ Step 2: Considering the context
- ➢ Step 3: Establishing goals and objectives
- ➢ Step 4: Planning the syllabus
- ➢ Step 5: Designing the materials
- ➢ Step 6: Teaching the course
- ➢ Step 7: Evaluating

Graves (1996) noted that if we intend to arrive at appropriate goals and objectives, we are obliged to ask the question "what are the intended outcomes of the course?". So, she supported the view that among the factors that may influence the answer are: 1. The students' needs, 2. The policies of the institutions, 3. The way the teacher conceptualizes content. Looking for the definition of learning outcomes on all course outlines, we realize that an outcome is what a student will be able to do when the course finishes and this is the reason why we have to shape the intended outcome according to the level of knowledge we are prepared to acquire. A goal is a broad definition of students' competence. To this end, we should keep in mind the types of goals described by Stern (1992):

- • 1. Proficiency goals: They include achieving confidence as a user of the target language and achieving confidence in oneself as a learner.
- • 2. Cognitive goals: They involve learning how to learn so as one can be skilled to meet future learning challenges.
- • 3. Affective goals: They include general competency, mastery of the four skills or mastery of specific language behaviors.
- • 4. Transfer goals: They include mastery of linguistic knowledge and mastery of cultural knowledge.

All the above goals seem to indicate that the course design needs much attention and much effort has to be made in order to establish some processes which may not happen simultaneously but they should take place when course planning is selected. What we mean refers to an appropriate content, the course rationale and the course scope which are

regarded as substantial ones. Richards (2001) stressed that it is necessary to know the level at which a program will start and the level learners may be expected to reach at the end of the course. On the basis of given data, we need to familiarize ourselves with the six levels of proficiency which were given by the Common European Framework of Reference for Languages. We refer to Breakthrough (basic user), Waystage (basic user), Threshold (independent user), Vantage (independent user), Effective Proficiency (proficient user) and Mastery (proficient user). These levels represent the general level of the learners who are expected to produce specific skills in the language production. At this point, we should deepen our reflection on an equally essential issue which is called syllabus and Dubin and Olshtain (1986) argued that: "language is infinite, but a syllabus is finite". The syllabus is related the content of the course which plays an important role so we have to comment on its organization and its shape.

3.4 Syllabus

The issue of syllabus should be considered meticulously as it is believed to be a way to organize courses and materials. In fact, Brown (1995:6-7) stated that: "Each belief system about what students need to learn in the language classroom depends on organizing a global order of presentation. In other words, regardless of the approach a teacher adopts, she or he must plan and organize, and make decisions about what should be taught first, second, third, and so on". The term syllabus points out what needs to be studied, and currently, the literature reflects three major types of syllabuses: structural, situational and notional". Thereby, the concept of syllabus offers the content which is to be learned in a classroom and Widdowson (1990) said: "it arranges this content in a succession of interim objectives". A decision is made about what to be taught and classroom activities will be guided and Candlin (1984) argued that a syllabus can be retrospective, in which case no syllabus will emerge until after the course of instruction. Being familiar with the options in syllabus design, according to Wilkins (1976), the learner's role is basic in assimilating the content provided during group instruction and applying it individually to real-world language performance and interlanguage development. All the approaches to syllabus design have been considered to be related to the students' variables. Showing the framework of different types of syllabi, we distinguish type A and type B Syllabi as their detailed description identifies what we need to be aware of, if we are interested in syllabus design.

3.4.1 Type A Syllabi

Type A Syllabi are considered to have a product orientation and we should insist on the fact that this type A provides the students with an external knowledge of language. The syllabi that fall under the umbrella of type A syllabus are best represented by a notion of controlled practice, sequentially presenting language items one at a time, whereby learners are expected to build a gradual understanding of language (Willis, 1990:42). Analyzing type A Syllabi we can present the Structural, the Notional/Functional, the Communicative, the Situational, the Topic-based and the skills-based which promote language as a linguistic process.

3.4.1.1 The Structural syllabus

The *Structural* syllabus prevailed and became known due to the fact that structures are what we define as features of language and White (1988) said that: " likewise, range and availability do not appear to have been used as a basis for structure selection". Besides, he remarked that: "the selection of sentence patterns appears to be motivated by two principles. The first is that the simpler patterns are more easily learnt than the more complex ones. The second principle involved in learnability and teachability, is that the structures which are most different from those of the native language, will be those that are most difficult to learn. However, several factors have contributed to the decline in the significance attached to contrastive analysis as a basis for organizing a language syllabus". The Structural syllabus is illustrated as the syllabus which appears to be a combination of methodologies and as O'Brien pointed out, we can meet rule learning and deductive grammar practice on the one hand and drilling and memorization on the other. It is essential that we should look at audio-lingual classroom practices which seem to have a steady basis formed by dialogues and drills as stated by Richards and Rogers (1986:53). Of course, they explained that: "dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language". They also argued that in this approach learners are seen as "organisms that can be directed by skilled training techniques to produce correct responses and they are not encouraged to initiate interaction, because this may lead to mistakes". Reviewing language use and studying various criticisms, we may put emphasis on Chomsky's (1957/1965) criticism, as he supported his model of Transformational-Generative Grammar and postulated universal deep structures which finally become surface structures. Another important remark is what O'Brien (1998) pointed out in the discussion of the reasons why the Structural syllabus is not believed to be satisfactory. The reasons may refer to contrived texts, cross-association, lack of learner success, grammatical redundancy, failure to select and lack of contextualization. Having seen all the above points, we have to discuss another type of syllabus which is the *Notional-Functional* syllabus.

3.4.1.2 The Notional-Functional syllabus

As Markee (1997) stated, this type is considered to focus on the professional and personal needs of adult learners, who are interested in intensive courses that will help them use the language in a short period of time. Elaborating on the real purposes of this syllabus, we should see that it is based on a learner-centered approach to language teaching and the learners are supposed to analyze the language so they will be able to acquire its better understanding. Young (1983) maintained that: "if the language is chopped up into little bits and the bits are then fed one by one to the learners, the teaching materials are said to be organized according to a synthetic syllabus. If, on the other hand, there is no attempt at this careful linguistic control of the learning environment, but language is presented in a form which is limited in scope simply by the amount of time available to teach it, and if the presentation of different units is sequenced on purely non-linguistic grounds, we have materials which are organized according to an analytic syllabus". The syllabus designer is interested in the content of the language during the process of language teaching and this is the most important point which is taken into serious consideration. Due to this fact the

syllabus is called a notional one. The elements of a notional-functional syllabus should be made clear and as White (1988) noted: "A notional-functional approach introduces two important elements to syllabus design: firstly, a notional or conceptual aspect, which is concerned with such concepts as time, space, movement, cause and effect; and secondly, a functional aspect, with which the intentional or purposive use of language is described and classified". Moreover, there is a notable distinction with respect to the existing kinds of a notional syllabus regarding its meaning and as Wilkins (1976) underlined, three kinds can be found which are a. *semantico-grammatical* (the kind of meaning with which semantics has been conventionally concerned-ideational, cognitive or propositional meaning-by which speakers express their perceptions, and which is expressed through grammatical systems in different languages) b. *modal* (while expressing their perceptions speakers simultaneously express their own attitude towards what they are saying or writing), and c. *functional* (besides communicating information, a sentence performs a role as part of the interactive processes involving the participants). When an attempt is made to construct a notional-functional syllabus, it is obvious that all the functions that are performed should be well presented so as awareness will be raised with respect to any limits which have to be known. White (1988) commented that one language function can be expressed in many different ways, while one language exponent may express more than one function. Besides, he added that one exponent can be interpreted in quite different ways, depending on the context and the participants' shared knowledge and assumptions. As White said, there is a problem of combining criteria for the selection and grading of form and of functions. Apparently, he stressed the fact that there is "a conflict between principles of simplicity, combinability, teachability and learnability when applied to exponents and structures on the one hand, and need, utility, coverage and binary relations, applied to functions on the other". Language functions facilitate the language teaching and O'Brien (1998) stated that: "various suggestions were put forward for ways in which language functions could be incorporated in the syllabus. Textbook publishers were quick to advertise books as functional and the names of units changed from 'The Present Perfect' or perhaps a situational label – 'At the Bank' to titles like 'Making introductions' etc. But often these changes were purely cosmetic. The syllabus was still mainly grammatical and certainly, without any further training, teachers were likely to carry on teaching with the emphasis on structure. Markee (1997) argued that notions and functions are still linguistic units of analysis and he mentioned that: "using preselected linguistic units and linguistic criteria to select, grade and sequence pedagogical content leads us back to synthetic syllabus design solutions". Aiming at creation of an appropriate syllabus, we consider that communication is essential and we need to attempt to design a *communicative* syllabus.

3.4.1.3 The Communicative syllabus

Under these circumstances, we estimate the students' needs which are different and affect the teaching performance in the classroom. Communication plays the leading role as it is the tool which can be used in order to achieve the language competence. It is taken for granted that the syllabus needs a well-designed plan and we are going to be convinced that its role is beneficial if the activities involved build the required language level. Through communicative capacity, the students show that they are able to use the language fluently. Interestingly enough, we should refer to the demands that this type places on the students since there is

a number of problems which must be dealt with. We should not overlook all the doubts raised in relation to the viability of this type and emphasis is given to the fact that proves that students communicate and learn the English language when they are invited to try specific items as parts of an exchange that happens during the learning process aiming at the acquisition of language. The success of this acquisition is visible when there is communicative competence and it can be realized by engagement in social life (Hymes, 1972). The conversation in the classroom seems to establish exceptional results in the classroom as the level of the acquired language is upgraded and Grice (1975) noticed the cooperative aspects of conversation and underlined that the students who take part in a conversation are assumed to obey certain maxims:

- The maxim of *Quantity*: Make your contribution as informative as is required for the current purposes of the conversation. Do not make your contribution more informative than is required.
- The maxim of *Quality*: Try to make your contribution one that is true. Do not say what you believe to be false. Do not say that for which you lack adequate evidence.
- The maxim of *Relation*: Be relevant.
- The maxim of *Manner*: Avoid obscurity of expression. Avoid ambiguity. Be brief. Be orderly.

Undoubtedly, the whole communicative action can help the students to develop their learning, and they may become better when they interact and use the English language. Stern (1983) pointed out that: "Through such concepts as communicative language teaching or communicative competence as a goal of language teaching, theorists have attempted to bring into language teaching insights which they have derived from speech act theory, discourse analysis, and the ethnography of communication". Implementing the English language in the classroom through the process of struggling to communicate, we pay attention to Howatt's arguments (1984) who made a distinction between a strong and a weak version of Communicative Language Teaching and stated that: "The weak version, which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails using English to learn it". Nevertheless, elements of an underlying learning theory seem to be related to the language learning if specific conditions are met and these elements according to Richards and Rodgers (1986) are:

- The communication principle: Activities that involve real communication are believed to promote learning.
- The task principle: Activities in which language is used for carrying out meaningful tasks are believed to promote learning.

- The meaningfulness principle: Language that is meaningful to the learner is believed to support the learning process.

At this point, it is important that we should pinpoint what is outlined by Canale and Swain (1980), as implications of communicative language teaching, and these implications refer to syllabus design, teaching methodology, teacher education and testing. Based on the above proposals, we should be concerned with what the students in our classroom know and how they can use the language so as they will have the ability to demonstrate their communicative competence. Furthermore, we can identify some types of syllabi which are known to be alternative types of communicative syllabi.

3.4.1.4 Alternative types of communicative syllabi

The *situational syllabus* suggests a different base to syllabus design and White (1988) noted that: "the other use of the term 'situational' matches the layperson's view of situation, that is, it refers to the contexts in which language and behavior occur in the real world, outside the classroom". It is obvious that White insisted on the fact that emphasis is on getting things done rather than learning the language system, although some attention is also given to grammar, but typically this is done so far as it is considered to be helpful in generating more utterances which would be similar to the ones represented in the model dialogue. We have to add that White paid attention to the criteria for grading situations so he mentioned: "The basis for grading and sequencing the syllabus which will be less obvious than in a purely structural syllabus, since there are no clear criteria for grading situations". The situational syllabus remains an alternative type, and we ought to describe the *topic-based syllabus.*

Ur (1996) stated that the topic-based syllabus is "rather like the situational syllabus, except that the headings are broadly topic-based, including things like 'Food' or 'The Family'; these usually indicate a fairly clear set of vocabulary items, which may be specified". On the other hand, White (1988) expressed his own ideas about some problems with topic-based syllabi which are believed to demand a rigorous study, so these problems are:

➢ 'Topic', or 'what is being talked or written about, is considered to be an attractive, though 'pre-theoretical' notion, implying that no features can be found as far as the study of the term is concerned.
➢ A second problem deals with the fact that defining what a spoken or written text is about may be difficult, taking for granted that there are a lot of expressions of the specific topic.
➢ Another problem refers to the fact that some topics are general, and many things could be mentioned under the heading of such a topic.
➢ There are some topics which appear to be so particular that we may not have the ability to distinguish if the attention should be paid on the topic or on the vocabulary.

However, even if White (1988) presents problems, he estimates that there are criteria which can be applied to topic grading and they are: 1. Pedagogic merit,

which has to do with the priority that should be given to topics with an academic orientation. 2. Affective considerations, which focus on stimulating topics which should not create controversial issues in relation to religious moral or political fields. 3. Practicality, referring to materials which can be used without difficulty.

In general, a topic is the specific feature that is used by the Type A syllabus-designers, and apart from that we need to discuss the skills-based syllabus. Regarding this type, we should define two ways of looking at skills according to White (1988) and we mean that the first one consists of the four skills, the receptive ones, listening and reading, and the productive ones, speaking and writing. The second way of looking at skills refers to his belief that: "all language use involves the mastery and deployment of numerous skills other than linguistic ones and activities such as writing and speaking can be broken down into their sub-skills". Elaborating on beneficial and dominant role of the skills, we ought to mention Munby's (1978) taxonomy of language skills which are:

Understanding

Expressing interpreting

Extracting

Recognizing

Indicating

Expanding

Initiating

Planning

Maintaining

Terminating

We can conclude that it is essential that we should design the appropriate conditions under which the skills may be used, as it is known that limitations will appear and specific treatment is necessary. Let us examine the *integrated syllabus* which remains interesting and motivating.

The integrated syllabus entails units from the syllabi we have already dealt with, and we have to make reference to the structure, the situation and the topic and the skills which are regarded as its basic parts. All these components are interrelated and this approach provides a plan for the teacher who intends to cover the students' needs and reinforce the choices of the presentation. The implementation of the syllabus is better and the students can feel the flexibility of the learning process. When the features of two or three syllabi are mixed, then we can negotiate effectively with the learners and the whole result is responsive to the students' desires and all the employed techniques prove to be creative. We can maximize our abilities in relation to the design of our lesson and empower the language functions. The orientation which is offered by this type of syllabus leads to significant positive outcomes, as strategies of various syllabi can be selected and used so as the produced goals are dynamic.

It is evident that a combination of several approaches produces remarkable language use and Stern (1983) proposed a multidimensional framework which involved: a. Structural aspect, b. Functional aspect, c. Sociocultural aspect, d. Experiential aspect. So he observed that: "Language teaching can and should approach language learning objectively and analytically through the study and practice of structural, functional, and sociocultural aspects, and it should offer opportunities to live the language as a personal experience through direct language use in contact with the target language community". It is evident that all the above approaches which have been exhibited, express a variety of views which should be examined meticulously and further discussion should start since we are interested in the curriculum philosophies which are shown by Type B Syllabi.

3.4.2 Type B Syllabi

The complexity of language teaching can make us reconsider the current practices, so a syllabus should be designed not only in terms of the definition of language content, but in the sense of the word language. To this end, we need to organize the syllabus just using our knowledge and experience to our full potential. Type-B syllabi have a varying degree of negotiation of objectives and methodology between teacher and learners and assess accomplishment in relationship to learners' criteria for success (Long & Crookes 1992). Making an attempt to perform the specific types that belong to type B syllabi we can start with *the process syllabus*, as its philosophy reveals significant aspects of language teaching and learning.

3.4.2.1 The Process syllabus

A process syllabus would deal with the processes writers use to complete their tasks, such as organizing plans, collecting different resources of information and drafting. Needless to say that the students should be provided by the language they need while they are engaged in their work. This type of syllabus entails the activities which are defined as process oriented and the most important ones among others are: 1. Critical thinking, 2. Communication, 3. Team work, 4. Assessment. Ur (1996) observed that: This is the only syllabus which is not pre-set. The content of the course is negotiated with the learners at the beginning of the course and during it, and actually listed only retrospectively". In Breen's model (1984) we can realize that there is a concept which can be easily used by the teachers and the students because the students carry out their own interests and find out the appropriate content so procedures can be planned for working in the classroom. This is a model of four levels which ensure a cyclic process of decision making from level 1 to level 4. Level 1 involves decisions for classroom language learning and in Level 2 there are alternative procedures. Moreover, in Level 3 there are alternative activities to be selected on the basis of appropriateness to decisions at Level 1. Finally, in Level 4 we can find alternative tasks which can be undertaken within activities. Thinking about all these proposals, White (1988) perceived some constraints which are:

➢ The process syllabus calls for considerable professional competence and confidence on the part of teachers.

➢ There may be cultural barriers to the implementation of such a syllabus, which tends to challenge accepted notions of authority.

➢ Such an approach to syllabus design entails a redefinition of both teacher and student roles.

➢ A process syllabus involves abandoning the single textbook, which equals the curriculum in many courses.

➢ Although behavioral objectives have been criticized by some educators, the prevailing position for the means-ends nature of language pedagogy requires a "well defined pedagogical destination".

The learner autonomy and the learner-centeredness are two concepts that belong to the inner world of the process syllabus and have been given serious thought in syllabus design. *Autonomy* is welcomed as an important goal and it implies the responsibility of the learner to make his own decisions, and to be responsible for his actions. The autonomy of the learner reflects his ability to develop his learning and cooperate with other learners. As Nunan (1988) pointed out: "humanistic education is based on the belief that learners should have a say in what they should be learning and how they should learn it, and reflects the notion that education should be concerned with the development of autonomy in the learner". The nature of a process syllabus is to make students understand the range of achievements and problems in what they do, and realize their interests in the process of interaction. Breen and Littlejohn (2000) stated that: "a classroom based upon negotiated knowledge and procedures allows the learner autonomy on an equal footing with others in the group and as a contribution to the good of the learning community". Also, *the learner-centeredness* makes this type of syllabus moves away from the traditional syllabus. The students are motivated and empowered just having control over the learning process so as to gain more fruitful knowledge. O'Brien (1998) observed that: "A learner-centered approach is based on a belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences". It is clear that the learning situation is made easier if learning strategies are adopted, and Oxford (1990) categorized them into direct strategies (cognitive strategies-memory strategies-compensation strategies) and indirect strategies (metacognitive strategies-social strategies-affective strategies). At this point, we need to discuss another type B syllabus which is the *procedural syllabus*.

3.4.2.2 The Procedural syllabus

The procedural syllabus is considered learning-centered and contains no linguistic specifications at all, but instead consists of a series of tasks in the form of problem-solving activities. These activities are meaning-focused and can be divided into three types: opinion-gap activity, information-gap activity and reason-gap activity (Prabhu, 1987). The focus is on the meaning and we can apply this condition when we attempt to complete tasks. Consequently, the procedural syllabus rejects lexical or syntactic structure as the basis for each lesson, and focuses rather on the task (Prabhu, 1984). Appropriate lesson plans are applied so as to be constructed during the teaching

process, but Prabhu (1987) insisted on the fact that we should be interested in grading the tasks as the learning under guidance is based on criteria and he mentioned the following:

- ✓ Information provided. The amount of information to be handled makes a task more or less difficult.
- ✓ Reasoning needed. The distance between the information provided and the information to be arrived at as outcome is a measure of the difficulty of tasks.
- ✓ Precision needed. The same information may have to be explained more or less precisely for various tasks.
- ✓ Familiarity with constraints. The students' knowledge of the world can make tasks more or less complicated.
- ✓ Degree of abstractness. Working with the names of objects is considered to be easier than working with concepts.

Undoubtedly, this syllabus reinforces the understanding in the classroom and the teaching activity is supported so as the English language becomes familiar through meaningful practice. However, Long and Crookes (1992) observed three problems:

1. In the absence of a task-based needs-identification, no rationale exists for the content of such a syllabus, that is, for task selection.
2. Grading task difficulty and sequencing tasks both appear to be arbitrary processes, left partly to real-time impressionistic judgements by the classroom teacher.
3. There are logical arguments having to do with the need for negative evidence and incomprehensible input in second language acquisition.

Despite the fact that these problems may be observed, this syllabus remains an operational construct which empowers what is to be learnt. Furthermore, we have to look at another type which is known as the task-based syllabus.

3.4.2.3 The task-based syllabus

This type of syllabus represents the strong realization of communicative language teaching, which argues for using the language to learn it rather than learning to use the language, according to Skehan (1996). Referring to the crucial role of the task, we can say that a task is the basic factor that affects the whole procedure and the assessment of student learning is implied to a certain extent. Even if the students' ability to perform a task is in the center of attention, we may notice alternative interpretations, due to the fact that the task difficulty has to be kept in mind and sometimes this may be more complicated. As a matter of fact, there are a lot of parameters of task classification and we have to take it into serious consideration. We have to focus on the appropriate tasks as their accomplishment depends on their nature and their features. In the classroom the students' competence is challenged and they are checked since it is necessary, and considerable criticism is created with respect to the language acquisition. Willis (1990) suggests that "The most dynamic element in the process is the learner's creativity. By exploiting rather than stifling that creativity, we make learning vastly more efficient". Also, he states that "By a task I mean an activity which involves the use of language but in which the focus is on the outcome of the

activity rather than on the language used to achieve that outcome". It is evident that we expect the concrete evidence of the educational benefit to be shown in the classroom during the language teaching. It is worth referring to Prabhu's (1987) definition of task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". However, Ellis (2003) listed some definitions which are related with various dimensions:

- The scope of task
- The perspective from which a task is viewed
- The authenticity of a task
- The linguistic skills required to perform a task
- The psychological processes involved in task performance and
- The outcome of a task

O'Brien (1998) pointed out that the current use of the term task implies:

a. The involvement of students in purposeful meaning-making with their own language resources
b. Active negotiation of meaning in interaction
c. An opportunity to push forward interlanguage development.

Nunan (1989) claimed that a communicative task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form. The task should have a sense of completeness, being able to stand alone as a communicative act in its own right". Considering this definition, we can easily realize that the students' comprehension is of major importance with respect to a meaningful exchange of the target language. Ellis (2003) distinguished between unfocused tasks, which can make students choose from a range of forms, and focused forms, which induce students to process. The final outcome aims at developing the language use and it is known that the interaction reinforces the whole scenery and the students are exposed to the practice of various features of the four skills which empower the language structure. All we need is the management of the strategies which are used and they are considered to repair any weak points that need correctness. Skehan (1998) supported three aspects of student production: a. fluency, b. accuracy and c. complexity. These three aspects should be kept in balance as he stresses the fact that if emphasis is placed on any of them, then the language development will not present the desirable outcomes. Considering ways which are particularly conducive in relation to the implementation of a task-based approach, we underline what Willis (1996b) proposed as the five principles:

1. There should be exposure to worthwhile and authentic language
2. There should be use of language
3. Tasks should motivate learners to engage in language use
4. There should be a focus on language at some points in a task cycle
5. The focus on language should be more and less prominent at different times

Skehan (1998) presented remarkable points which show the task difficulty, and they are: a. *the code complexity*, that means, the difficulty of the formal language elements that are involved in a task, b*. the cognitive complexity*, that is, the amount of mental effort that is involved in performing the task, and c. *the communicative pressure*, which represents the real time pressures that may influence communication. Ellis (2003) noted that the ease with which learners perform a task is based on three sets of factors. 1."the inherent characteristics of the task", 2."factors relating to learners as individuals" and 3."the methodological procedures used to teach a task". All the above mentioned points seem to provide evidence about the beneficial impact of the tasks on meaning negotiation, and at this point we should include further information about another type B syllabus which is the lexical syllabus.

3.4.2.4 The lexical syllabus

The lexical approach is a way of teaching the English language and in this case we depend on words and phrases. The key word is *lexis* which means the set of all words and phrases when a language is performed and it is central in creating the meaningful sentences and it reinforces the process of paying attention to the lexical items. As there is interest in chunks, there is an existing notion that the key to fluency is the use of these phrases when we build our knowledge. Certainly, using chunks seems to be practical and as we can use everyday conversation fluently, so we can believe in the natural exposure to the language we would like to know. The students will experience the language which is spoken by native speakers, and they can feel the confidence that they really know how to speak, so everything becomes more attractive and motivating. It is an important tool, which offers the advantage to make them familiar with the target language. Willis (1990) noted that: "The lexical syllabus does not identify simply the commonest words of the language. Inevitably it focuses on the commonest patterns too. Most important of all, it focuses on these patterns in their most natural environment. Because of this the lexical syllabus not only subsumes a structural syllabus, it also indicates how the structures which make up that syllabus should be exemplified. It does this by emphasizing the importance of natural language. In addition, Skehan (1996) remarked that: "Although much of language teaching has operated under the assumption that language is essentially structural, with vocabulary elements slotting in to fill structural patterns, many linguists and psycholinguists have argued that native language speech processing is very frequently lexical in nature. This means that speech processing is based on the production and reception of whole phrases, units larger than the word which do not require any internal processing when they are reeled off". Nattinger and DeCarrico (1992) deal with lexical phrases and stress their significance stating that: "they are multi-word lexical phenomena that exist somewhere between the traditional poles of lexicon and syntax, conventionalized form/function composites that occur more frequently and have more idiomatically determined meaning than language that is put together each time".

Lewis (1993) referred to particular points, emphasizing that:

➢ Grammar as structure is subordinate to lexis.
➢ Language consists of grammaticalized lexis, and lexicalized grammar.

- Although structural patterns are acknowledged as useful, lexical and metaphorical patterning is accorded appropriate status.
- Sub-sentential and supra-sentential grammatical ideas are given greater emphasis, at the expense of earlier concentration on sentence grammar and the verb phrase.

Elaborating on the details mentioned, we made an attempt to cover the elements that are included in the lexical syllabus, and raise awareness of its communicative power. However, a central requirement of our research insists on the necessity of acknowledging the real needs of our students in the classroom. Needs analysis is considered to be the key which supports the language teaching with feasibility and flexibility.

3.5 Needs Analysis

We investigate the issues which refer to curriculum, syllabus and course design but it would be negligent for us not to be interested in the needs of our students. Berwick (1989) explained that teachers, when asked, provided a range of different answers to the question "what do you understand by the term student needs?". If we succeed in the identification of these needs, we will be helped with the appropriate selection of materials and activities with respect to the absolute effectiveness of the subject matter. The procedures which are used by program designers to identify the audiences' needs are called *needs analysis* and this specific issue remains very important as far as the teaching performance is concerned. Richards (2001:51) stated that: "needs analysis' genesis harkens back to the 1960's when it was first introduced as part of a systems approach to curriculum development". Apparently, needs analysis in second language programs is sometimes viewed as the process and procedures involved in identifying the language forms students will more likely than not need to actually use in the language they are learning (Brown 1995:20). According to Brown (1995:37) referring to all those who analyse needs, he stated that: "Needs analysts are those persons responsible for conducting needs analyses. They may be consultants brought in for the purpose, or members of the faculty designated for the job. In addition to conducting the needs analysis, this group will probably be responsible for identifying the other three groups (target group, audience and resource group)". Every teaching situation involves purposes which are fulfilled though the support of needs analysis as needs are significant for planning a curriculum and implementing it. As Brindley (1989) pointed out, there was a variety of answers when teachers were asked the meaning of the term student needs and they can be divided as follows: a. *language proficiency needs* b. *psychological-humanistic needs* c. *specific purposes needs*. We should render the term needs more conceivable so we can refer to two orientations in language teaching which are the product-oriented and the process-oriented ones. Thus, needs are regarded from a different perspective according to the specific orientation we refer to, as Brindley (1989) claimed. He maintained that "product-oriented" needs are seen in terms of the language they will have to use in a particular communication, while the "process-oriented" needs have to deal with the definition of target language behavior. The process oriented orientation shows the subjective needs, and on the other hand the product oriented needs are recognized as objective needs and we have to discuss their role in the language teaching.

Objective needs involve what the students need in the context of the classroom and they engender a sense of responsibility for the teacher, since they reveal what they would like to acquire through the teaching process. The identification of students' desires is not believed to be a simple project, so we should decode what they require and make an effort to design a course with respect to their needs and develop the designed one if the information collected demands development. Munby (1978) stated nine components which are used to collect information and specify students' real world communicative needs. These specific points are:

1. Participant – Basic information on the learner such as sex, age and nationality.
2. Purposive domain – The purposes for which the language is being learnt.
3. Setting – The environment in which the learner will use the language.
4. Interaction – The people with whom the target interaction will take place.
5. Instrumentality – The medium of communication, the mode and the channel.
6. Dialect – The variety of language required.
7. Target level – The level that the learner needs to attain.
8. Communicative event – What the learner will have to do.
9. Communicative key – The attitudinal tone in which the activities will be carried out.

In Tudor (1996), a different model of needs analysis was suggested, which entailed four levels of information:

Global level: the situation in which the learners will need to use the language, the participants, the communicative purpose pursued and activities undertaken.

Rhetorical level: the organizational structure of the communicative activities identified at the global level, in terms of functions (e.g. participating in a university seminar involves learners' asking for clarification questions, making suggestions, etc).

Grammatical-rhetorical level: the linguistic forms required to realize the language functions identified at the rhetorical level (for example making suggestions may require the learner to handle modal verbs).

Grammatical level: this level involves the study of the frequency with which grammatical and lexical constructions occur in the target situations of use.

Following the most appropriate model, we can be aware of the students objective needs which should be interpreted in order to build the syllabus and create an effective educational environment. As has become clear, we need to discuss the subjective needs which play a basic role during the teaching process.

The emotional and cognition needs of the students are their *subjective needs* and they are based on the students' cognitive factors. Brindley (1989) pointed out that these factors include the learners' personality, self-esteem, self-confidence, personal cognitive styles and expectations during the learning process. The processing of the input to be learnt is believed to be affected by the students' subjective needs and we have to pay attention to the learning style of every single student. During the implementation of a syllabus, we need to investigate all these needs if we want to use practices that match to students' expectations.

Serious thought is given when we need to conduct needs analysis and Tudor (1996, pp. 73-77) suggested seven techniques so as needs can be identified:

- Questionnaires and interviews
- Tests
- Participatory needs analysis
- Observation
- Case studies
- Authentic data collection
- Consultation of qualified informants

All the above techniques try to facilitate the learning process and approximate as closely as possible to what the students ask for, and in this case there is a cornerstone for subsequent feedback and remedial work. All the priorities seem to be clear and the difficulties can be discussed as insights of the students abilities are observed and assessed. Tudor (1996) said that needs analysis: "rests on the belief that a full specification of learners' needs can emerge only overtime, as learners gradually come to understand their needs and acquire the ability to express them in a pedagogically useful manner – a process of discovery that involves learners in an ongoing exploration of their communicative intentions conducted in collaboration with their teacher".

All the information gathered by a needs analysis should be interpreted if we want to apply a meaningful program making use of all the specific points obtained. Different aspects of language use and various kinds of activities provide the precise type of experience which can result in reconstruction of the existing curriculum. The conclusion drawn by a needs analysis should give directions and feasible instructions so as we can be helped with situations which are involved in the school setting. As a matter of fact, teaching the English language demands an overview of all the teaching methods, and deep understanding of all the factors that can have an impact on the educational program. Considering the significance of a needs analysis, we can revise the following purposes:

- ✓ To compile a demographic of all the languages and language groups represented by the students.
- ✓ To assess their level of language acquisition in their native language and in English.
- ✓ To determine their communicative abilities in English.
- ✓ To determine their formal knowledge of English.
- ✓ To find out how students use language on a daily basis.
- ✓ To determine what English language skills are necessary to enable students to participate in all school and community activities in English.
- ✓ To find out what prior experiences students have had with formal education.
- ✓ To determine the attitudes of the students and their families toward formal schooling and education.
- ✓ To find out what preliteracy and literacy skills the students possess.

- ✓ To ascertain the students' level of cognitive development and acquisition of academic skills in their native language.
- ✓ To ascertain what cognitive and academic skills students have acquired in English.
- ✓ To determine the cultural, political, and personal characteristics of students.

Linse (1993)

All the above purposes should be the ultimate goal of a needs analysis and it is obvious that when we implement the curriculum, we ought to have gained insights in relation to the knowledge of the English language that the students are expected to achieve. Planning a program, we are believed to keep in mind what Linse (1993) comments:

It is the school's responsibility to take into account the cultural, political, and personal characteristics of students as the curriculum is developed in order to plan activities and objectives that are realistic and purposeful. It is not the responsibility of the school to act on political matters, but it is the school's responsibility to provide equal access to school opportunities and to validate the experiences of all students, regardless of their political and/or cultural backgrounds.

3.6 Teaching Grammar

If we aim at speaking and writing, then acceptance of the grammatical rules is appropriate. It is obvious that we should adopt clarity and originality but we should not overlook the fact that we need to respect the convention of the English language which leads to the path of communication and comprehension. What is being pointed at here is the significance of the role of grammar, since the educational process is based on specific rules of the target language. Having implemented the acquisition of grammar and its components, we can make sure that accuracy, competence and generally our performance will be improved. It has been shown that grammar is sufficient as a means to alleviating the presentation of the activities and students seem to feel confident to respond when they are taught how to use grammatical structures. In fact, when they are given the opportunity to see how grammar functions in sentences and to what extent, they can be facilitated when they exchange messages and build their own meaning. Fully-developed language structures will be performed if we promote the grammar rules and teach all the predictable patterns which highlight the nature of the language. Achard (2004) proposed the grammatical instruction to be fully integrated in the lesson and he pointed out that "the idea is to associate a particular linguistic usage to its meaning of the construction. Attention to meaning necessarily entails attention to form, because students need to have access to the proper form in order to convey the intended meaning. Teaching the whole range of a construction is accomplished by targeting each meaning separately, and integrating the activities designed to enhance its awareness to the general flow of the lesson".

Generally speaking, we should keep in mind all the concepts that become accessible through the paths of existing rules of grammar which contribute to the development of the language learning. According to Ur (1999), in the case of the learners, grammatical rules

enable them to know and apply how such sentence patterns should be put together. It is estimated that all these rules render the communicative tasks more productive and increase the students' competence to interact and build the concrete knowledge of the English language. It goes without saying that learning the language can be achieved when the educational scenery is challenging, so it may be if the grammar features empower the ability to take part in the procedure, feeling safe to express the structure of the language.

Obviously, we can inspire our students by adopting practice, which can lead to fluency and accuracy since students are required to apply the grammatical rules whenever they would like to be engaged in activities and discuss all the relative issues without any difficulty. The students have to be familiar with the rules because in this case we minimize the shortcoming of misunderstanding an introduced pattern. The comprehension is based on the rules, so they can be self-confident using them communicatively, aiming at making progress in their everyday practice in the classroom.

Grammar adds significant advantages if students have the chance to be more active and not passive recipients of theoretical elements. They can extend what has been taught to the creation of tasks which illustrate the cognitive depth, and the learning process is to be evaluated positively. Ellis (2004) attempted to perform his concern about the focus on form as far as the teaching of grammar is concerned, and he pointed out three categories: a. focus on forms, b. planned focus on form and c. incidental focus on form. Referring to his study, he can draw conclusions with reference to focus on form instruction and he states that:

- Explicit instruction is more effective than implicit instruction, especially when learning is measured in terms of test-like performance.
- Consciousness-raising tasks are as effective as direct instruction at developing explicit L2 knowledge.
- Structural input may not be more effective than production practice but it does contribute to L2 learning and may be useful for self-instructional materials.
- Functional practice is effective.
- Negative feedback contributes to learning if it is appropriate to the learner's developmental level.

Ellis (2004) highlights the fact that there are main concepts which are created during the teaching of grammar and he claims that:

- ✓ There has been a general shift from considering whether grammar instruction works to considering what type works best.
- ✓ Clearer conceptualizations of what grammar instruction involves are now available.
- ✓ Current research is theory-driven rather than pedagogically oriented.
- ✓ Current research is predominantly experimental involving careful control of variables, but suffers from design and reporting weaknesses.

3.7 Teaching the four basic skills

The four basic skills (speaking-writing-reading-listening) are regarded as Productive skills (speaking-writing) and Receptive skills (listening-reading). All of them keep enduring

connections so as the target language will be the students' accomplishment. Acquiring the four skills means learning the language, and effective learning presupposes their use in real life contexts. The matter will be made clear when we elaborate on each language skill so their involvement will become understandable.

3.7.1 Teaching Speaking

Being prepared to be effective when we teach speaking, means that we have to pinpoint the paths which will not make them keep silent and tongue-tied. This target is the opposite one than the target we would like to achieve, so we need to create authentic material for the students. It is obvious that when we start to build a framework in order to shape the interactions, we have to manage the speaking process through planning and instructions with respect to the acquisition of the speaking skill. Nevertheless, we are going to encounter difficulties which can be found during the spontaneous interaction in the target language, and all the raised issues have to be seen meticulously, if we try to investigate the implementation of the speaking skill in the classroom.

Teaching speaking presents a lot of parameters and we would like to reflect on the specific skill just being aware of the fact that a natural conversation should be organized carefully. A fluent speaker depends on the presented teaching methods and Bygate (1987) provides a task-based approach to understanding some important issues stating that oral communication needs to be conceptualized as a skill rather than as knowledge and he outlines the distinctive nature of speech, differences between speech and writing, interaction skills and first versus second language communication strategies. Furthermore, Wingate (1993) refers to the problem of fostering speech in the classroom with low-level students and supports a useful overview of the main principles and techniques for developing speech as well as a variety of classroom activities. Dealing with the speech in the classroom we ought to keep in mind the psycholinguistic processes which are: a. implicit learning (an automated process) and explicit learning (a process available for conscious inspections), b. declarative knowledge (it refers to the 'what' of learning and procedural knowledge (the language use which is enacted in language production), c. proceduralization (it exists when students deal with declarative knowledge) and automatization (when a habit is established after the use of the same rule and implicit knowledge is adopted). Besides, we should highlight the sociolinguistic competence which entails the language use in social situations. The appropriate key concepts are included in the Common European Framework (Council of Europe, 2018) and they are:

- Using polite forms and showing awareness of politeness conventions.
- Performing language functions in an appropriate way.
- Socializing, following basic routines at lower levels, without requiring the interlocutor to behave differently (from B2) and employing idiomatic expressions, allusive usage and humor (at C levels).
- Recognizing sociocultural cues, especially those pointing to differences and acting accordingly, adopting an appropriate register (from B2).

We will add that teaching Spoken Grammar is taken for granted but remains under investigation even if McCarthy and Carter (1995) proposed an Illustration-Interaction-Induction project. In this case Illustration aims at raising awareness of target features, Interaction involves the language use and Induction has to do with what the students conclude as far as the task is concerned. Repetition activities will play a supplementary role and the teachers' practice will eliminate barriers and problems and will provide the desirable fluency. It is also interesting to note that the teacher who is in charge of the speaking process often uses practices with respect to the interaction, and all these communication strategies ought to be dealt with thoughtfulness so as decisions will be made on what should be designed, aiming at the language competence. Dornyei (1995) described five questions which are to be investigated, since the production of the language raises reasonable issues. The five questions are supposed to clarify special elements and assist the teachers to find out beneficial findings, and they are the following:

- Does the training of a specific strategy increase the frequency of the use of this strategy by the students?
- Does the training of a specific strategy improve the quality of this strategy in actual language use?
- Does strategy training have a direct impact on the students' speech rate?
- Is the success of strategy training related to the students' initial level of language proficiency?
- What are the students' attitudes toward strategy training and the usefulness of communication strategies?

What is noticeable is the fact that when speech is carried out, we should be interested in fluency and Byrne (1986) pointed out that this feature can be defined as the ability to express oneself reasonably, accurately and without too much hesitation and the students will have to be brought from the stage where they are, mainly imitating a model of some kind, to the point where they can use the language freely to express their own ideas. Nonetheless, even if all the remedial work is applied to develop fluency, there can be seen an existing problem as far as the accuracy is concerned. Accuracy is not believed to be achieved every time students are engaged in communicative practices, and we need to keep it in mind and bridge the gaps when they are presented. Hammely (1991) based on his research, said that the advocates of classroom interaction do not seem to care that students mispronounce sounds, use wrong stems or endings or construct sentences following faulty rules – all of these problems are supposed to disappear , eventually, through communicative classroom interaction. Well, there is no reason why they should, and it is clear that most don't.

Teaching speaking skills means that the teacher should make the speakers feel confident, and Florez (1999) pointed out that the instruction has to produce sounds, stress patterns, select vocabulary that is understandable, use gestures and emphasize key words. When all the above are applied, we can have an accurate indication that all the conditions show that the speaking ability has been founded and the oral performance has become a highly interesting area. Undoubtedly, all the positive aspects will be displayed under test conditions and it is the fundamental conversational ability which was underlined by Riggenbach (1998).

With respect to discourse competence, Riggenbach suggested that we should have the ability to claim turns of talk, the ability to maintain turns of talk, to yield turns of talk, to backchannel, to self-repair, to ensure comprehension on the part of the listener and the ability to employ compensatory strategies. Having all these abilities, we are believed to establish permanent and successful steps in order to achieve speaking proficiency.

3.7.2 Teaching writing

The language use through writing is believed to present different channels which prove the evidence that we can construct communication using the analysis of the written *texts*. In fact, the writing practices lead to relevant implementation possibilities and they have to be aligned with the relevant theory. The writing activities can be observed just noticing the main points involved in the writing process, that is to say, the text, the writer and the reader. Referring to the text, we can say that the basic concern is the clear expression of what is to be exposed and explicitness is the special target. As Nystrand, Doyle and Himley (1986) state that: "A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem is knowing what to be explicit about". As a matter of fact, autonomy is required as a feature of the written texts and this is not supposed to be feasible since every text is relative to a particular situation. Brandt (1986) claimed that: "Identifying the mode of a text or enumerating its T-unit length or the density and range of its cohesive devices may lend insights into the structure of written texts, however, it can describe only one or another static outcome of the writer's dynamic and complex effort to make meaning". Furthermore, establishing more insights about texts we recognize that interpretation is seen as a significant issue and when we interprete a text, we cannot underestimate the concept of meaning. Kramsch (1997) proposed seven principles of text interpretation which are:

- Texts both refer to a reality beyond themselves and represent a relationship to their readers.
- The meaning of texts is inseparable from surrounding texts, whether footnotes, diagrams or conversations. Intertextuality refers to the extent our texts echo other texts.
- Texts attempt to position readers in specific ways by evoking assumed shared schemata.
- Schemata are created by relating one text or fact to another through logical or semiotic links.
- Schemata are culturally sensitive, reflecting the ways of thinking of particular communities.
- Schemata are co-constructed by the writer in dialogue with others.
- Schemata are rhetorical constructions, representing the choices from other potential meanings.

Entering into the writing with understanding and getting prepared to develop the ability to make changes, we have to discuss another approach, which seeks to investigate

the *writer* as a fundamental point. A good writer should show creativity and present a product that represents his ideas and notions but on the other hand, he is obliged to minimize interference as the readers will have their own space to develop their thoughts and take part in the whole process. Mofett (1982) said that the free expression of ideas can encourage self-discovery and cognitive maturation. He believed that writing development and personal development are seen as symbiotically interwoven to the extent that good therapy and composition aim at clear thinking, effective relating, and satisfying self-expression. All the writers appear to have their own potential and focus on the conditions that offer a real value of a creative expression that can affect the students in the natural environment of the classroom. Rohman (1965) supported the view that good writing must be the discovery by a responsible person of his uniqueness within his subject. Emphasis should be given to what writers plan to create and what they manage to reveal through their expressions as all the researchers consider that writing involves complexity and Flower and Hayes (1981) suggested that there are some special features:

✓ Writers have goals
✓ They plan extensively
✓ Planning involves a rhetorical problem, placing it in a context, then making it operational by exploring its parts, arriving at solutions and finally translating ideas on to the page
✓ All work can be reviewed, evaluated and revised
✓ Planning, drafting, revising and editing are recursive, interactive and potentially simultaneous
✓ Plans and text are constantly evaluated in a feedback loop
✓ The whole process is overseen by an executive control called a monitor.

By examining observations of specific parts of writing we can realize the extent to which the writers are affected by the context they are related as they produce their writing. Prior (1998) mentioned: "Actually writing happens in moments that are richly equipped with tools and populated with others. When seen as situated activity, writing does not stand alone as the discrete act of a writer, but emerges as a confluence of many streams of activity: reading, talking, observing, acting, making, thinking and feeling as well as transcribing words on paper".

However, even if the contexts are given emphasis, we should not neglect other factors which may influence the act of writing and the evolution of a text, as every single crucial point in the writer's mind cannot be found and analyzed. The writers focus on their words in order to motivate their readers, and the *reader*-oriented approach should be presented as a basic understanding of the function of language. To this end, Nystrand (1989) expressed his notion that the writer presupposes the sense-making capabilities of the reader. As a result, written communication is predicated on what the writer/reader each assumes the other will do. In other words, the writers may assume a lot of things about the readers' expectations and writing is supposed to be a construction created by both of them with respect to the fact that the process of writing will be estimated by the readers and the purposes of the writers will be clearly achieved. The text may become the field of specific knowledge when it addresses to the members of a community with specific interests, where the cultural

identity is known and respectable, and this text is regarded as social construction. Bruffee (1986) referred to it, supporting that it is based on the idea that the categories and concepts we use to understand the world, are all language constructs generated by knowledge communities and used by them to maintain coherence. If the text is produced in order to help the students' learning, then it is believed that it belongs to an approach called 'socioliterate' as Ann Johns (1997) called it, and she advocated that literacy classes become laboratories for the study of texts, roles and contexts, for research into evolving student literacies and developing awareness and critique of communities and their textual contacts.

Obviously, there are certain differences between writing and speech and it is known that speech involves interruptions and is based on gesture and it is informal as well as context-dependent. On the other hand, writing is abstract and formal and it can have longer sentences. Biber (1988) underlined the difference and insisted that: "On the one hand, some spoken and written genres are very similar to one another. On the other hand, some spoken genres are quite different from one another, as are some written genres. The relations among these genres are systematic, but must be specified in a multi-dimensional space". In addition, we have to identify that the skill of writing and the skill of reading are interrelated when we talk about literacy, since they shape this term and serve the achievement of education. Teaching writing we can offer engagement with others in the classroom, and issues for interaction are provided taking for granted that there are beliefs which can be negotiated.

3.7.3 Teaching Reading

Major issues are found in the field of reading which presents an evolution that contributes to teacher awareness, and the dominant point is the reading comprehension. Seen in this light, we should make students achieve the abilities to understand what they read so the specific goal is the effective reading which attributes the meanings adopted, and the applied practices can overcome the existing difficulties and highlight the fact that engagement in reading accounts for the development of language acquisition.

The activity of reading requires the active interference of skills and strategies which play a substantial role and promote the fluent reading. Alexander and Jetton (2000) claimed that: "Skills are essential academic habits. They are automatic procedures we employ when we engage in any nontrivial task. The same procedures can fit under both the skill and strategy categories. The appropriate label tests on whether the reader consciously evokes the procedure or is simply functioning in a typical automatic way". Examining the distinction between the skills and strategies, we have to pay attention to Paris, Wasik and Turner (1991) who suggested that "An emerging skill can become a strategy when it is used intentionally. Likewise, a strategy can go underground and become a skill. Indeed strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Thus, strategies are skills under consideration". Elaborating on reading strategies, we can refer to some of them which entail specifying a purpose, setting questions about the text, finding answers to the questions, making inferences, trying to find the meaning of new words, finding out difficulties, giving emphasis to structure and making efforts to comprehend.

Due to the difficulties involved in providing students with a new text, we can assume that some processes will take action as the reader needs to be facilitated and recognize the meaning. The processes (working memory activation-background knowledge use-reader interpretation) are used to disambiguate the meaning of the sentences and the message becomes easy to be understood. The complexity of reading can be minimized if practice is used in the classroom with the adaptation of reading tasks as under this training students are more open to learning. Carrell (1998) insisted on the fact that students learn how to read by doing it repeatedly, with lots of different texts, and with lots of opportunities for practice applying strategies, and monitoring their processes and evaluating the effectiveness of different strategies for themselves in different reading situations. The students' natural growth has to be reinforced and the word recognition seems to be a good response to the weakness of the poor readers. Juel (1999) indicated that poor readers often rely more on context to try to derive meaning than good readers do, because poor readers lack efficient word recognition. So the individual words need to be identified as much as possible in order to make the meaning of the text more accessible. Also, we should welcome the integration of language skills for reading development, and Zamel (1992) argues that reading and writing instruction benefit each other in an integrated approach and argues for 'writing one's way into reading'.

Having expectations about how quickly the reading abilities can be achieved, we should carry out goals through the support of motivation since reading is considered to be given high priority when students are interested in specific topics. Guthrie and Wigfield (2000) estimate that becoming an excellent, active reader involves attunement of motivational processes with cognitive and language processes in reading. All we need to worry about, is the understanding of the constraints which keep existing and the steps we have to follow during the hours of our teaching, presenting the importance of reading and proving that a well designed instruction promotes knowledge. Students' openness to reading activities can help the teachers to gain insights about the strategies they should adopt, and to structure their lessons so as to reach the learners' proficiency and fluency.

3.7.4 Teaching Listening

Being interested in techniques that enhance the listening instruction we can deal with all those factors that facilitate the implementation of a well-organized process, and build the comprehension of what is listened and is considered to be a part of the teaching material. In fact, if students understand the spoken language they are able to understand the meaning and communicate successfully. All the other skills will be improved as a result of a clear understanding of what is presented and taught. The goals that have to be achieved by the students entail vocabulary, pronunciation and comprehension of the selected texts.

Having difficulties is understandable, as we are aware of the fact that there are problems with the new words, the different accents and the influence of natural setting. Even if the listeners may have willingness to move on, their ability cannot be controlled easily, and they may feel stressed or anxious so their listening efficiency is not the expected one. The students are supported in getting adjusted to their listening tasks and specific strategies

(namely: predicting, summarizing – concentrating on details) can help them to upgrade their level and perform a developed ability.

Learning the language presupposes effort in the classroom and the decisions made by the teachers form the rate of progress and the level of success and under these circumstances the language acquisition is triggered and the methodology adopted plays the basic role. Long (1988) pointed out that: "Alternatives in second language instruction consist essentially of varied selections among options of two kinds. First, there are options in the way linguistic input to the learners is manipulated. Choices here exist in such matters as (1) the sequence in which the learner will encounter linguistic units of various kinds, along with (2) the frequency/intensity and (3) the salience of those encounters. Second, there are options in the types of productions tasks that classroom learners are set". It is clear that both teachers and students should know how to handle the methods proposed, as both of them have to think about what takes place in the natural setting and they should not simply follow directions that are not selected by them. In any case, we can observe that the comprehension is the most attractive goal of a listener, so when he deals with a topic, related schemata are activated and they have to be carefully treated if we expect to avoid wrong understanding of concepts. We must assume that the background knowledge is essential and Bartlett (1932) claimed that : "Every social group is organized and held together by some specific psychological tendency or group of tendencies, which give the group a bias in its dealings with external circumstances. The bias constructs the special persistent features of group culture and this settles what the individual will observe in his environment and what he will connect from his past life with this direct response".

In order for students to benefit from what they listen to, we have noticed that they get across the meaning just using words without any grammatical interest. On the other hand, they often pay attention to language forms but in this case they separate it from the practice of creative interaction. Teachers ought to find out techniques that combine form and meaning, even if it is not supposed to be easy, and listening will be more productive and creative. Ellis (1999) suggested that we should teach only one thing at a time, keep meaning in focus, use both oral and written input, move from sentences to connected discourse and keep the psycholinguistic processing strategies in mind.

Apart from grammatical forms, we have to enlighten the listening which is based on content with respect to a more effective learning instruction. The tasks presented are structured and this approach is applied widely and it seems to be familiar with the educational contexts .The students are attracted to learn through use of the language and they are motivated to be successful in listening. Brinton et al. (1989) show three models of content instruction: theme-based, sheltered and adjunct. It is discussed that students can benefit from this language instruction and they are expected to be real users of the language which is to be acquired. Furthermore, one of the most notable points is the adjustment we should focus on when we judge ourselves as teachers, controlling the autonomy we always make an effort to cultivate among the students, and it is regarded as a factor of proficiency. To this end, Benson (1989) described five hypotheses:

➢ Autonomy in learning is natural and available to all.

- ➢ Autonomous learning is more effective than non-autonomous learning.
- ➢ Autonomy is exhibited in different degrees by different individuals.
- ➢ Learners who lack autonomy are capable of developing it, given appropriate conditions and preparation.
- ➢ The ways in which we organize teaching and learning exercise an important influence on the development of autonomy among our learners.

Autonomy is considered to be encouraged by self-access, and language learning is better designed as listening becomes the skill that involves a lot of resources which develop comprehension. Considering the above issues, we can conclude that listeners should detect for themselves new ways in the input, and explore the means with which they are believed to achieve their goals. The skill of listening makes the students comprehend what is spoken, and the agreement between the speaker and the listener turns out to be successful.

3.8 Evaluation – Testing

Knowledge has to be gained with reference to the different aspects of the language program in order to evaluate how effectively the program works, if everything is appropriate as far as the learners' needs are concerned, and if there is something that has to be enhanced enabling students to develop their level. This procedure means that we should monitor the students' progress, we have to estimate the extent to which the teachers conduct their own style of teaching and the adequacy of the knowledge provided. However, we cannot overlook the fact that the learning environment supports the learning when it is interrelated with the students' needs which should be carefully examined if we are interested in improvement of the whole program. There is a need to collect the data related to the involved factors and make decisions as the processes adopted should prove the quality of the work and possible obstacles that may inhibit the learning process. There is a distinction among the purposes which make us conduct the evaluation and the kind of the evaluation depends on each specific purpose. We will start with *formative evaluation* which is based on the questions that refer to specific aspects of language teaching, which analyze whether the material is appropriate, if there is practice work to be spent on the objectives and if there are any difficulties in relation to the course presented. Also, another type of evaluation is known to be *illuminative evaluation* which refers to the strategies used in the lesson, the whole planning of teaching, how students respond to the teachers' motivations and the extent to which students participate in the procedure. Besides, the third type of evaluation is *summative evaluation* which has to do with decisions that have to be made after the end of the program and determine how well everything worked and if the course achieved the goals. According to Weir and Roberts (1994) we should examine more aspects of evaluation which are:

- • A need for both insider and outsider commitment and involvement to ensure adequate evaluation
- • A central interest in improvement, as well as the demonstration of the product value of a program
- • An associated commitment to a deeper professional understanding of the processes of educational change

- Systematic documentation for evaluation purposes during implementation, at the beginning and at the end of a program.
- A willingness to embrace both qualitative and quantitative methodology and the context under review.

Having pinpointed basic principles of evaluation, we will define qualitative evaluation as something that cannot be performed with numbers, so another type of information is required, that is to say, observations, interviews and case studies. The data collected should be interpreted and they are believed to be significant. On the other hand, quantitative evaluation is considered to be more rigorous as it is based on tests, checklists and self-ratings. This type can be examined statistically and all the findings are clear without further need of looking for hidden hints and meanings.

Since there are different types of evaluation, we have already mentioned how we conduct each specific type but we should highlight *testing* as it is regarded as more usual in the natural setting of the classroom and it is efficient and representative. Even if it has to be linked to other factors, testing may be repeated and the changes involved in the students' learning will be shown. In the language field, we can appreciate that testing serves many purposes and it can underline the level of the students' skills being characterized with validity, reliability, practicality and objectivity. A range of possibilities is covered when testing is produced and we distinguish aptitude tests, placement tests, diagnostic tests, attainment tests and proficiency tests. Alternatively, we will notice the evolution of testing, since the conditions change and we are able to apply special types of testing which can be adapted efficiently with a lot of positive results. Indeed, there is the *traditional testing* which is non-authentic (translation of literary passages-compositions) as it is not supposed to happen in the real world, so the examiner will make his own judgement based on the accuracy of the target language with reference to a specific issue. Apart from the first generation testing as it is usually called, we should highlight (second generation) *modern testing* (multiple-choice), where the problems of subjectivity are eliminated and all the techniques are objective so no judgement is required and everything is based on a multiple choice basis and it cannot happen in the real world. The third generation tests involve communicative testing and in this case there has been an effort to illustrate the real world as the techniques aim at being authentic, just using tasks from the real world sources. All the skills can be assessed and there is space for subjective judgement.

In addition, we can define some principles involved in the different types of testing and they are believed to be basic features of their presentation. Chomsky (1965) claimed that "We thus make a fundamental distinction between *competence* and *performance.* Only under the idealization set forth in the preceding paragraph is performance a direct reflection of competence". Modern language supporters (second generation) assessed competence and emphasized the importance it has, as it can be studied as a fundamental feature of learning. Moreover, performance is shown in the classroom and it is a part of communication that takes place among students during the teaching process.

Widdowson (1978) dealt with usage and use which are integrated in the configuration of competence and he explained that: "The learning of a language involves acquiring the ability

to compose correct sentences. Producing strings of sentences without regard to the context, is to manifest our knowledge of the language system of English. We will say that they are instances of correct English *usage*". However, performance testing requires what Widdowson (1978) defined as *use*: "We are generally required to use our knowledge of the language system. We are generally called upon to produce instances of language *use*: we do not simply manifest the abstract system of the language, we at the same time realize it as meaningful communicative behavior".

We should be aware of the fact that various items are believed to test one specific part of the language. Each item is called a *discrete-point* item, and it represents the competence of the communication. Of course, there are supporters of the view that when somebody has the ability to communicate, he may not know all the parts of the language so the combination of knowledge as far as the parts of the language are concerned, is believed to be of major importance. The combination of knowledge is defined as *integrative* testing, and real world language use seems to be integrative.

It is essential that we should make clearer that discrete-point items are used with very little context and this is the reason why this language is defined as *disembodied.* Nonetheless, integrative items need a context as it is necessary, with respect to their effectiveness. They appear to like real-world tasks and the *contextualization* becomes better.

It is beneficial at this point to elaborate on *criteria of testing*, and we mean special characteristics which deepen its value and create its authentic framework. What needs to be stressed is that we can conclude beneficial feedback, and we can be assisted by supportive material in order to upgrade the planning of the testing. First of all, *utility* is diagnostic information for future teaching as language weaknesses are kept in mind and promote the idea of a better and well organized effort. *Discrimination* is considered to present the weaker and the stronger learners, and in this case we can make decisions if remedial work should be done. *Reliability* is a main feature of all the tests that can be marked objectively but on the contrary *validity* exists when a skill is assessed subjectively, so we can pinpoint authenticity. Last but not least, *practicality* is the criterion that illustrates the demands of testing, so we can infer if it requires a lot of people to administer or if it takes a lot of time to be planned and marked. The criteria of testing lead to safe conclusions, and we are inclined to agree that when testing takes place, we can evaluate language learning since we can enhance the effectiveness of a language program. All the above make us skilled and experienced in order to move on just applying all the innovative tools we may have explored, and the implementation process will prove to what extent all the changes have attributed to the language acquisition.

3.9 Implementation – Implementation of educational innovations

Achieving anticipated outcomes, involves progress which has to be made considering the steps entailed, and the interpretation of the evidence that reveals the shortages with reference to the educational program that has been applied. A program may be reproduced, restructured or changed, but it is evident that we need to increase the chances of receiving information that can illustrate the effectiveness of implementation and changes of large

magnitude are expected, when practices are monitored, checked and controlled with respect to the program. Careful planning and systematic negotiation are believed to be the most challenging assumptions which aim at a potential modification or a reconsideration. As a matter of fact, harmful adaptation may be made if we underestimate the educational background of the students and a lot of unanticipated problems may arise, so time should be given to cope with every single detail. Increasing the quality of implementation involves a lot of effort and professional services, which give the impression that awareness of all the existing models is raised and all the difficulties should be identified and treated, so as the objectives will be fulfilled. The challenge is that an effective program in combination with a high quality implementation, increases the possibility of positive results. One of the prerequisites lies in the operationalization of the program and if we have the ability to focus on its key features, the results will be indispensable. Structural and procedural changes will take place and they are supposed to tackle limitations, so a promising program is more appropriate than the one where the setting is constrained by gaps. Beyond dispute we can see the difficulty to make predictions and draw conclusions, as there are various factors and their interconnectedness is complex. Simoneau et al., (2012) insisted on the fact that: "There are many factors that influence the implementation process; these can be described as elements which through their presence/absence and their quality, will positively or negatively impact the implementation process. These factors refer to key components as well as external factors. Also, mirror effect has been observed and as such, some implementation facilitators become obstacles if they are absent or missing".

Indeed, we have become knowledgeable about the necessary target of specific changes, which are expected to develop all those activities that have been considered to be inadequate. The point is that if something is not believed to work well, then we should think that a change is a safe step in order to get a better result .If we decide to avoid whatever seems to be ineffective, we can say that it is a real *change*. On the contrary, if we choose to investigate the cause which makes an activity seem inactive, and we reform some features of the activity, then this would be an *innovation* due to the fact that it is something we have planned in order to improve the whole process. According to Markee (1997) the educational innovation is a managed process as he claimed that: "Curricular innovation is a managed process of development whose principled products are teaching materials, methodological skills and pedagogical values that are perceived as new by potential adopters". The implementation of innovations has to be carefully introduced or else we have to cope with the risk to be rejected or to be welcomed reluctantly. It is widely known that there are three models of innovation which are used in the classroom and they are defined as: 1) the Research, Development and Diffusion model, 2) the problem solving model and 3) the social interaction model. The first one is based on the research which is carried out before it is applied. Secondly, the problem solving model is regarded as the most popular and the teachers conduct research in the natural settings of their classrooms and Burns (1990) stated that "the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen". The third model deals with awareness that will be raised with reference to what extent an innovation will be adopted, and how the students may be attracted so as to be engaged in specific activities. Thinking about the

models we should emphasize the fact that all the teachers keep having their own beliefs and they are affected when they plan to judge something new and alternative in the classroom. The implementation of the innovation is affected and Kennedy (1987) pointed out: "views held on theories of language teaching and learning and views on the educational process and what happens or should happen in classrooms between the teacher and students are ultimately context specific and derived from the culture of the society in which learning takes place". Another factor that inhibits the implementation is supposed to be *clarity* of the innovation, which means that the innovation proposals may remain vague to the teachers so we may observe the rejection of the innovation. Continuous professional development has been underlined and Brindley and Hood (1990) stated that: "if teachers are being asked to change some aspects of their classroom behavior they need professional development activities which enable them at the same time to use an innovation and to work through the implications of the change with colleagues". Predictably, peer support is considered as beneficial if teachers have to adopt an innovation and the working environment will play a basic role just significantly affecting the forthcoming change. Additionally, the features of the innovation have to be compatible with the features of the environment where it is going to be established, and generally speaking the wider educational context should be taken into account. All the valuable insights have to be kept in mind, and the implementation of educational innovations should be sustainable so the development will be achieved and the expected outcomes will be a reality. Nevertheless, we should respect the values of the educational system and the classroom culture, since all the learners have their own concerns and needs and this is the reason why sensitivity has to be shown, and under these circumstances justification and reinforcement of changes and innovations will be implemented successfully and with systematic development.

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CHAPTER 4 : METHODOLOGY

4.1 Introduction

Exploring all the crucial issues which refer to language teaching, we are totally convinced that we have to examine specific parts of the process which indicate the evolution of learning the English language as well as the potential which raises awareness about what we should insist on teaching so all the methodological considerations have to be taken into account, just making a distinctive contribution to the complete development of the teaching performance.

Feeling the necessity to adopt strategies which relieve the mechanical routine in the classroom, we can trust the findings of a research which is conducted in order to maximize the learning potential of the students, and to enhance the teaching practice in the fields of activities that are undertaken with respect to the development of the whole educational program. Teaching is viewed as a mechanism that leads and promotes all those abilities that appropriate teaching can release in the natural setting of the classroom and emphasis should be put on the dimensions of learning through evaluation which can be achieved through the collection of data which will be interpreted. The interpretation shows the paths of knowledge which have to be renewed in terms of a developed teaching instruction.

Every single research is regarded as a safe tool which shapes decision-making and creates reasonable techniques as we have to struggle so that we can cope with unpredictability and bridge the teaching gaps if they are identified. The program is based on experience which is produced in the classroom and any data collection can deepen the understanding of the learning process.

4.2 My language context

The collection of data will release the opportunity to examine the interests, beliefs, desires and needs of the learners so we will adapt strategies which make them engaged to tasks that belong to all four skills. As a matter of fact, appropriate and accessible aspects of the lesson can be investigated in order to build our own framework. Emphasis is given to the fact that the research took place in heterogeneous classes and the students belong to Grade A and Grade B of a Greek state Senior High School so English is taught as a foreign language and we have to deal with different cultures and traditions. The language presentation needs to meet the cognitive demands of the learners and they are believed to achieve certain goals if they are treated appropriately and the lesson is made totally comprehensive and accessible. Any methodological approach includes a justification as the selected choices reveal different aspects in relation to a better planned teaching performance. The participants themselves provide valuable information and every type of observation helps the teacher who attempts to facilitate the process, and unravels the huge complexities of classroom reactions. Since English is considered to be an employability privilege, the school curriculum should provide more time than what is provided, so the trust towards the quality offered in Greek public schools will be reinforced. The classroom is becoming multicultural

and multilingual, and some students of Senior High School seem to be oriented to the participation in the teaching process as English has been selected as a special extra lesson which will be examined during the Panhellenic Exams that lead to the Greek Universities. Others may be less interested since they think they have already learnt enough, and a few of the rest ones show indifference as they are not convinced that the knowledge of the English language can be beneficial. As we have mentioned, the learners belong to different cultural identities so specific programs should be put forward and we need to highlight the efficient use of English and develop the everyday practice with respect to foreign language learning so we can meet the needs of the existing demands, presenting an ideal classroom of the Greek State School. All the potential language learners are expected to provide information which can meet the necessities of the analysis and will make us determine what is to be modified as effectiveness is an ultimate goal.

4.3 Expectations of my research

All teaching decisions aim at building distinctive classifications in terms of the students' likes and interests, so every teaching technique incorporates all those ways to eliminate obscure information and makes the teachers accumulate concrete elements which are believed to be the how and what of a well-designed program. The program under the umbrella of communicative practices can contradict any complicated constraints and deciphers all the specific features making an attempt to inhibit any malfunction. It will regulate the teacher's instructions with respect to an effective modification of the teaching, as it is known that any existing shades will be excluded and any misleading outlook will be judged as inappropriate so it will be disregarded. Essentially, studying the picture of students as individuals, we can construct a delectable teaching style according to the learning preferences and the preferable outcomes. All the purposeful options are prioritized and the main purpose is to illustrate that the teaching process will embrace the students' expectations. The new explorations interpret what has to be presented, and we can try to reform a regenerating and groundbreaking strategy. As a result, we enter the learning circle working at a better level, developing the work and improving the understanding, as we will identify more precisely what we need to put emphasis on. Gathering classroom data will change the established perspectives, as the data collection techniques may reveal aspects which are additional profit as far as the educational feedback is concerned. We have to be aware of what constitutes effective teaching, and we should keep confidence that the pursuit for improvement of the classroom processes will prove that learning opportunities will be arisen. New avenues of investigation are created and all the instruments are going to be used aiming at a detailed account of the lesson itself in the classroom. In the hope of being able to find out more concepts and concentrate on developing methods, we insist on noticing more elements which can be added to the general principles of language teaching and it goes without saying that we can gain familiarity with a noticeable planning. Language planning is designed to influence the structure of the language which is taught through a specific teaching style. The planning has to do with past research, current research and future options as new frameworks are built and the understanding of language teaching needs remedial work. To this end, the learning environment is to be explored and the students' prior knowledge is to be assessed. The study provided insights into how the program can be further developed to benefit students and illustrate which areas need to be

considered since some changes may be adjusted. Depending on the situation, program designers can add or delete tasks in each stage (Fraenkel & Wallen, 2003).The students have to be fully exposed to their natural setting and feel free to express themselves organizing their own knowledge and acquiring skills which are beneficial. The success of the program lies in finding out the needs of the students and establishing strategies to meet their needs. It is critical for program designers to examine the needs of students and their parents and to develop strategies not only to meet their specific demands but also to ensure the quality of the program (Brisk, 1998).

4.4 Methods of research

   The nature of teachers' style will be evaluated and it is considered to be upgraded as far as the learning identity is concerned when irrelevant issues are raised as a result of the evaluations. The teachers who coordinate the quality of knowledge presented, can design a specific plan concerning the most desirable classroom atmosphere. The discussion about the features of the program can gain insights as the research will illuminate learning opportunities which have not been taken into consideration, and an explanation of the aspects observed is to be shown. In any case, the limited value of some factors will be outlined as they are judged needless, and serious thoughts are to be given. With a view to building the program with conceptions of language skills development, we can investigate a fruitful approach to teaching which is challenging to be implemented. Obviously, the program is a vehicle for achieving the learning outcomes and we estimate all the views of the participants that are maintained. In fact, the results of our research are used in order to orient teaching strategies.

   Leading the classroom process requires enforcement if we are interested in a convenient change, which takes place in the natural setting and performs dynamic options based on a better designed program. The research approaches indicate steps which are supposed to focus on judging, demonstrating and improving (Norris, 2006). All the concepts can be available as essential resources and the research will be guided through quality management frameworks that are better equipped by both theory and practice. It is imperative to know that we should collect reliable results so there is need to label the data and make it easier to manage. To this end, we will underline the proposed types of research and we will explain the deeper idea of each type.

   The qualitative research can be seen as the type of investigation that aims at exploring the process of any kind of development, and we need to highlight that specific data are used in order to make progress just identifying special items which have to be evaluated. Attention is paid to collection and interpretation of appropriate data, as we will insist on the evidence that this research is trustworthy and all the findings can be convincing and reliable. The accuracy and the validity remain basic features, and a reflection of reality has to be in the foreground of all the assumptions of the investigation. In fact, improved understanding is achieved by capturing new meaningful aspects, creating a meticulous analysis of the phenomenon studied. It is worth focusing on what Strauss and Corbin (1998) claimed regarding this research, as they maintained that: "Actually, the term 'qualitative research' is

confusing because it can mean different things to different people". Hammersley (2013) stated that: "the task of providing an account of the distinctive features of qualitative research is far from straightforward". Denzin and Lincoln (2005) supported that: "Qualitative research involves the Studied use and collection of a variety of empirical materials – case study, personal experience, introspective life story, interview, observational, historical interactional, and usual texts – that describe routine and problematic moments and meanings in individuals' lives". Moreover, we should refer to different views about the type of research as Jovanovic (2011) said that qualitative methods are inherently unscientific and Hood (2006) pointed out that words are intrinsically less precise than numbers, and that they are therefore more prone to subjective analyses, leading to biased results. Selecting notions which express all the views, and trying to put everything in proper perspective, we can give serious thought to what King et al (1994) said as they argued that: "non-statistical research can produce more reliable results if researchers pay attention to the rules of scientific inference commonly stated in quantitative research". Since qualitative research presupposes understanding and setting a framework of complexities that deserve consideration, we are inclined to discuss what has been emerged and all the insights are under further analysis, so as new codes will be adapted in the whole process. Becoming familiar with this type, we should not underestimate the fact that understanding implies the knowledge originated by the particular research and Gadamer (1990) stated that: "Understanding can to some extent be seen as the condition of explanation and occurs in a process of interpretation, which naturally refers to meaning". Understanding is the evidence that we can have more knowledge about what we investigate and we can make progress with essential concepts that have been obtained. According to Fine and Hallett (2014) we can understand more about how parts are related to one another, and to other things we already understand. Having elaborated on qualitative research, we have been brought closer to how much we can achieve applying this dynamic approach, as we are aware of the fact that it involves exceptional prestige even if there are inadequacies and Ragin (2004) stated that: "a good definition of qualitative research should be inclusive and should emphasize its key strengths and features not what it lacks".

The Quantitative research includes questionnaires, sampling polls and objective answers which are sought, since we can dispose larger samples with more representative results that are recognized to keep a combination of reliability and consistency. The numerical data that are generated by the objective measurements, are widely regarded as data that are non-ambiguous and because of that there is a presumption of the clear elements that will be under examination. The proof which is acquired is strong and we are not supposed to deal with conjectures, so we can refer to Franzosi (2016) who pointed out that: "The 'raw data' that quantitative research as an ideal typical activity refers to is not available for further analysis; the numbers once created are not to be questioned". Consequently, this type of research is adopted to quantify answers on how the whole number of participants feel about the proposed issue. Introducing hypotheses means that by this type, they will be tested and the truth will be generalized since this is the final target. It is clear that looking for exploration in depth, we cannot depend on this specific type, as we set the variables during the study but any unpredictable variables can be observed only through a qualitative study. Variables are special features when we conduct a research (e.g. gender, age) and they

indicate differences among all the participants which should be estimated. Small (2008) stated that: "Quantitative research is largely concerned with pre – determined variables". Moreover, we have to add that Small (2009) insisted that: "much qualitative research tries unsuccessfully and unnecessarily to emulate quantitative standards". Besides, all the techniques used can be useful and provide safe aspects of the specific issue, but we need to keep in mind that we should check all the implications when conclusions are drawn since there is anonymity of the participants, and this feature plays its own role. We need to collect data in a reliable way and the results will be valid, so the decisions are going to be fruitful. Apparently, this type of research should not be established in opposition to qualitative research, because we conduct a specific type with respect to what we are interested in, and under what circumstances we would like to investigate the issue.

Working with both approaches can make us gain better and productive conclusions. If all the elements are combined, then we can make use of all the findings, so the research is not supposed to belong to a specific type but it is considered to be a qualitative study which entails quantitative and qualitative data. Using a mixed method research, we can have mathematical tools and in depth explanation of all the findings in order to accomplish the depiction of justified conclusions.

4.5 Selected instruments of my Research

Having given serious thought with reference to what exactly should provide precise perspectives as far as our specific study is concerned, the preferable approaches involved a *questionnaire* with carefully designed questions about the qualities of the teacher who is the regulator of the teaching process, and *peer observation* which was planned carefully in order to reveal a fair and accurate picture of teacher's strength and provide developmental feedback.

A questionnaire is one of the most common instruments of selecting information about the learners, the vocabulary, the language use, the constraints, the attitudes, the extent to which acquisition of the language is achieved and preferable paths of learning which are to be acquired. A questionnaire can establish trustworthy data, so validity and reliability are believed to be its basic crucial features. Validity explains how well the actual area of investigation is covered by the collected data (Ghauri & Gronhaug, 2005). Reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result (Carmines & Zeller, 1979). Planning the development of a program demands a structured questionnaire which illustrates a deeper understanding of what is needed. The prerequisite refers to the well-designed type of questionnaire so as not to run the risk of obtaining superficial results. Moreover, it should protect the privacy of the participants since they will respond with clear consciousness when their name is not given and the confidentiality is kept. It remains a vital instrument, and it has to be responsibly administered and the correct ordering of questions creates the appearance of participants' views which can promote inspiration for further implementations of complicated dimensions of learning which may be conceived. Investigating any detail that can be interpreted and managing any possible change, we can make a sincere effort with a predefined range of options which cover all desired answers. The presented words ought to avoid any ambiguity

since they have to render valid sources of expression. Judging the sufficiency of the whole design, we need to make the questions more closely related to the known and we need to avoid difficult assumptions, keeping in mind that the content should not be emotionally loaded, with respect to a collection of insightful data which make us reach our conclusions.

Suggesting a *questionnaire* to the students, where we can identify their satisfaction, we can be sure that it involves a quality assurance mechanism or an evidence of attending to the perspectives of learning (Crabbe, 2003; MacKay, 1994). Forms of evaluation aim at capturing the concerns and the expectations as it is noticed that practice is enhanced inevitably in relation to the students' capacity. Legutke and Thomas's (1991) pointed out that: "Engaging learners in Communicative encounters, especially if their aim is to explore emotional content and experiences, can become to bound up in itself unless this activity also reaches an evaluation stage". As a result making an attempt to find out the learning experience, we can be supported by beneficial points which act in favor of productive teaching, as any preconceived assumptions may be modified to accommodate unpredictable conditions that can be dealt with professional responsibilities.

An *observation* is one of the most important research methods and as McKechnie (2008) argued that: "This type involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way". Referring to educational settings, it is believed that through observations we can realize something totally different from what these settings seem to be, and this is the reason why observations were characterized as the fundamental base of all research methods (Adler and Adler, 1994). According to Werner and Schoepfle (1987) we can have three observational procedures for seeing as follows: a) *descriptive observation*, involving the observation of everything, assuming no knowledge and taking nothing for granted b) *focused observation*, wherein certain entities are deemed irrelevant and the researcher concentrates on well-defined observable entities and c) *selective observation*, wherein the researcher concentrates on a specific form of general entities. Surprisingly, what really happens in the classroom may be presented just highlighting unpredictable aspects of learning and teaching, and remarkable considerations extend our knowledge and rebuild the features we need to pay attention to.

Peer observation is expected to focus on the teacher's current practice, to complete all the specific points that must be added to eliminate weaknesses and make them think about alternative teaching styles. According to Day (2013) the traditional observation involves a supervisor or someone in a position of authority attending a teacher's class and providing feedback on their instruction, which may be evaluative in nature. Based on the above considerations, we strongly believe that this kind of observation is known to cause problems and a lot of stress is regarded to set limitations to the whole scenery of teaching. On the other hand, peer observation is believed to rebuild new chances for further development and to this end Richards & Farrell (2005) stated that: "it can help teachers learn from each other, develop a more reflective approach to their teaching and identify goals for professional growth". What we really need is a series of classroom observations during the period of two semesters, and we are supposed to conduct peer observation at least four times each semester by the groups of teachers who teach the English language and belong to the teaching staff of other schools of our municipality, who are required to submit an

observation report with comments and proposed options with reference to the teaching process. Through the observation reports, peers ought to support the strategies of teaching since drawbacks emerge when observation is not perceived to be supportive and practical (Cosh, 1998). Different views offer the potential to cultivate the fertile field of knowledge especially when we deal with experienced teachers, as we can rely on the feedback which is visible when we elicit their thoughts and views. The educational growth will be enforced by innovative practices, and this the reason why we need to take advantage of the chances given by peers willing to compare their approaches to the one observed facilitating the effort of the program's development. The program is expected to be enhanced if the teachers never stop improving their perspectives for more effectiveness and Underhill (1999) stated that: "Professional development is the process of becoming the best teacher one is able to be, a process that can be started but never finished". Willingness is to be shown, adopting beneficial changes and this is a prerequisite when we intend to be critical about what we perform in the classroom. It is essential that we should refer to Wajnryb (1992) who claimed: "Teachers themselves are the primary initiators of their own development. The spirit of inquiry, the wish to reflect on one's own teaching, perhaps to explore other paths, comes from within the practitioner: it cannot be imposed from outside and then measured by some objective tool".

We may focus on better strategies that have to be implemented and at the same time we may be interested in making the students stronger, engaging them with powerful skills. The natural setting of the classroom indicates that all the individuals have their own special needs which require a particular evaluation, so as the teacher's instruction will be improved and more goals will be achieved. Day (2013) supported the fact that a peer observation contributes to more equitable power between participants. It is obvious that we aim at gaining accountability but it can assist the teacher's performance to respond to various issues. It goes without saying that if a teacher is observed, it allows them to gather data about classroom processes from a new perspective, which they may then use to modify their teaching practices (Richards & Farrell, 2005).

The teachers who observe, should be informed about the specific points they ought to observe in order to gain insights promoting a wider framework of systematic practice of teaching with respect to procedures that should be followed. The observer makes an effort to note down all the remarkable points, building the feedback and being totally convinced that he should not be involved as it was pointed out by Richards & Lockhart (1991) who highlighted that the observer should remain as neutral as possible as any involvement could compromise their ability to observe effectively. Bell (2001) claimed that: "participants acknowledged the benefits of peer observation in helping them develop professional relationships and thus avoid the feelings of burnout and isolation associated with the teaching profession". Undoubtedly, more experienced teachers seem to foster the peer observation, feeling that it is a very significant tool which assists the culture of development. Blackmore (2005) insisted on the point that showed the participation of the teachers who had been working in Higher Education for over ten years "endured the process" of having their teaching observed. The instructional choices from the peers are significant and we should not underestimate collegiality which is remarkable and enforces the way two or more professionals can cooperate and investigate adversity, so as to overcome possible

insurmountable obstacles and contribute to positive working relationships. Elaborating on the details which should be arranged, it is clear that the knowledge will be acquired and the skills will be developed when suitably configured practices are incorporated in the teaching. The impact of peer observation is regarded to be unrivaled as all the comments and proposals reinforce the teacher's intention to achieve the ultimate goal. It goes without saying that the ultimate goal of a better teaching experience dominates the whole framework of perspectives and the positive influence of the observation is definitely recognized.

4.6 Design of the instruments and collection of data

The design of the instruments of our study entails the participants, the procedures and the data which were collected in order to be analyzed and evaluated.

The *questionnaire* is organized in such a way that it can define issues and no matter how many issues will be defined, it is widely known that the information is the real evidence that a teaching method can correct the weak sides and the knowledge generated will be highly efficient. Seeking for the teacher's qualities and competencies we decipher the students' needs as they respond subconsciously accumulating all the parts of the teacher's presentations, and conducting an appraisal of events and actions, we should have concrete proof which is supported vigorously if we think that exclusive data can be illuminated and nothing or almost nothing can be inconclusive and every single detail becomes noticeable and purposeful. The participants were asked to take part in the survey and complete the questionnaire and they were made to feel free to answer their own beliefs so the questionnaire was distributed to one hundred students who belonged to first and second grade of our Senior High School and they were informed that they had a period of three days to complete it and give it back in order to be assessed. In fact, when the questionnaires were returned, we estimated that twenty nine of them out of one hundred were invalid and seventy one questionnaires were fully completed and were taken into serious consideration.

It is obvious that a teacher is the leader of the implementation of a program, so the characteristics of a good leader should be shown and identified, and the evidence is revealed through the questionnaire where all the teacher's interventions are described and all the services are outlined. Anonymity is ensured, and it is because of this fact that we can have the benefit of decreasing the chances that the participants will respond using answers without any ambiguity. Also, confidentiality is taken for granted and the standards of the participants are believed to be valid so we can follow the flow of the data and creating a classification of what is to be checked again, we can restructure the lesson using delectable parameters. The questions are clearly addressed in the questionnaire, the wording is suitable, and the statements used offer a field which can be a resource of unknown points that reflect the special factors that need to be treated properly. Consequently, having the findings, we feel safe that we can define the underlying assumptions which promote the hard attempt of development. A careful design amplifies the students' likelihood of revealing their impressions and opinions since they are the spectators of the teacher's presentation in the classroom. Choosing alternatives provided, the students select their answers simply, and

the exploration of the teacher's qualities and competencies seems to be dealt with objectivity which is regarded as an essential advantage of the questionnaire.

In addition, referring to the *peer observation*, six peers agreed to participate and they were teachers of English as a foreign language at Junior and Senior High Schools of a wider area of the nearest schools of the Municipality of Attica in Athens. They were organized into three groups and each one of them consisted of two teachers who were oriented to conduct an observation of two different classes (Grade A, Grade B) of our Senior High School. Each group had to observe each class at least twice per Semester, being informed that each class had twenty seven students and each lesson lasted forty five minutes. They were asked to complete two semesters of participation and they were given instructions in order to gain a deeper understanding of the existing teaching performance. Two observations of each class conducted by all the groups per each semester would be a realistic number as they will manage to illustrate a well-rounded picture of the two classes. All the participants described themselves as very experienced, with approximately sixteen years of teaching and the groups were composed entirely of non-native speakers who had a range of teaching experiences. They were requested to set up a meeting so as to be informed about the purpose of the study, the desirable expectations and the necessary clarifications which indicated their role as observers and not as teachers who were going to interact. Needless to say that effort was made to eliminate inconvenience in the teaching environment and it was clear that we had to designate the features of a planned observation where the observer was entitled to keep notes but not to interrupt the lesson flow, considering the unexpected incidents that may be triggered. Actually, there was a specific role that the peers were asked to play, and this role would lead to beneficial conclusions and would focus on valuable points, which needed meticulous exploration since a great deal of elements would be captured, aiming at a more effective language program. Emphasizing forms of rendering meanings and creating a restructured way of learning English, the participants are expected to capture exemplary comments about the way the lesson is presented. Our peers were given an observation Form with their personal data and the particular aspects they were suggested to observe as well as an observation etiquette that referred to a set of rules for conducting an observation in the classroom. To this end, they had a task to accomplish, and this task had a strict framework of observation and no participation or evaluation was involved. The observed teacher was the same person for both classes and as he was an experienced teacher (twenty years in-service teacher), he identified various areas of his lessons which should be investigated by the peers. Being more specific, the first group had to deal with the *students' performance and their attitudes* during the lesson, the second group of peers had to elaborate on *the structure of the lesson* as well as *the teacher's management of time*, and the third group agreed to observe *the communicative competence of the teacher* and the *implementation of educational innovations*. It is obvious, that there were guidelines and the peers were going to adopt procedures that were entirely at their discretion during the observation. Moreover, the participants can benefit from observation and Wajnryb (1992) pointed out that: "it takes a skilled and trained eye to perceive, understand and benefit from observing the proceedings of learning/teaching". Additionally, the peers obtain educational supplements just watching new techniques and their impact on the students' learning and Hendry & Oliver (2012) argued that: "the experience of observation strengthens one's self efficacy to apply new strategies to their own teaching". A shared understanding is deemed to be a beneficial tool that can be used by the observed teacher, just thinking that aspects of the teaching can be improved. There is a valuable way to gain more perspectives, and the instruction of practices that will be implemented in the future will be better with higher vibes of improvement, and this is something that has to be an integral part of the language teaching, keeping in mind that Blackmore (2005) claimed

that the availability of feedback for the observed teacher can be considered as an advantage. The observations' product was not expected to be too critical as the peers were supposed to illustrate limitations or inconsistencies that intensified unspecified results which had to be scrutinized. The proposals mentioned in the peers' report were constructive and credible since shortcomings were to be pointed out, if there were any, and corrective approaches were going to convey an optimistic message and utilize all the elements that make up a complete image of the foreign language. It is taken for granted that the comments of the report are not critical in nature but attempt pedagogical type reference elements, which enforce the effectiveness of the lesson and estimate the extent to which the teacher's responsibility can alleviate the teaching atmosphere of the natural setting of the students. Richards & Farrell (2005) argued that: "observation can help narrow the gap between one's imagined view of teaching and what actually occurs in the classroom" and it is worth pointing out that remarkable points began to emerge which needed interpretation. The three groups contributed actively to discern the parameters which have to be sufficiently dealt with if we struggle with respect to a developed teaching. All the data were carefully collected, examined and analyzed and as a result fruitful points began to emerge and they were broken down in separate parts in order to be analyzed. In fact, not only does the process show us to keep track of the aspects that need care and repair but emphasizes the steps that should be followed one by one.

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CHAPTER 5 Discussion of the findings

5.1 Analysis of the data

  Interpreting data, realizing concerns and gaining deeper insights, we are expected to prioritize the appropriate initiatives and support the specific instructions of a teacher who is a real coordinator. The findings of the study seem to be valuable and meaningful as they will be taken as a sample of what the positive sides are and what needs should be reshaped, referring to the teacher's competencies. Making an effort to find out what exactly the tools of the research illustrate, and seeking for real evidence, we can prove that the program is prevented from potential risks and failures. Furthermore, designing is demanding and all the situations are to be analyzed in order to establish a primary framework of the program's implementation. Carrying out activities and organizing materials seem to be of major importance as any time the students' needs may change, so the presented circumstances require the capacity of a continuous evolution. The acquisition of the language has a lot of branches and generally speaking, all the processes have various subfields and as a consequence, all the data have to be compared and explained with the commitment that they ensure the acceptability of the findings as we elaborate on a respectable amount of information. Apparently, achieving the meaning of the information, we are going to be able to reflect solutions to the problems identified and pinpoint gaps which need to be bridged. All the parts of the daily lesson are going to be checked taking into account possible unforeseen flaws as well as special points that may be neglected or forgotten. All these considerations are not farfetched, since regarding flukes that may occur, the management of the process will be away from the initial intended outcomes which have to be reached with respect to a higher quality and a more dynamic understanding. The classroom is an educational environment and we are going to offer some orientation to its shape, supporting processes that keep unjustified beliefs and unsupportable attitudes away, for the purposes of attaining specific targets, clarifying the predispositions of all the situations and estimating the educational consequences that come from the proposed activities.

  Both qualitative and quantitative data were collected to ensure data triangulation which justifies the *reliability* of the findings. Questionnaires are time-efficient means of collecting data from a large number of people (Lynch, 1996). Starting with the Statement 1 of the questionnaire (see Appendix 1), we intend to investigate the extent to which students are encouraged to interact, so we can see that the majority identified a frequency in relation to the specific activity, even if there is a remarkable percentage of participants who judged that this encouragement sometimes takes place and fewer considered that this rarely happens. Moreover, looking at Statement 2 (App. 1), we notice that it was about the very important issue of oral practice and most of the students showed that the level is satisfactory. There are a few who think that oral practice is not enough and some others who simply consider that it sometimes happens. Moving on Statement 3 (App. 1), we have to deal with the teacher's engagement in the students' mistakes which means that the time that is dedicated to this activity is crucial, as the mistakes are corrected and a reconstruction is created. Most of the students answered that the teacher deals with the mistakes without omitting to refer to those who considered that the engagement is not so frequent or it is rare. Statement 4 (App. 1) looked for the students' autonomy and how much it is supported by the teacher so

36,6% answered that it is not usual and on the other hand 31% seemed to be satisfied since they remarked that it is often observed. Also, 18,3% indicated the teacher's rare effort and surprisingly 14,1% admitted that they never noticed such a support on behalf of their teacher. Statement 5 (App. 1) is about the students' needs which are of major importance, and a percentage of 38% showed that only sometimes the students' desires are taken into account. There were about 29,6% of the participants who answered that their teacher is often interested in students' likes and fewer students gave the impression that he rarely cares about the needs or he never does. Statement 6 (see App. 1) focused on students' motivation which is regarded as a basic tool which is adopted by a professional and experienced teacher. To this end, a percentage of 56,3% identified the teacher's willingness to motivate the students. Nevertheless, even if motivation remains a fundamental part of the learning process, some participants responded showing that it is not so frequent and 15,5% felt that they are rarely motivated. Statement 7 (App. 1) attempted to identify the writing activities and the time provided with reference to the writing practice. In fact, a 31% responded that writing tasks sometimes happen and there were fewer students who chose to underline that writing is a rare activity. Analyzing Statement 8 (App. 1), we made an attempt to deal with the adaptation of the listening skill during the learning process, and as a result, the majority chose to answer that listening often takes place. Besides, we should not underestimate that 42,3% insisted on the fact that it is sometimes observed and a 14,1% responded that it is rare. Examining Statement 9 (App. 1), we are informed that a 57,7% remarked that the reading activities are regarded as a systematic phenomenon and at the same time a 14,1% of the students indicated the inadequacy of the frequency, adding fewer students who found that the reading practice is rare and a 7% of students who claimed that never read in the classroom. Looking at Statement 10 (see App. 1), it is evident that there are several cultures in the classroom because of the multilingualism and the research identified a 60,6% of the students who claimed that all the cultures are often respected. Apart from that, a 35,2% was convinced that they are sometimes treated with respect, and very few students chose to respond that cultures are rarely respected. Regarding Statement 11 (see App. 1), there was investigation that referred to the time given to the students in order to deal with their tasks and 69% noted that they are often given enough time but a 19,7% underlined that they are sometimes given the appropriate time period. Surprisingly, 11,3% felt disappointed as they are rarely given enough time and this phenomenon may cause failure in the accomplishment of a specific task. Statement 12 (App. 1) was about a substantial quality of a teacher to support the students who need additional help and should feel a friendly environment. The findings showed that a 39,4% of the participants responded that the teacher sometimes demonstrates his willingness to offer as much as possible and a 32,4% felt that he is often there for all those who have to be assisted. In addition, we have to pay attention to a 28,2% of the students who chose to show that he is rarely there for all those who need additional help. Since group work is considered to be meaningful, we can say that Statement 13 (App. 1) was designed to look for more evidence about group work in the classroom and if it is promoted by the teacher who organizes the teaching process. A 39,4% of the students chose to indicate that the teacher's suggestions for team work are not so intensive as he sometimes promotes it and a 32,4% seemed to agree that he often organizes group work. Moreover, a 28,2% showed that the teacher rarely reinforces the mechanisms in favor of group work. Statement 14 (App. 1) was the one that tried to check

the use of videos, computers and other means of technology and the students were found to answer positively with a 40,8% of them who affirmed this specific use which often happens, and a 39,4% who supported the option that they are sometimes involved in this procedure. Additionally, a 19,7% claimed that it rarely takes place in the classroom. Statement 15 (App. 1) detected if various methods are used so as the students' progress can be checked and the most of the participants, specifically a percentage of 38% answered that methods are sometimes used with a 29,6% who characterized it as a rare activity, and surprisingly a 32,4% underlined the fact that they never realized any methods. Thinking about Statement 16 (App. 1), we are convinced that an attempt was made to find out whether the teacher changes his style when the students do not respond so as they can be in the mood to get involved in the process. Most of them decided to present that the teacher sometimes changes his teaching style and a 28,2% said that he rarely adopts an alternative strategy. Nevertheless, there were participants who decided to state that their teacher never changes his style when they appear to be reluctant. Identifying Statement 17 (App. 1), awareness was attempted to be raised with reference to the teacher's competence to control his presentation so as beneficial results should be achieved. A 35,2% showed that their teacher never controls the produced results and a 33,8% admitted that he sometimes seems to be the controller of the process. Fewer students noted that he often controls what happens just being interested in beneficial results and a 22,5% preferred to answer that he is rarely the controller in the classroom. Presenting Statement 18 (App. 1), we looked for data as far as the vocabulary of the new language is concerned. Familiarity with new words acts positively and offers enrichment, so we had to ask if the learning and use of new vocabulary can be supported by the teacher. To this end, a 40,8% preferred to answer that the teacher rarely supports the learning and use of new vocabulary, and a 39,4% chose to respond that he sometimes adopts this activity. Fewer students were totally negative, showing that even if new vocabulary is an extremely crucial factor that reinforces the language acquisition, the promotion of this point by the teacher seems to be non-existent. Statement 19 (App. 1) reveals the extent to which students' rewarding is believed to be evident just in case they achieve their goals. Most of them considered that their teacher sometimes rewards them even if there was a 38% who were sure that their teacher often keeps rewarding all those who manage to have positive results. The fact remains though that fewer students noticed that the teacher rarely rewards them and a 8,5% responded no rewarding was obvious, estimating their own experience during the daily lesson. Statement 20 (App. 1) investigated discrimination as a phenomenon that may be shown by the teacher when the students present their work. Actually, a 46,5% kept us informed that the teacher often avoids discrimination, but a 39,4% referred to the fact that their teacher sometimes treats them well. Fewer students expressed their views by choosing to highlight that he rarely avoids discrimination which should be taken into account even if the percentage was not so high.

Having analyzed the questionnaire's data, we need to meticulously examine the findings that were explored when we tried to decode the data of the peer observation so we can add more information that will empower potential weaknesses of the teaching.

The *students' attitudes* in the classroom were extensively examined through the peers' observation and these types of behavior were the result of the teacher's implemented approach which facilitated the construction of a systematic program. The fact is that the

teacher has to take the responsibility so as to consciously make decisions on keeping the adopted strategies or planning various educational changes. The peers made important remarks with adopted paths of learning and how it was achieved, and it was obvious that the teacher avoided impeding the students' desires to find out additional points that revealed details of the language. The impression which was given illustrated the students playing active roles and following the instructions that were carefully presented. New knowledge was welcomed and there was remarkable effort so as the new pieces of information were going to be familiar, taking into account that the students did not manage to understand the points performed in the same way. They were encouraged to exchange opinions and perform their own ideas, aiming at the acquisition of the language which was actively built. The setting of the classroom was a student-centered one and there were few times that the teacher was observed to show the withdrawal of reinforcement with reference to the students' engagement in the learning process. The students showed differentiations concerning the behaviors that depended on the extent to which they obtained the features of the lesson provided through teaching activities. The teacher insisted on making them carry out actions and the students' attention was attracted to particular dimensions, in order to perform successfully and non-intrusive intervention was observed to exist. Unresponsiveness sometimes took place due to the fact that the students were not motivated enough, and under these circumstances the teacher had to cope with the conditions and reform the process. It is no exaggeration to say that learning required modification of activities or situations, and the teacher pinpointed that there were tasks that were beyond the students' current cognitive capabilities. Elaborating on the comment of the two observers, we can realize that there was development of the creative attempt of students with productive involvement, nonetheless, there were some individuals who were distracted and the teacher strived to fill in the gaps and develop the students' ability to meet the expectations. There were comments that referred to the fact that the tasks were broken down into a sequence of short steps so there was an initiative presented so as a creative learning process was launched. The learners (Grade A, Grade B) were given choices which informed them about the trustworthy solutions of problems that existed as an obstacle and reinforced the perspectives to capture all aspects of the lesson.

Quite remarkably, we sought for extended information regarding *the structure of the lesson*, which is the main aspect under investigation of the second group of peers and following their notes, we were informed that both in the class of Grade A and in the class of Grade B, the students were asked to perform their homework which depicted how much they were sufficiently prepared. At this stage, the oral practice started to take place and the teacher started his lesson by reviewing all the elements that have already been learned and moved on building a framework that indicated what was expected to be taught. As mentioned in the peers' notes, the particular text which was to be examined the next time, was checked with respect to the new vocabulary and the translation of complicated meanings, as the students had been asked to make the appropriate preparations at home in order to be more skilled and efficiently active as far as their own effort is concerned. Furthermore, there was grammar teaching which entailed theory and practice for better implementation and there was the teacher's effort to sharpen the discussion and raise the level of the interaction in a friendly environment, stimulating their interest and making the

atmosphere less intimidating with warm comments. Generally, the structure of the lesson was believed to cover essential elements of knowledge and the feasibility of establishment of the language proved to be sufficient to a certain extent. Well-structured lessons started with small steps and a presentation of what needed to be taught was supposed to be an ideal tool which enforced the whole process, as the students started to realize what they were going to expect, and they got prepared to be involved with specific tasks which identified their level of mastery and their proficiency. The instructions were believed to be necessary even if they were sometimes modified, due to the fact that when the students were monitored, they needed further assistance and the teacher provided adequate explanation, supplementary exercises and expressions that were pertinent to their practice. Evidently, the students, not all of them, were engaged in the analysis of the text promoted and provided evidence that their understanding was satisfactory. The teacher composed the four skills through creative ideas, keeping in mind the students' needs and he predicted factors that were going to impede the regular flow of the lesson (loss of students' interest). He analyzed patterns, translated texts, demonstrated and restructured points, discussing the students' considerations even if variations in knowledge were regarded as a predictable incident. In a sense, the structure of the lesson appeared to be theoretically attractive and pedagogically relevant to make the learners gain deeper understanding of the language.

Based on the peers' reports, we had comments on the *management of the time* concerning both classes (grade A, grade B), and it was evident that the teacher shared the planned parts of his teaching equally so he would have enough time to deal with all those elements that were supposed to be met and needed special treatment. Firstly, he revealed the lesson objectives and supported the students to with opportunities to build their own knowledge. Apparently, the learning environment encouraged the exploration of all the complicated points and included an examination of the lesson that has already been delivered with instructions on the next issues that should be taught. Moreover, vocabulary and idiomatic expressions were analyzed, and oral practice was a daily method for further familiarity with the new terms that were introduced. Grammar lessons were presented with tasks and activities that reinforced the students' engagement and depicted their level. Regarding the sufficiency of the time given to the elements that were prepared to be presented, the teacher seemed to be aware of facts that could delay the procedure that was in progress. Being more specific, the students were seen not to be involved in a task when they thought it was not interesting and enjoyable for them. There were times when they seemed to look for support in order to be helped to manage the uncertainties, and to this end, the teacher wasted some time to make them navigate their options and fill the classroom with opportunities of learning. The students seemed to grow their own capacities and their teacher followed a sustainable teaching process as he remained indulgent and patient undertaking a broad range of initiatives without strict deadlines.

Asserting that all the parts of the observation were taken into account, we examined what was highlighted referring to the teacher's ability to keep up a certain pace of knowledge through the essential factor of communication which proved the indisputable advantage of his *communicative competence*. Eliciting evidence through the peers' observations, we realized that during the performance in both classes (Grade A, Grade B) the students were presented tangible chances to develop their interaction and they worked cooperatively

sharing knowledge and showing responsiveness in order to achieve the accomplishment of their outcomes. The students were injected with a large number of components which made them understand the communicative events they had to participate, the language functions included in these events, the level of the spoken language they were required to practice and the framework of the target language they had to be engaged in. It was obvious that the teacher showed condescension whenever he was obliged to render better results, with reference to his attempt to avoid vague instructions which evoke ambiguous meanings with inapplicable orientations that can be construed as an obstacle that inhibits the participation.

As can be seen from the reports of the peers, there was a fresh approach to managing the students in the classroom which was defined as *innovative steps* that intend to bring about improvement. These innovations were deliberate and depicted the teacher's willingness to alter specific features of the plans he had already adopted, as he judged that they were not effective enough, at least to the extent he expected to establish. The teacher made efforts to alter patterns of interaction; he sought to reform the tunnels of their communication by settling a new type of coordinators during the performance of their activities and created supplementary materials as a kind of development of their textbooks. The teacher showed that he was able to implement innovations which involved changes as any innovation does, but on the other hand he proved that he respected the program objectives and this was the reason why he was persuaded of the value of the innovation. Nevertheless, the Greek educational context, because of its nature, made the teacher face problems in using a communicative approach and the classes were inadequately resourced ones and the most crucial factor was the existing private language institutes which are regarded as the substitute of the Public Secondary Schools as far as the English language is concerned. Experiencing problems, we were informed by the peers' comments that the teacher performed limited implementation of the innovative step he would like to start and the favorable results of the change did not match the students' capacities.

5.2 Discussion of the findings - Suggestions

The feedback from students may give some ideas to the teachers about how the content and the instruction of the content should be changed (Fraser & Bosanquet, 2007). Probable alterations may be judged as necessary steps for further improvement of the whole teaching performance. The data showed clearly that the teacher's abilities have significant contributions to the learning outcomes and generate a positive atmosphere in the classroom.

A teacher is a disseminator of knowledge and students can be educated to high standards of achievement. Seeking for the development of the skills, we have to best accelerate the students' learning by handling judgements that can be made and changes that are going to be implemented, even if it is known that some students need support in case of a forthcoming change and the teacher should cope with the learning cycle of the change process. This is what we mean when we are in favor of the idea that new ways of thinking

have to be incorporated with special methods and a lot of practice. Reflecting on practice seems to be an important part of development and it is basic if we focus on high quality teaching. New mental concepts create a remarkable amount of students' reactions, as the flow of information will be increased and students are believed to be consumers of information.

The thinking that underlies the teacher's proposals ought to be reflective and clear, just making the students feel as followers of the suggested certain methods and supporters of the current teaching practice. Evidently, we should look for exploration into the efficacy of English language programs in order to gain the insights which ensure that the teaching lessons are organized and structured. The discussion is crucial and highlights a fuller picture of language teaching practices and it is known that development of a program is based on the research, since the field of English language teaching has expanded in new paths.

Targeted aspects of difficulty in a program should be met with special treatment, so we can be proud of more established language support. Putting research into practice to establish what we think as important, considering the achieved outcomes and the adequate provision of language issues, we should have the ability to target the tasks required for a more fundamental and respected role in the development of the program. Eligible actions and presentations are going to contribute to a better and preferable way of receiving whatever is implied as a beneficial code of knowledge. Any level of the proposed components can literally attract the students' attention, as it is shown, when practice is required constantly and it becomes a source of comprehension which is directly attributable. An actual classroom practice seems to be very complicated as the provision of structured language support is understood but the fact is that this understanding varies drastically. Full truthfulness is needed if we have to respond to dilemmas that refer to aspects of teaching that appear to be problematic and the framing of the language difficulties has to be understood as being of central significance.

Students appear to be reluctant to *interact* for fear they make mistakes and the classroom is not considered a safe space for all those who may express incorrect statements, and there is growing concern about students' interaction since it is known that the classroom has to alleviate all the worries and assists further effort and participation. Obviously, the students describe whatever they would like to, when they are confident and learning turns out to be a pleasant experience. Unlocking the personalities and encouraging their interaction, they gain the belief in a new culture which involves the power to accomplish all the possible goals, as their behavior changes and turns to more positive targets. Every teacher can reinforce the students' effort by praising them and asking their personal views with kind comments that inspire them to try more and interact even though a new language is a complicated issue and they have to cope with constraints and difficulties. Students should avoid the path of learning which will be evolved if they try alone at their own pace, and selecting communicative skills they can go beyond the usual expectations as interaction can boost a range of learning outcomes. Johnson & Johnson (1982) claimed that "there is more to cooperative learning than a seating arrangement or sharing lab equipment". The fact remains though that interaction hides internal dynamics of learning and elaborating on learning, we certainly notice that it is enhanced through arguments, disagreements or

constructive agreements that shape new materials that need to be strongly encouraged by the teacher.

Promoting the development of language through *oral practice*, means that we should direct the focus on communication in the classroom, which becomes familiar when the content adopted to be taught, is stressed, highlighted, revised and carefully chosen. Dealing with oral practice involves the real ability to ask questions, analyze events, raise concerns, seek for information and reflect on various issues, so we can get the impression that comprehension is not a major obstacle that inhibits further use of the language when they are required to speak and interact. To this end, carefully planned activities can be used and students need to be given chances to play roles and dialogues promoting the conversational abilities Communicative strategies have to be adapted if the management of the oral development demands oral teaching that improves the students' oral competence. Elaborating on communication rules, students can be conscious of what they have learned and make an effort to extend their abilities through the teacher's instructions which are shown with reference to the intended goals, the proposed tasks, the forthcoming content and the desirable expectations. Students should be given oral paths to walk on, which presupposes that they are helped to intervene when they decide that the time is appropriate and Reznitskaya (2012) stated that: "when teachers share conversation management with students and avoid situations in which students take the floor only when called upon to do so, the classroom becomes a place for open dialogue".

Examining the *mistakes* that can be made in the classroom (grammatical, vocabulary, pronunciation and written mistakes), we should not measure the success but the extent to which students participate in the learning process and this is the most important part we should focus on. Students cannot be the victims as they do not know everything, even if they take the risks to reveal their effort to explore the culture and structure of a new language. A teacher is or should be a symbol of inspiration for the students just by making them compete with the mistakes and get used to their existence as an inevitable part of their learning which is accepted and is believed to indicate what needs to be reinforced. There are some noticeable points that need to be taken into serious thought and they refer to the fact that teachers should present the correct option of a wrong answer but we should estimate the conditions under which we need to move on. Students are allowed to make mistakes as they belong to a natural setting, and day after day they gain more knowledge so they become fluent. The students' competency will be achieved through the learning experiences and with the continuous revision of activities that show the paths that need to be followed for the correct use of the language. If we take notes on serious mistakes and plan instructions later on, we are supposed to encourage students to interact without setting any limitations as they may feel disappointed and stop taking part when they are worried about wrong expressions that will be corrected and criticized. Incorrect production skills will be improved with a lot of alternative options and one of them involves the collection of usual mistakes and the suggested correct use of the types performed, so as the appropriate features will be shown. This may be repeated so the students will gain deep understanding and we should keep in mind that major mistakes need to be focused on and corrected later as continuous corrections of every single mistake will possibly create a frustrating, boring, inconvenient and de-motivating environment. During our performance in the classroom, we

are supposed to cope with some incorrect statements or points of expression that may due to carelessness (mistakes) or some others may due to reduced competence of the students (errors). Students should be given feedback when they are engaged in a task so as they will avoid possible wrong expressions and Ur (1996) argued that: "in the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance". However, Long (1977) said that feedback should be used in the case of teachers' attempts to supply learners with information about the correctness of their productions, while correction should be used based on the outcome of feedback. Besides, Murphy (1986) confirmed correction as feedback and argued that correction is a form of feedback to learners with regards to their use of the language. Teachers should observe the elicitation of the students' items of language, the particular modes they prefer to respond and finally they can supply significant material which improves and supports what students have not realized well and Ellis (1996) said that: "The teacher has a traditional right to provide learners with feedback regarding the correctness or appropriateness of their responses". The whole process should be helped when there is an attempt to show the mistakes that can be made and there are techniques that will not hinder the learning. To this end, the teacher may find the case of the mistake and then he will decide if it needs an immediate intervention or it is a result of instant vagueness in expressing the right form. We can focus on the total amount of all those items and all the misunderstandings that need to be corrected, in order to react against the inconsistency of the language's function. The students will be pushed to the right directions so the breaches of the language code will be eliminated since there are several occasions when mistakes impede the intelligibility of the meanings. In any case, the teacher's strategic methods are known to be a remedial procedure, nevertheless, when he makes judgements, he will assess if the specific mistakes happen frequently and then priority will be given so as detrimental effects will be avoided.

The teaching style may be characterized as *autonomy-supportive* when the students are motivated to a satisfactory extent and they seem to respond positively when they are asked to interact and deal with tasks. They may feel less controlled and more satisfied with the patience and convenience that are provided when all the activities take place. It is essential that we should ensure the students that their feelings will be alleviated and they will be relieved just having the power of selecting the relevant steps in order to satisfy their likes. The whole climate guarantees that there is no intimidation and they are required to act since they are not judged because of their thoughts and behaviors as well as they are not obliged to respond using a specific way. Moreover, no seductive techniques can be used as the impact is regarded to be unknown and vague, and all the learners are not familiar with styles that capture their notions and expressions. When the style changes to a controlling one, students are pressed to behave in a particular way, ignoring their feelings and personal needs (Deci & Ryan, 1985). The teaching style should be adapted to an appropriate method which serves a better and desirable learning process and Reeve (2009) stated that: "an autonomy-supportive style consists of a) adopting the students' perspective, b) welcoming students' thoughts, feelings and actions, and c) supporting the students' motivational development and capacity for autonomous self-regulation". It is clearly assumed that students can be motivated when their teacher promotes all the features that reinforce their

autonomy during the learning events and Vansteenkiste et al (2008) pointed out that: "events that are controlling are expected to decrease intrinsic motivation by thwarting the need for autonomy".

Resorting to various sources which can be an inspiration with reference to an effective presentation in the classroom, the teacher has to be interested in *the students' needs*. He has to determine the students' communicative abilities, to find out their prior experiences, to be informed about their personal desires and designate preferences which have to be borne in the teacher's mind. Students' needs are important and appropriate interpretation is supposed to support the framework of planning goals and the modifications of a program. As becomes obvious from the unresponsiveness that may be shown by the learners, there are various elements that demand reciprocal understanding if the teacher and the students intend to cooperate with reference to language learning. In fact, there are differences which need to be mitigated and Richard & Lockhart (1994) claimed that: "these differences between teachers' and learners' beliefs reinforce the importance of clarifying to learners the assumptions underlying teachers' classroom practices, or accommodating classroom practices to match them more closely to students' expectations. The consequences of not doing so are likely to be misunderstanding and mistrust on the part of both teachers and learners".

Robust guidance is necessary so as the students' interest will be a tangible goal and this is the reason why *students' motivation* is going to present salient sufficiency of language learning. It is not unreasonable to infer that the students' autonomy, competence, sense of personal value and stability are highly linked to the concept of motivation which regulates the engagement in the process with a view to the accomplishment of the performance goals. Indeed, our efforts should focus on enhancing motivation in our students which seems to have prerequisites according to the directions that will be followed. To this end, we need to avoid criticism and we have to give clues so as incorrect responses will be improved. Also, paying more attention to low achievers is believed to be significant as they should be praised more often for their efforts if it is known that they struggle to respond. Actually, we should highlight that all the achievers are accepted and inappropriate behavior is to be rejected. Along with the above special points, we have to inhibit the feelings of boredom which may be obvious when we have no balance between challenging and easy tasks since some students may think that they will be unable to deal with them considering them as unattainable. Additionally, planning challenging methodological procedures is supposed to be an encouraging strategy so as instigation will play a vital role and Dornyei (1998) wrote that: "motivation is a process whereby a certain amount of instigation force arises, initiates action and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached".

Significant questions are raised with reference to the time provided for *writing activities* and it is essential that we should estimate the engagement of the students when the topics selected are products of teachers' meticulous investigation and Gudd & Parr (2016) stated that: "Writing topics are selected carefully and strategically so as to engage, motivate and challenge students". Also, teachers take the responsibility for guiding, so students are based on their guidance and they can explain and analyze their views as well as build their own

writing successfully. Perry & Drummond (2002) argued that: "the teacher must ensure that students hold mastery of the problem-solving and self-monitoring strategies required for successful output to be generated". Writing instruction is considered a serious factor which supplies opportunities when students are willing to be involved in the writing process so students rarely develop proficiency as writers at school without effective teacher instruction (Graham, Capizzi, Harris, Hebert & Morphy, 2014). All the above statements should be taken into serious thought and we can feel confident that the tasks will be undertaken successfully and Lodewyk et al., (2009) claimed that: "Effective teachers ensure that writing tasks are underpinned by clear and precise learning goals which students are involved developing". Writing as a significant skill is an ongoing process of modification if it is considered necessary, and all the expectations will be included within the text-in-progress. Effective expression and critical awareness of what is written are known to seek for help through specific features such as reading texts and enriching the vocabulary with new expressions. Based on this enrichment, students are encouraged to complete a dynamic writing and White & Arndt (1991) argued that: "we ignore the importance of reading for writing development, or of becoming familiar with the conventions of text-types". The writing skill aims at meeting the demands of the readers and it should be clear that the topic of writing is enormous, embracing a huge range of issues and requiring a variety of research strategies. The writer monitors the evolving text for potential creative purposeful product and the expected goal involves the fact that it will convey the meanings that it should convey. Any individual can make an effort to get used to writing well; nevertheless, he may encounter prominent constraints that need to be treated by the teacher's role that helps with the construction of valued text forms and practices, even if it is known that students should feel free enough in constructing through writing. As Hyland (2003) put it: "There is a risk that particular forms and practices will not only be seen as somehow fixed and 'correct', but uncritically regarded as superior forms of communications blessed with the prestige of the social groups which routinely employ them". Thinking about the construction of explicit and coherent meaning which has to be built, we need to highlight that it presupposes the knowledge of the written language and the correct use of the conscious mechanisms that generate an appropriate product. To this end, the emerging text needs enough time so as the writing teams will interact and negotiate, and undoubtedly they can build a more complete picture and present good writing and Rohman (1965) pointed out that: "Good writing must be the discovery by a responsible person of his uniqueness within his subject".

Discrimination of particular sounds and identification of sound patterns are supposed to be the main focus of *listening practice* in the classroom, and the understanding of the target language through the listening situations can make the students find themselves in the real world. The teacher as a designer of the tasks should include imperfections and hesitations that may occur in the real daily routine and at the same time he is obliged to adapt texts that are relevant with the learners' needs. In practice it is more common to pay attention to the students' responsiveness and their reaction with a view to recreating the roles that are required in the particular situations and undoubtedly they will be based on our accumulated teaching experience which sets the priorities and establishes the criteria for an adequate listening methodology. It is interesting to note that there are basic characteristics that should be taken into consideration and we can refer to input (what all learners in a

classroom situation are taught) and intake (what they have realized). Apart from that, we can add the feedback which is regarded as essential and the teaching situations that involve students in roles and they can develop their self-esteem All the listening strategies have to be well constructed and all the strategies used should motivate students and support learning tasks with authentic language and not artificial texts which minimize their possibilities to carry out certain activities. This is the case which can prove that learners are treated as listeners and they are found involved in the position that will make them understand. The management of the activities seems to be a prerequisite for the teaching of listening to be successful, keeping in mind that all the language forms they are exposed to, should be designed meticulously rendering the students' willingness to participate actively. While no approach can guarantee the complete success of listening for all the students, we ought to plan everything based on the suggestions made by Richards (1990) and they include general listening skills which focus on hearing prominent words, guessing the meaning of weakened words, discriminating between similar words, using gestures to guide our understanding, making predictions as we listen, understanding organizational patterns of the listener and responding to what the speaker says.

It is remarkable that we should enrich all the activities that involve *reading,* and the systematic practice can be attempted just implementing the specific material that enhances and fosters the acquisition of the language. Learning depends on reading materials and Mason (2004) stated that: "reading competence is an important precondition of academic achievement". We should look for a wider vocabulary which alleviates reading literacy and the significant point is that a variety of reading activities creates a positive result as time should be spent in different forms of reading. The students' confidence is increased when they believe in their abilities to comprehend what they are asked to read. In fact, teachers should be inclined to motivate students, as this motivation with different types of reading activities can be related to better reading attitudes and remarkable proficiency of the language. The proficiency is believed to be achieved when they gain fluency and Sweet & Ng (1998) pointed out that: "providing opportunities to read texts that are interesting to students is the primary mechanism for motivating them to become independent and fluent readers". To this end, students have to be convinced that they should become fluent readers and they will be if they consider that the procedure is going to be a promising challenge which will activate the creative side of their brain, as Van Shooten (2005) showed, supporting the view that the best way to promote student reading is to have students experience that reading can be pleasurable.

It is known that in the classrooms we can find students from different national backgrounds, and we are expected to share *cultural experiences* and make them feel that they are welcome and equally behaved and respected. When they are accepted, the classroom seems to be a friendly educational area where beliefs and perspectives are analyzed and examined. It is obvious that we may encounter special needs, due to the fact that diversity and different cultures should be dealt with special treatment, which means that instruction will be differentiated. Thinking about cultures, we need to show a behavior that is not supposed to be insensitive, as learning will become difficult and the negative effects will build unpredictable consequences. As a matter of fact, we have to be tolerant understanding the existence of a variety of individuals who are known to believe in other

religions and follow other ideas, so they deserve to be respected and treated well so as they will be made to realize that they have the chance to achieve their goals taking advantage of a friendly environment as all the other students. Ho, Holmes and Cooper (2004) said that: "the mutual understanding of expectations between culturally different participants is an important element of the teaching and learning experience in the multicultural classroom". Teachers should be accustomed to teaching students from various cultures and Brigaman (2002) stated that: "having several cultures in one classroom can be a haven for behavioral clashes". Through professional development, teachers will present a teaching style which is adapted to different cultural backgrounds, so all the multicultural issues will be carefully planned or else they will be neglected. Ward (2001) insisted on the fact that: "the educational environment is a microcosm of the larger society and reflects its values, traditions and practices". Every individual is a member of the teaching context with the same desire to learn more, to feel confident, to ask questions, to be encouraged, to take risks to be motivated and last but not least to have the friendly educational accommodation in the classroom. The distinction of cultural groups should not inhibit the learning process and Marquez Chisholm (1994) said that the multicultural classroom needs to be seen as a splendid "mosaic of vibrant, diverse colours in which a cultural medley forms a variegated whole" which I strongly believe needs to blossom and flourish for all those involved in the learning and teaching environment.

When *enough time* is given to the students and they can cope with the demands of the tasks, then the time management could subsequently become sufficient, aiming at broadening the perspectives and complying with the deadlines. The anxiety and the stress will be decreased since the given time entails the needed equipment which creates priorities and productive decisions focusing on the substantial arrangement of the task. The organization is designed carefully and students can spend equal amounts of time on each of the areas of the task. Students make efforts to acquire language and they are likely to experience frustration if they feel trapped, helpless and unsupported in case they are assigned to produce their own ideas. Brown (2007) draws attention to the fact that: "In order to complete a task, a learner needs to have sufficient organizational competence, illocutionary competence to convey intended meaning, strategic competence to compensate for unforeseen difficulties, and then all the tools of discourse, pragmatics, and even nonverbal communicative ability". When they are given enough time, the teacher is in line with their desires as they will be able to build their own structure and they will have the opportunity to put their thoughts to good use.

There are learners who need *further support* for various reasons and educational provisions should be made for them, so we can elicit their energy and make them well-prepared to cope with the total amount of knowledge that is going to be taught. A teacher can deal with adjustments that help the students with extra guidance, since all of them not a part of them should claim the ease of understanding all versions of each topic described just processing for language mastery. Useful decisions and especially designed plans are carried out, so the students will make progress and reach their full educational potential. The teacher is asked to organize interventions and prevent difficulties from happening, considering these interventions as remedial and substantial. The teacher's supportive duty has to promote new directions, avoiding high pressure and preferably the provision of

details and specific explanations can be basic parts of learning. The teacher's contribution seems to be reasonable as this is the way we can discover a better educational future setting and a path to a more controllable design of the activities since the lesson will be accessible to all the students. When assistance is needed, then we should check their thoughts because a satisfactory level of understanding belongs to everyone and no one has to be isolated somewhere in the classroom as all of them have to participate actively and effectively.

The significance of *group work* is widely known as it is the most efficient method of learning and it develops critical thinking and the communicative skills that facilitate the feeling of familiarity with the English language. The whole environment turns out to be productive and the activities are related to the expected objectives which are achieved easily if true and genuine collaboration is applied. We can clearly see the interdependence which leads to successful efforts if the spirit of teamwork is cultivated and mutual respect is predetermined and established. Considering that learners who are members of a group can exchange ideas and beliefs, we feel sure that the development of the learning process will become a reality and this is the reason why fewer misconceptions and inaccurate responses may be created. Student interaction is maximized through the cooperation that proves to be an adaptable advantage which is enormously interesting and beneficial; simply being an indicator that the outcomes expected will be easily achievable.

Using *videos, projectors and computers* in the classroom is considered to be useful and we should embrace technology as it has to be adapted to the natural setting where students are encouraged to develop creativity and increase collaboration without wasting valuable learning time. The use of technology has to be integrated into our lessons just sharing educational experience which is included in the wider scope of teaching. Technology promotes access to education using new options which are not based on traditional methods of teaching. Lesson plans become a real factor of motivation and information can be found easily since access to educational resources is simplified and the students' performance is expected to be improved. The lessons can be customized and students' enhanced engagement can be observed since technology makes them feel empowered and better results will be achieved showing a tremendous forthcoming impact. Modern generations are willing to be familiar with digital materials and the new learning methods offer new challenges in areas which transfer knowledge and contribute to the accomplishment of desired goals. The benefit will depend on the skill with which teachers are believed to be equipped, with reference to the use of the particular devices. They have to be qualified regarding the computer literacy as developed learning conditions are expected to be performed. In terms of effectiveness, the use of technology will keep some restrictions as the students' concentration cannot be hurt and a significant amount of time cannot be consumed. At the same time we should take into serious consideration that Postholm (2007) claimed that the use of technology in the learning process has become necessary and it is regarded as a learning facilitator that helps pupils in these settings.

Checking the *students' progress* incorporates various methods and it is undoubtedly evident that areas of potential growth are identified so valuable insights are gained, making us launch further plans of language acquisition. The learners' prior attainment offers help to clear up misconceptions and design the next steps, aiming at a higher level of the language

mechanisms. Learning probes may bring noticeable changes if restructuring is needed, and different approaches need to be adjusted when the teacher starts a discussion, collects and corrects homework, checks worksheets, notes good work or asks the students to summarize materials taught just solidifying the revised knowledge. Monitoring should take place continuously in relation to their general progress, and under these circumstances, clues are provided as an indication that they are on task and they strive to cope with possible difficulties. As a matter of fact, students have to be monitored without any distractions but with sensitiveness and respect to their effort. Overall, it can be said that the students' progress plays a vital role and it encompasses the effectiveness of the teacher's instruction, the decision made by the teacher, the guidelines through a productive feedback and plans with reference to their advancement. Estimating all the above we can admit that the progress should be monitored in order to be assessed and Salvia & Ysseldyke (2001) stressed that: "Assessment is a process of collecting data for the purpose of making decisions about individuals and groups".

Needless to say that the construction of the lesson is based on the active mechanisms of *the teaching style* that a teacher has adapted, and the students are required to respond positively as this is believed to prove that the impressions cultivated by the teacher trigger spectacular teaching results. The teachers ought to upgrade the quality of their presentation in the classroom and gain the achievement of the language development. In any case, can assess the process reacting with various ways and on a daily basis program the teacher has to incorporate techniques that are not similar with the standards of a traditional teaching style. According to Cazden (1988) the fact refers to what extent do teachers avoid the usual steps of "the student asks, the teacher answers and the student nods to indicate comprehension"?

Teachers are the facilitators of the learning process but when they *control* the extent to which the presentation has *beneficial results*, then he seems to be a caring personality who gives chances so as students' doubts or reactions will be expressed while the presentation is in progress. The question which refers to the benefit caused by creative teaching should be answered but we have to keep in mind that specific points will be revealed without making the students feel totally controlled. Handling class management requires particular abilities which will make the environment well organized and the framework of the teaching points well planned. Having a positive effect on student learning, appears to be combined with the orientations adopted and the challenges offered. All the messages transmitted by the teacher during the teaching procedure can inhibit a disconcerting impact on students. Any teacher controlling should be provided as the controlling that responds to needs satisfaction and promotes motivational development. Obviously, we have to teach by adapting the suitable management strategies in the classroom and Doyle (1986) claimed that: "classroom management is generally conceived to entail all actions taken by the teacher to ensure order and effective time use during lessons". The best beneficial results are believed to be achieved if the classroom is organized, so this is what we have to pay attention to and Brophy (1999b) argued that: "teaching strategies which organize the classroom in such a way that the available time is used efficiently, and which thus maximize students' opportunities to learn, have long been considered the best way to support students' achievement gains". The students need to be monitored but not so closely, so the limits are

clarified and the experience of learning is fostered, indicating that everything functions well and the process is identified to follow the preferable educational implications.

Maintenance of effective teaching entails a large number of words that can be taught and they are known to be essential if we raise awareness of the language's richness and realize the great variety of *vocabulary.* Obviously, it would seem better if we promote words of highest frequency and later on we can increase what we intend to teach, being in line with the needs of the target learners. Vocabulary selection can illustrate the extent to which students can play active role in the classroom and defining a lot of words can be the basis for using the language. With regard to the teaching of words, we should focus on the continuous use of the vocabulary taught, so we are going to deal with the difficulty of decoding structures of meaning. Every single lesson includes the use of a new repertoire, since the whole of a language cannot be taught and we will select the appropriate chains of the vocabulary, considering the specific selection as a preferable method in order to develop the students' communicative skills. Emphasis should be given to arouse the students' interest in the methodology adopted which demands the promotion of various chunks of the language without any intentional exclusion of certain features of the language. The vocabulary should be given much priority due to the fact that the participants feel less confident if they acquire inadequate amount of words and their meanings are not believed to be transmitted easily and Coady & Huckin (1997) pointed out that it has gained popularity in the general field of English language teaching and learning. If students are taught grammatical rules without prioritizing the richness of the words then they are not going to achieve the language of real communication. The combination of words enhances their ability to comprehend and create lexical phrases and Richards (1976) stated that: " It would seem generally accepted that lexical knowledge is best conceptualized as a continuum, between being able to recognize the sense of a word and being able to use it productively".

Assessing the students' performance, we can easily identify if they accomplish what they are invited to seek for and it is profoundly obvious that they feel satisfied if they are provided with *rewards* as this is the way to be treated. Their presentation involves the engagement in the tasks and in the projects which is representative of their upgraded acquisition of the language and the appropriate interpretation can focus on the extent to which the students can master the objectives and cover the expectations, building a positive perception of the plausible impact which is applicable as a result of the teaching process. The fact is that when the students are believed to be exceptional, they have to be attributed enthusiastic comments, and as a consequence of their adequate evaluation they are expected to devote a greater degree of commitment. Utterances containing precise and suitable polite comments are regarded as a real invitation to further development and developed management of tasks. Rewards are known to be a crucial source of inspiration and active involvement since they are encouraged to undertake extensive duties, to make more progress, to become more available for wider guiding in order to identify constraints and to speed up the learning process following the instructions and the guidelines. Working according to their teacher's educational lines, is associated with conditions that keep them motivated and Brophy (2013) claimed that motivation is considered a key determinant of learning. At the heart of teaching, we can seek for students who are influenced by the quality of the teacher's notes with reference to their dynamic action, regarding the students' introduction of different types of directions given in multidimensional activities. The

students' attention is drawn and they are extremely motivated so they are believed to complete the work needed in order to meet the future requirements.

There are particular conditions when students are targeted, and under these circumstances *discrimination* is regarded as a constraint that refers to the students' rights. Treating unfairly means that somebody seems to be unaware of the fact that this inappropriate treatment builds disadvantages in the group of students where they belong to and the codes of behavior are broken into parts that reveal inequality and segregation. Understandably, the social cohesion is destroyed and the smooth flow of the learning process is deleted since the learning environment should be shown as inclusive and accessible. Discrimination is sometimes presented unconsciously, nevertheless, the students get the impression that they are treated differently and worse than others, so self-efficacy is undermined and various complicated issues are evident in the foreground. Discrimination is unacceptable even though any aspect of school life may present incidents of this kind. Dismantling the picture of a student-friendly environment, the students feel that they are less privileged personalities than others and they can show reduced ability of competence or reluctance to be engaged in the process. Serious consequences are created with less motivation and problems of unpredictable reactions. The situation is compounded and elusiveness should not exist in a learning environment where students will be sure that there is a wave of non-discrimination, and decisions have to be made in order to establish mechanisms to monitor negative attitudes and undesirable experiences.

It is worth noting that the observers' notes illuminated the understanding of the whole process and drew attention to the value of organizing further practices narrowing the gap between what takes place and what should take place, with less limitations and more reinforcement of the language learning. The management of the procedures in the classroom needs to be supported through the observations' notes, as we need to realize what works well or it seems to work, so we are supposed to move on selecting feasible preferences with a view to making improvements.

It is hoped that we are going to realize more details which concern *the students' performance and attitudes during the lesson,* since there was interpretation of the findings of the first group. This performance should generate positive results which are characterized as an integral part of the teaching and learning process with no ambiguity since it can prove that all the students' beliefs and notions will be expressed and the configuration of their knowledge will trigger a better acquisition of all those features that compose the English language. The significance of learning the language systematically is presented when the students feel familiarity with the language and take part in the activities of the procedure, proving that they know how to use the language chains and Tavil (2009) claimed that: "knowing the language can help us to express our opinions, hopes, and even our dreams". The kind of learning that will take place affects the students' performance and they can be made active participants who are full of enthusiasm. As can be seen in the classroom, when the learners' needs are met, we can obtain desirable results and all the plausible inferences tend to stress that positive attitudes depend on positive feelings which require a friendly environment as a prerequisite. Teaching may foster several directions with respect to a

better learning but the students perform their own styles and we should set our teaching in line with their expectations, taking for granted that their needs can be revealed through their attitudes and styles. Nunan (1988) found out four learner types which entailed the *concrete learners* (learning by games, pictures, films, video), the *analytical learners* (studying grammar, English books, newspapers), the *communicative learners* (talking to friends, watching television in English) and the *Authority-oriented learners* (writing everything in a notebook, learning to read, having their own textbook). Interpretation of the styles shows that there might be a shift to a wider variety, and we should explore what they really expect, concerning what will be learned and it will be taught, so as no misunderstanding will arise. It cannot be simply assumed that the planning and the whole process will be manageable without being in favor of the students' views and feelings about all the parts of teaching where discrepancies may be identified, and if something disturbs the regular flow of a creative process we ought to be prepared so as support mechanisms will be provided.

We need to adopt a method that is believed to be feasible and at the same time we make decisions with reference to the materials that will be used during the learning process. Our main concern should be relied on considering whether the lesson was accessible enough and if the students were motivated so as to achieve the learning outcomes. To this end, we can estimate the success of the whole plan and the extent to which the students responded to the activities required and they behaved appropriately. We can unlock new opportunities of learning effectively when our presentation involves a diverse selection of options, so as the students are helped to make fresh discoveries and form new ideas. The *structure of the lesson* will promote the teacher's perspective which leads the students through the proposed units to be covered and subsequently the English language can be made meaningful. We have to add that we should never neglect the revision of background knowledge, which maintains an engaged class where smooth transitions are used. We can minimize disruptions and follow a reasonable flow without flaws and misunderstandings. Students may lose focus and we are responsible for any inconvenience and for the explanation of points that should run seamlessly during the lesson. We are convinced that adjustments have to be made if we find areas that need modification and restructure.

There has also been much interest in exploring *the management of the time*, and the peers collected data to show the degree to which the teacher demonstrated his decision making pyramid concerning the time that he dedicated to reach the objectives during the lesson in the classroom. Ideally, time management skills are required if we aim at achieving expected goals, since educational needs have to be met and lesson plans should be adapted in the time frame and this is a prerequisite in favor of productivity of an exposed concept of language learning. Even if there are lessons that seem to have an extra workload, a teacher should set priorities as some tasks need to be dealt with earlier, since their educational impact affects the whole teaching process. Thinking about projects that can be seen as homework, it goes without saying that there are activities which should be included in the class time available, and in this case the accomplishment of plans is supposed to be a reality. Due to time and possible constraints, a teacher should evaluate what should be done, what he should carry out efficiently and the time he should waste in order to rectify mistakes or omissions made. As a matter of fact, any decisions made should not underestimate the students' needs, and in any evaluation the different audiences need to be identified and

information needs to be presented in an appropriate and accessible way (Richards, 2001). The natural setting of the classroom will be beneficial when all the students are provided with the features of the content they are really interested in, so as to feel that they are members of a class and they act without falling behind. The appropriate management can serve all those demands that reveal energy, passion, motivation and inspiration with respect to a teacher who is in charge of his classroom.

Communicative competence is considered to be an important characteristic which launches the negotiation in the classroom and improves the interaction so the foreign language learning can be viewed as a process which can make us interpret messages based on the rules of the language. Dealing with this competence, Canale and Swain (1980) reported four different components that make it up and being more specific they are: 1. Grammatical competence (rules of morphology, syntax, sentence-grammar semantics and phonology) 2. Discourse competence (everything from simple spoken conversation to lengthy written texts) 3. Sociolinguistic competence (sociocultural rules of language and discourse) 4. Strategic competence (the verbal and nonverbal communication strategies). Undoubtedly, all the communicative goals will be met when all the aspects of language are treated sufficiently. Obviously, we intend to activate all the abilities of the students to use the language, sending clear messages and creating the effective negotiation of the meaning with respect to the students' mature thoughts that are possibly expressed as a consequence of better language knowledge. Breen and Candlin (2001) stated that: "the teacher who used to be an indispensable knowledge-giver person in the traditional classroom has now become a facilitator, in communicative classrooms, whose job is to encourage and guide learners to complete various classroom tasks using the target language of which they are capable". Highly concurrent tendencies that occur in the classroom as inhibitors of the effort that launches a carefully designed plan of systematic interaction full of communicative features should be dealt with ample evidence of the existing factors that play basic roles. With a view to enriching all the incorporated issues in the communication, we have to investigate more extensively all the conditions that affect the students and this attempt purports to depict the discrepancies that could be detrimental or conceal the real parameters that allow competence to be effected at a miraculously quick pace. In a sense, this investigation of merits and failings of specific elements, can demonstrate that a warranted assumption dominates, and it depicts all those strategies that should be regulated in favor of the communicative competence which is introduced and reinforced by the teacher and he is believed to take immediate actions and in this case the point is how conscious the action taken would be. Awareness of some of the most controversial issues can make us elucidate the impact of the language on our thought and respectively the expression of all the concepts we think about. Moreover, the teacher should provide encouragement and the students can subsequently be led to think about the efficacy of their communication which can be apparently flawless when all the potential hurdles are appeared to have a casual tinge and then they are deleted. Gee (1992) stated that in the school lesson, where the learners, talk – act – interact – think – believe – value – write – read – listen and in doing this , build and expand their personal communicative competence". Similarly, Dalton Puffer (2007) claimed that: "Learners build their communicative competence under the specific conditions of their local classroom with its clear distribution of expert and novice roles

entailing a specific turn – taking and topic nomination mechanism, idiosyncrasies in the realization of repair, and directives, limits on meaning negotiation and conversational challenge, quantitative and structural limits on student output, dominance of a small number of speech functions to the virtual exclusion of others". Learning a new language entails taking risks just adapting methods that improve the fluency and accuracy of the target language. We can further our insight into the multidimensional conception of communication only if seek for applicable techniques and if we reform the existing ones highlighting the fact that theory seems to have a divergence when we interact in the classroom so we may learn new elements that are essential and it is reasonable to relearn some points with respect to a reshaped competence to communicate and find out the an upgraded aspect of the language's use. Rosado (2004) pointed out that: "The illiterate in the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn". Surprisingly, there are argumentations which focus on the fact that the competence is not enough explored and the teachers should elaborate on all the possible parts of the teaching process which need further insistence since some functions of the language may be neglected. We are obliged to enrich our perception of language learning and Atkinson & Claxton (2000) supported the view that teachers acquire competence by imitating role models, whereas the biggest part of their competence remains undiscovered. Needless to say that a warm and friendly environment remains the basic goal of teaching, nevertheless, all the activities involved and all the existing conditions have to be under control and the teacher is in charge of all the details that facilitate the communication and the level of interaction is upgraded so particular attention is placed on what Spitzberg & Cupach (1984) pointed out: "Communication competence is reflected in the recognition of the reciprocal and interdependent nature of human interaction and can be seen only in the context of the relationship". Teaching the students in the classroom when the methods applied have already established poor communication, we are supposed to deal with the students' demotivation which creates inconvenience and breaks the consistency of the cooperation and attenuates the strength of the individuals to express their own beliefs through the codes of the new language. The specific orientation that offers the principles and the guidelines of a well-planned communication belongs to the teacher's suggestions who organizes the relations with the students because of the fact that the mutually respected relations are considered to be the precursor for the implementation of a whole program. Bratanic (1993) studied interaction and communication in classrooms, as well as empathy and competence as key elements of successful interpersonal interaction in a teacher-student relationship. Longo (2004) maintained that: "communication is the relationship, the relationship is communication". If we are willing to conceive the students' emotions and feelings and turn our attention to the signs that may be transmitted, then it is logical to assume the ways that should be applied so as the learners will have the access to knowledge. Bratanic (1997) defined that: "Teachers resort to condemnation or punishment rather than a word of understanding, encouragement and help. The cause of that is often a lack of competence to "read" nonverbal signs as well as the lack of compassion and the ability to understand". What is striking is the extent to which for many teachers handling the situations that may be encountered in the classroom, has turned out to be a process with enough miscalculations. Essentially, all the situations are believed to be exposed to different approaches on behalf of the teacher and Itkovic et al (1999) pointed out that a competent

communicator must speak and do what is appropriate to the situation taking into account the individual and global consequences of this behavior. Beyond the existence of possible difficulties, the learning process should bridge the gaps by building the students' trust so they will feel strong enough to interact and Jacques (1991) said that: "Lack of trust and fear of any kind of interaction can have a distorting effect on the communication". Recognizing the students' likes and focusing on their desires, we will be able to make them produce their presentation of the language which is not an elusive construct when communication plays a fundamental role. This is the reason why a program can be developed as nothing is coincidental but rather an expected result and Hedge (2000) noted that: "communicative language teaching sets out to involve learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom".

Through *the implementation of Educational Innovation*, we can appreciate the extent to which learners are benefited if they are presented the phases of the new features with clarity and they will manage to avoid the painful load of vague activities with respect to a fast and effective engagement in the proposed process. What is often underestimated or even ignored is that teachers will have to establish a new tool or a more productive strategy and they are going to comply with any forthcoming concepts which seem to be different in the light of their existing beliefs. Furthermore, teachers' attitudes are usually believed to be incompatible with the dimensions of proposed innovations, and if they aim at being active performers of educational change, they are expected to be in line with the reform. It is widely known that the lack of clarity of innovatory projects may cause the painful failure of the teacher's effort to move on with changes and the point is that the goals of the innovation are not clearly articulated. Fullan (1992) argued that: "teachers should be made to become adept at knowing when to seek change aggressively and when to back off". More precisely, teachers may ignore some aspects of the innovation or misunderstand the meaning so according to Macdonald and Rudduck (1971) they must be given explicit guidance in simple and non-technical terms. Predictably, all the teachers need constant support and systematic education as they will manage to adapt innovative parts and the effective implementation demands training and additional experience. An essential argument refers to the time that is needed when teachers try to familiarize themselves with new practices and Kennedy (1996) pointed out that: "They need time and space to understand new ideas and new roles, time to develop the appropriate skills in carrying them out and adapt new ideas to their classroom context". Apart from the aforementioned notions, we ought to strive to realize the extent to which teachers are amenable to implement changes and the training includes an arduous process which includes the clarification of all the teacher's beliefs and the perspectives with reference to new elements that extend the frame of knowledge through experimentation. The most important point we should focus on is that we need to believe in change and make it an integral part of the teaching but under no circumstances should we become merely recipients of change since this is not the way to alleviate the understanding the mechanics of the existing program. Teachers have to be change agents and they are believed to know their working environment so they have to cope with particular innovations which are going to have long term effects. As Elliot (1994) succinctly put it: "Teachers need to develop the capacity to

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critique and question imposed knowledge, to discriminate, judge and select the most appropriate for their learners and for their context teaching techniques and practices". Every single educational context has specific constraints and the teachers are to identify the innovations that will be practical and workable as Doyle and Ponder (1977) underlined the fact that teachers may accept or reject an innovation in terms of its compatibility with existing classroom contingencies and constraints. Innovations must be judged as being feasible and acceptable and Hopkins et al (1994) point out: "changes which do not address the organizational conditions with the school as well as alterations to the curriculum and teaching are quickly marginalized". The appropriateness of new ideas should be appraised when we attempt to apply plans to the teaching conditions and when we adopt new practices, it should be noted that they could be experimented with incremental stages as this piecemeal strategy is more likely to be accepted. It is mainly through the main concerns and the classroom's exigencies that we can be agents of change, realizing the factors that make the process fraught with problems which seek for sensitivity. Undoubtedly, referring to innovations, we can adopt supplementary books, new teaching techniques with more student friendly exercises, technologies in the classroom (computer-tasks, videos without subtitles), changes of the daily routine with unexpected methods of learning and more new ideas which can be perceived as significant characteristics that motivate and enhance the level of learning. The concept entails not simply a change of usual tasks temporarily but the adoption of elements that improve the existing ones or they are supposed to present special features that retrieve the process. Innovative capacity remains the essential point we should focus on, if we aim at coping with the challenges that can be met in the educational field. The key of success includes the exploration of opportunities that may be feasible and plausible, or at least we can integrate initiatives just being in alignment with fresh educational options and to this end, adapting changes we can act in a sense of responsibility. Larrivee (2000) claimed that teachers' consideration and implementation of new curriculum and instruction requires them to move beyond openness to change to actually embracing the change.

5.3 Evaluation of the findings

The data collected by means of the questionnaire and the peer observation, revealed that a lot of ideas are held about the teaching performance and the components that are connected to the whole program, and this is the reason why every program is evaluated with respect to a continuous improvement, so we can agree that systematic evaluation should be placed at the very heart of a program (Rea-Dickens and Germaine, 1998). All the findings have been taken into account and they have to be considered under scrutiny as they are used for decision making and the creation of an infrastructure within a program with a view to designing reliable changes. So far it has been clear that the evaluation of the findings has to be valid and accurate and Beretta (1992) stated that: "More recently, the perception has surfaced that no single type of evaluation can possibly do service for the wide range of programs that evaluators must address and the wide range of evaluation purposes. Widely shared principles for undertaking evaluations were laid down according to four attributes of evaluation: utility, feasibility, propriety and accuracy". Regarding these specific features we should illustrate that *utility* is known to describe the needs of all the participants and *feasibility* involves the guarantee of the procedures adapted in order to keep the sufficient

value of the produced results. Moreover, *propriety* refers to the respect of all the participants' rights and *accuracy* indicates that every single point should be documented accurately and all the misconceptions should be corrected. We are worried about all the parts of theory and practice that are implemented, as they have to be consistent with what is expected and all the benefits obtained are checked due to the fact that some necessary points may lack. To this end, more practice in the language skills is recommended and a wider variety of real life materials has to be supplied so the evolution of the teaching process will have more aspirations. It is essential for program designers to explore areas that need consideration regarding the achievement of learning goals and as a matter of fact a demanding instruction will attract the students' interest supporting their skills which will be developed through the exchange of ideas, while they are prepared to be engaged in activities and be involved in learning experiences.

The feedback given is regarded as a key aspect that has been explored frequently and it is important to stress that it exists as a spirit of inspiration which supplies more strength and robust evidence so that inferences can be made. So, significant feedback is provided, regarding the characteristics of the teacher who is believed to be the leader of the learning and the person who recognizes what actually does happen and he theoretically seems to handle the situation, attempting to reconcile the differences between controversial issues. Our findings allow us to assert that greater explicitness will be possible regarding the alterations that should be incorporated. The cognitive process should focus on complementary strategies due to the fact that there are concerns of language learning which cannot be disregarded in order to eliminate the likelihood of breakdowns and make the students significantly outperform and show strengths beyond our expectations. Nevertheless, given how much impact has occurred from the findings, further development will serve to benefit all the aspects of teaching and it is believed that the educational field can be taken to an upgraded level. Obviously, the development will be evident if we raise awareness of the real limitations which should not be underestimated and subsequently we can design further recommendations for future research.

5.4 Limitations – Recommendations for further research

One could remark that the practice which depends on the experience can make teachers find justifications in the findings of their research. All the methods of research literally evaluate what is being done in a language classroom. Lightbown (2000) argued that: "there is now a rich literature of second language acquisition research which can help shape teachers' expectations for themselves and their students, and provide valuable clues to effective pedagogical practice". Evidently, there are classrooms with heterogeneous teams of students due to the fact that the students belong to different cultures with a variety of the individuals' background and there is an argument in relation with the level of the learners which presents dissimilarities as well as their interest in the acquisition of the language which is sometimes perceived as ambiguous. Significantly, the teacher who was observed was found under time limitations and essential lack of additional equipment which can decrease the effectiveness of his process. The conditions we have already mentioned, obviously prevail, so the daily teaching practice demands the solution of many concerns which are still ambiguous and beyond the above issues, we should be willing to exchange

views about the programs without neglecting the value of cooperation and deeper understanding of what can be made applicable to a classroom situation.

We have noted individual and contextual factors which work against the success of the program and the desirable accomplishment of the expectations. Shulman (1983) claimed that the conditions of teaching set severe limits on the potential for reform and the descriptions of teaching have helped us to appreciate the strains of the working teacher.

Taking the aforementioned difficulties into account, further research should be conducted on the development of the educational program as a broader range of news seems to be more beneficial and effective. It would be interesting to increase the sample, as more exploration can provide ample evidence so as intricate strategies may well account for a better impact on the language acquisition. The perception of language affinities will be enriched and the teaching practices will be much more profoundly productive aiming at a possible development of the whole educational program. Referring to studies which take place in different contexts, we are totally convinced that they are believed to be a developmental tool that supports the students' learning. Enriched ideas will help the modification of what needs should be modified and every further research insists on the teacher's professional growth and is believed to be a unique chance to ensure the quality of what is taught in the classroom. The research should involve a variety of data since all the problems in the classroom have to be under control and when they are examined, it is clear that different problems can be met so particular solutions should be found if we seek for improved methods in order to handle obstacles that emerge during the teaching process. An increased number of teachers who will be observed during the procedures of further research could accomplish further evidence and pinpoint conceptual unordered domains. There are a lot of suggestions that can be made, reflecting on the implementation of better practices and the goals that have to be achieved remain the ultimate challenge, keeping in mind the observation's feedback and the questionnaire's results. Significantly, we have to highlight that Nunan and Bailey (2009) pointed out that action research is believed to be "an iterative, cyclical process rather than an onetime event".

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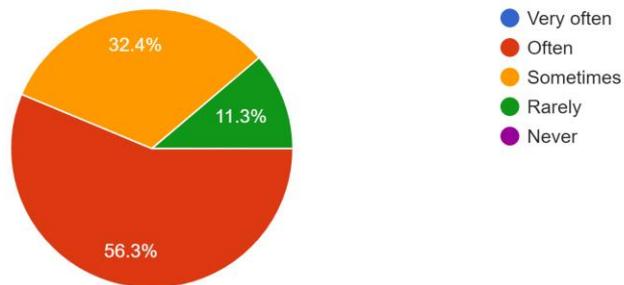White, R. & Arndt, V. 1991. *Process Writing*. London and New York: Longman.
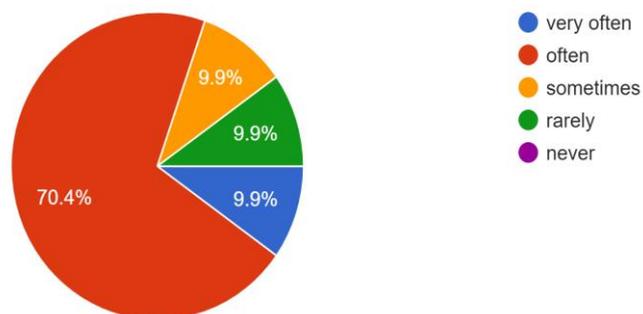
APPENDIX 1

QUESTIONNAIRE

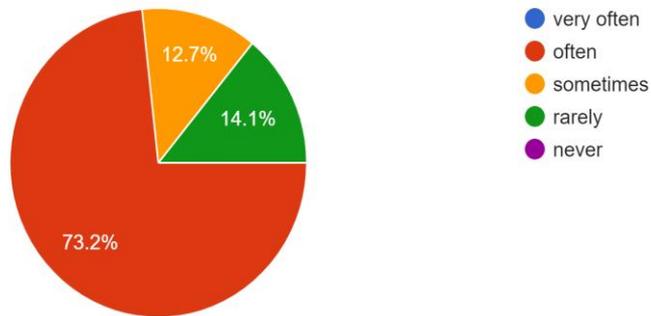1) Your teacher encourages the students to interact.
71 responses

- Very often
- Often
- Sometimes
- Rarely
- Never

32.4%
11.3%
56.3%

2) Oral practice is considered to play an important role.
71 responses

- very often
- often
- sometimes
- rarely
- never

9.9%
9.9%
9.9%
70.4%

3) Your teacher deals with the students' mistakes every time.

71 responses

- very often
- often
- sometimes
- rarely
- never

12.7%
14.1%
73.2%

4) Your teacher tries to make the students self-autonomous.

71 responses

- very often
- often
- sometimes
- rarely
- never

18.3%
14.1%
36.6%
31%
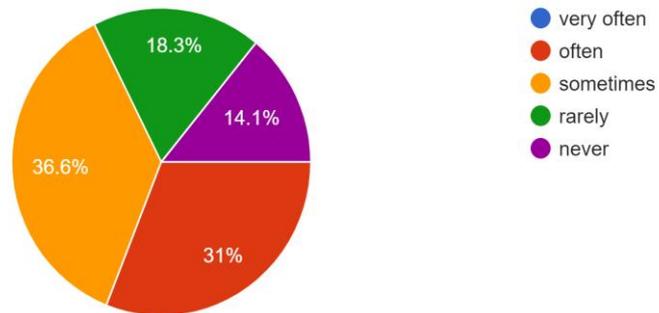
5) Your teacher is interested in students' needs and desires

71 responses

- very often
- often
- sometimes
- rarely
- never

21.1%
11.3%
38%
29.6%
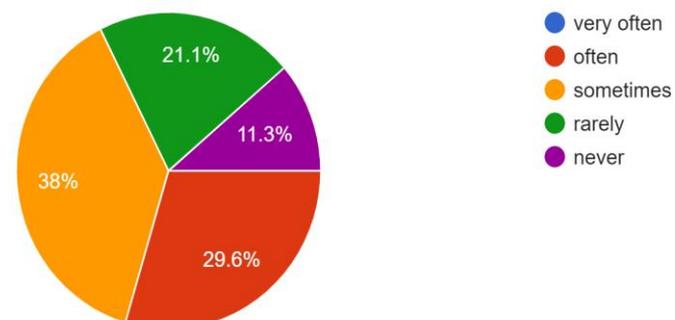
6) Your teacher always motivates the students.
71 responses

- very often
- often
- sometimes
- rarely
- never

28.2%
15.5%
56.3%
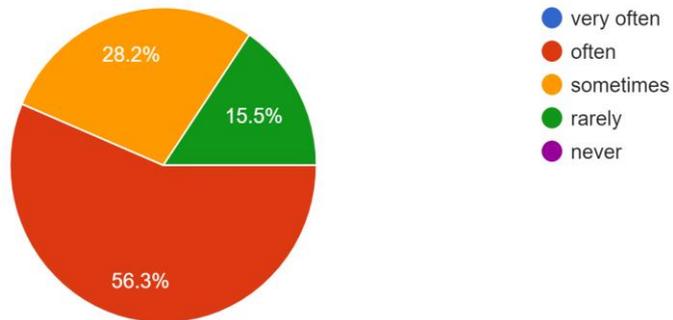
7) Writing activities are given a lot of space during the lesson.
71 responses

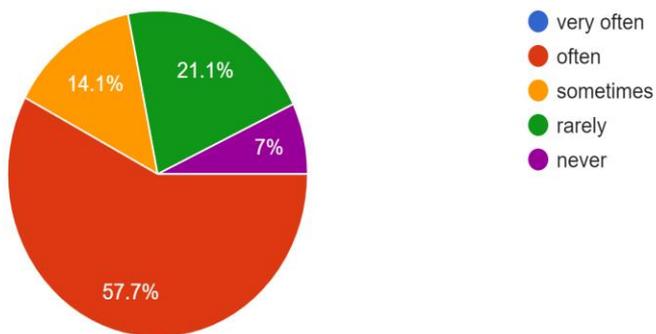- very often
- often
- sometimes
- rarely
- never

31%
23.9%
43.7%
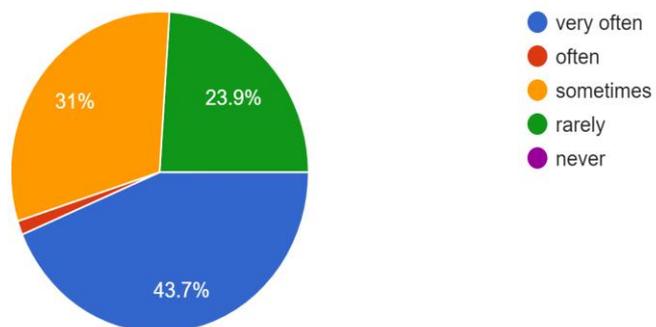
8) Listening practice takes place regularly so as the students can feel familiar with the language.
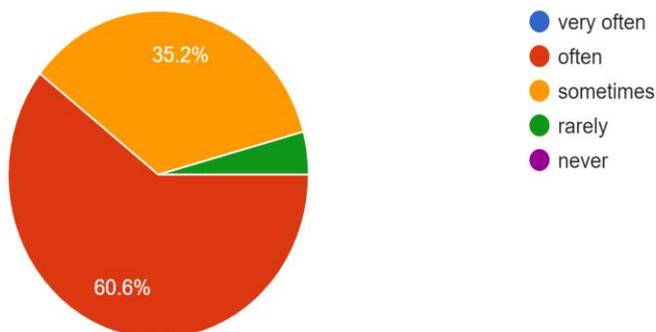
71 responses

- very often
- often
- sometimes
- rarely
- never

42.3%
14.1%
43.7%
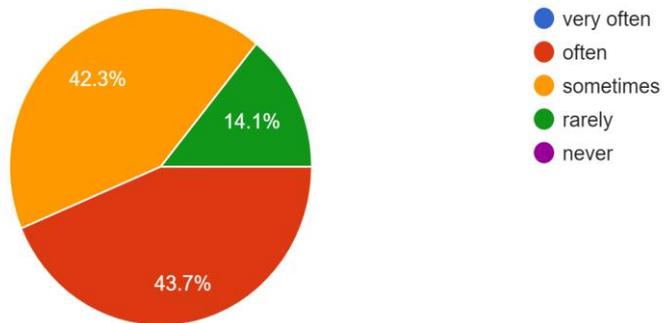
9) Reading texts is adapted systematically.

71 responses

- very often
- often
- sometimes
- rarely
- never

14.1%
21.1%
7%
57.7%

10) Your teacher respects all the cultures of the students.

71 responses

- very often
- often
- sometimes
- rarely
- never

35.2%
60.6%

11) Students are given enough time to handle their tasks.
71 responses

- very often
- often
- sometimes
- rarely
- never

19.7%
11.3%
69%
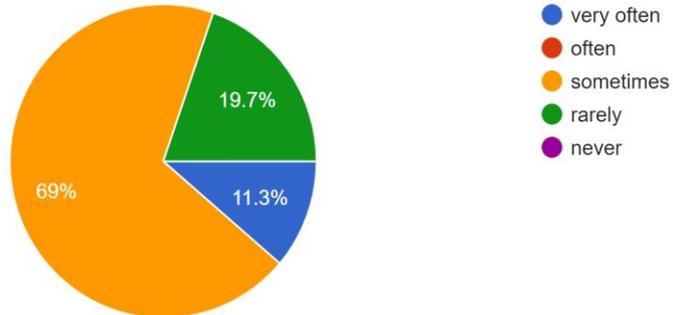
12) Your teacher is willing to help the students who need further support.
71 responses

- very often
- often
- sometimes
- rarely
- never

28.2%
32.4%
39.4%
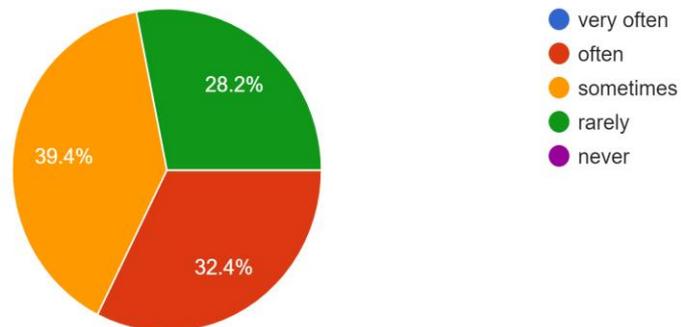
13) Your teacher insists on the group work.
71 responses

- very often
- often
- sometimes
- rarely
- never

28.2%
32.4%
39.4%
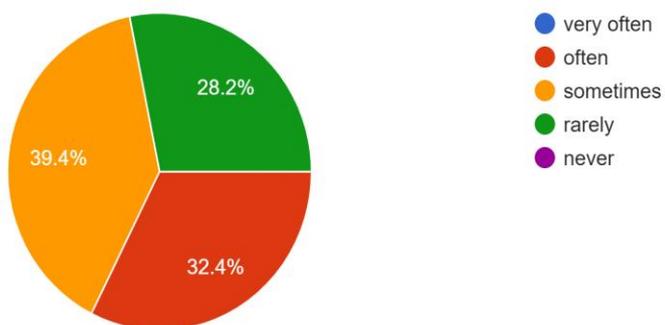
14) Your teacher uses videos, projectors and computers.

71 responses

- very often
- often
- sometimes
- rarely
- never

39.4%
19.7%
40.8%
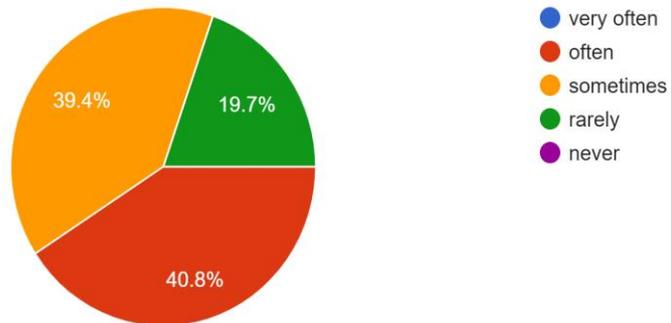
15) Your teacher uses various methods to check the students' progress.

71 responses

- very often
- often
- sometimes
- rarely
- never

32.4%
29.6%
38%
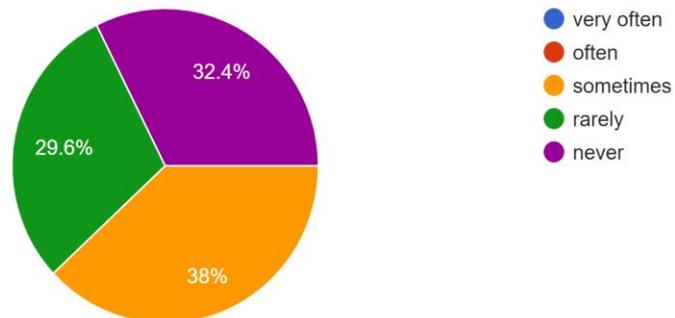
16) Your teacher changes his style when the students do not respond.

71 responses

- very often
- often
- sometimes
- rarely
- never

28.2%
25.4%
39.4%
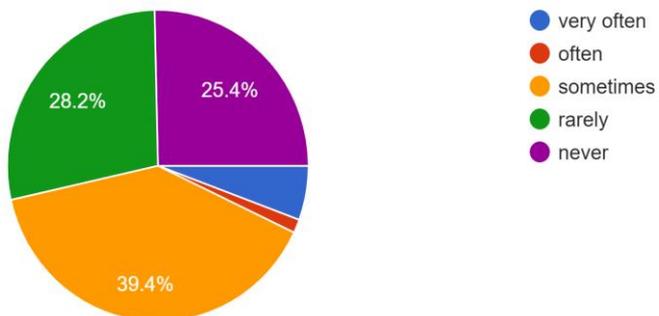
17) Your teacher controls the extent to which his presentation has beneficial results.

71 responses

- very often
- often
- sometimes
- rarely
- never

35.2%
22.5%
7%
33.8%
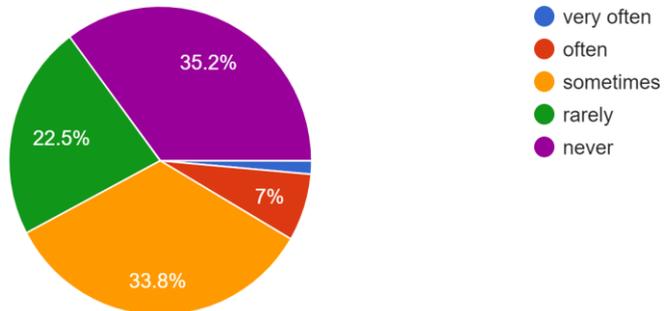
18) Your teacher makes the students learn new vocabulary and use it every day.

71 responses

- very often
- often
- sometimes
- rarely
- never

40.8%
18.3%
39.4%
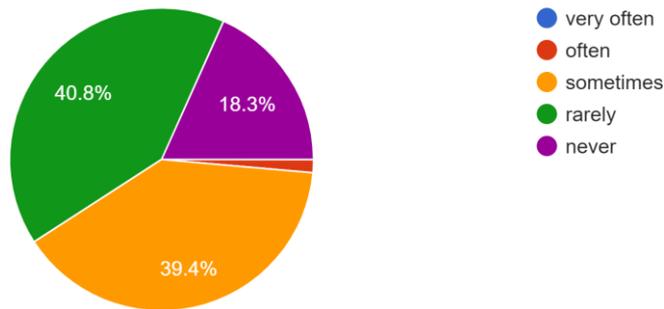
19) Students are rewarded when they achieve their goals.

71 responses

- very often
- often
- sometimes
- rarely
- never

46.5%
7%
8.5%
38%
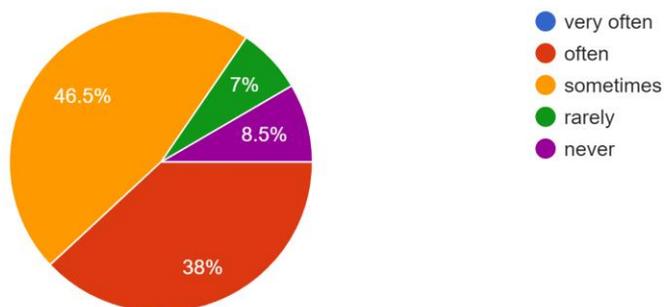
20) Your teachers avoids discrimination when the students present their work.
71 responses

Legend:
- very often
- often
- sometimes
- rarely
- never

39.4%
14.1%
46.5%
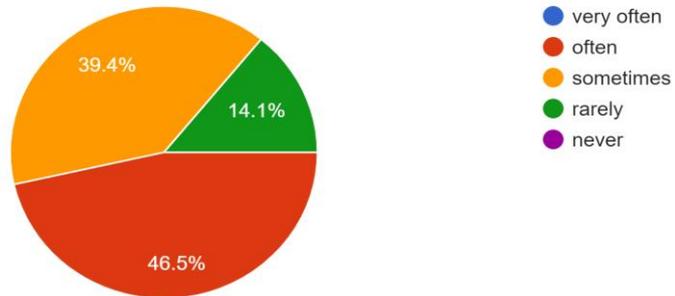
PEER OBSERVATION FORM

Observer's name: …………………………………………………………………………..

Date: ……………………………………………. Class: ……………………………………

Semester: ……………………………………………

Group: ……………………………………………………

COMMENTS: …………………………………………………………………………………………………

……..

………

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……….

…….

……….

………

Observation Directions

Semester 1   Group 1: 2 observations (Class Grade A) - 2 observations (Class Grade B)

Group 2: 2 observations (Class Grade A)   - 2 observations (Class Grade B)

Group 3: 2 observations (Class Grade A) - 2 observations (Class Grade B)

Semester 2   Group 1: 2 observations (Class Grade A)   - 2 observations (Class Grade B)

Group 2: 2 observations (Class Grade A)   - 2 observations (Class Grade B)

Group 3: 2 observations (Class Grade A)   - 2 observations (Class Grade B)

Class Observation Etiquette

Please do the following:

- As a member of your group check that you will be available and confirm the observation.

- Please follow the teacher's directions and focus on the specific aspects which are required to be observed.

- Please remember that you are an observer and you do not have to interact.

- You are kindly requested to meet the teacher after each observation, in order to give him your form of observation with your notes and comments related to the class you observed.

NOTE: You are kindly expected to observe the suggested specific aspects of the lesson and please think carefully before making your judgements, as your feedback is important in the process of improving the program. The particular aspects which are proposed to be observed, according to which group the observer belongs to, are the following:

Group 1: Students' performance and attitudes during the lesson.

Group 2: Structure of the lesson – The teacher's management of time.

Group 3: Communicative competence – Implementation of educational innovations.