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Faculty of Letters and Languages

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Investigating the Effects of the 20th Century Modern Teaching Methods on Algerian Middle Schools pupils

(A case study of 'Baker Ben Hamad' Middle School-Tiaret

A dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Didactics

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Academic Year: 2022-20 23

Dedication

First and foremost, all praise and my deep recognition go to Allah, who gave me strength to complete this work and his blessings throughout my life.

I would like to express my sincere gratitude and respect to my dear parents: my dear father Mustapha and my beloved mother, who have raised me to be the person I am today. You have been with me every step of the way, through good and bad times. Thank you for all the unconditional love, guidance, encouragement, and support that you have always given me. May Allah bless you!

To my dearest siblings, Khadidja, Zakaria, and Sarah.

To my best friend, who did not let me give up Afnane.

I dedicate this work and give special thanks to my teacher, Dr. Abbar Ghalem.

To my partner in this work, Meriem, for the teamwork and for sharing such wonderful moments that led us to achieve this humble work.

This work is dedicated particularly to the memory of my beloved grandfather, Rabah Zitouni, who did not live long enough to see my achievement.

Assia

Dedication

First, before anything, all thanks to Almighty Allah, who guides, helps, and gives me the capacity to do this work.

I dedicate my work to my beloved parents, Abd El Kader and Yamina, who are the reason for who I am today or ever will be. I thank them for their endless love, care, devotion, sacrifice, patience, encouragement, and prayers of day and night, which helped me achieve such success.

To my adorable sisters, Nadia and Amel, for their wholehearted support and encouragement.

To my dear brother Mohamed for being there for me all the way.

My wonderful family members who have supported, encouraged, and believed in me since my childhood.

To my supervisor, Dr. Abbar Ghalem, without whom this work would have never been achieved, I thank him for his priceless directions, patience, advice, and continuous feedback.

To my dear work colleague Assia, who helped and encouraged me through the process. I'm grateful for working with her.

To all my precious friends who have supported me and have always been here for me. With a special thanks to my best friend Latifa for her love and encouragement.

To all the people who were supportive and contributed to my success.

Meriem

Acknowledgment

Abstract

Teachers of the modern era need to stay up-to-date on the latest teaching methods. Incorporating new teaching methods into the classroom can lead to improved learning outcomes for students. These methods prioritize learner-centered learning, where students are actively engaged in the learning process, which may enhance learners' performance in learning English as a foreign language. Therefore, this study attempts to investigate the effects of the new teaching methods on learners' achievement. In addition, the study aimed to clarify how new teaching methods increase learners' motivation and engagement. To explore this research, a case study was conducted at Baker Ben Hamad Middle School in Tiaret with the participation of two classes of the second year and two different English teachers from the same school. A checklist is used to observe the students' motivation, the methods used, and the learners' interactions during the session. The second data collection tool was a structured questionnaire administered to 30 EFL teachers. The selection of the participants targeted some random teachers from different middle schools in Tiaret. The data from the instruments used was based on both qualitative and quantitative methods. The results obtained revealed that innovative teaching methods help learners achieve a miraculous outcome and have a positive impact on the new generation. Still, they complained about the time limitations and the crowded classrooms, which would prevent them from being more creative.

Keywords: Modern methods, new generation, learner-centered, Teaching-learning process, learning achievements. EFL teachers.

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List of Acronyms

EFL:	English Foreign Language
VAK:	Visual-Auditory-kinesthetic
GTM:	Grammar-Translation Method
DM:	Direct Methodd
ALM:	Audio-Lingual Method
NA:	Natural Approach
L1:	Language One
CL:	Collaborative Learning
GBL:	Game-Based Learning
CBT:	Competency-Based Teaching
CBA:	Competency-Based Approach
CBE:	Competency-Based Education
CBL:	Competency-Based Learning
ICT:	Information and Communication Technologies
%:	Percentage
n.d:	No date

General Introduction

General Introduction

The English language is known as the dominant language in the modern era since it is the most used language with 1.5 billion speakers. At present, the majority of countries have adopted it as their official language or their first foreign language. Moreover, it has become one of the most important subjects in schools. The teaching of the English language had problems in the Algerian contexts, mainly in the middle schools, where it is very difficult and challenging to obtain positive results. The factor behind this issue is the methods teachers implement, which are sometimes inappropriate, or maybe they use the same methods to teach all students without taking into account their levels, their needs, and their learning styles.

In order to help learners use the English language properly, the process of teaching has witnessed several changes and improvements by adopting modern methods that meet learners' abilities and needs. However, for years, English language teaching in middle schools in Algeria had mainly been taught in traditional methods, such as the grammar-translation method, the direct method, and rarely the audio-lingual method; in other words, the teacher is the only source of knowledge and plays the main role in the classroom (teacher-centered methods). In this issue, learners are just passive recipients, in which they just memorize and recite the information as their learning. Furthermore, learners are neither motivated nor excited to attend their classes, which cause an obstacle between students and their innovative thinking. However, teachers from the newest generations use a variety of methods but still rely on some traditional methods to maintain control over their classes. New methods should be used to ensure that learners are not only equipped with language knowledge but can also use a foreign language in a variety of contexts. Nevertheless, it has been gradually assumed among researchers and teachers in Algeria but rarely applied. Algerian teachers claimed that they don't apply modern methods due to a lack of materials, time limitations, and overcrowded classrooms.

The learners of the current generation demand new methods and techniques to learn, which will involve them in the learning process. Unlike traditional teaching methods that fail to effectively meet the learners' needs and motivation, the new teaching methods are the only way to meet the requirements of modern times. Therefore, a creative teacher should apply the

new teaching methods that suit the present generation, where the learners are the centralized focus (learner-centered methods), to increase the learner's enthusiasm to accomplish a higher percentage of the instructional objectives.

This research explore the effects of the new teaching methods on students' acquisition, which is supposed to help in understanding the new generation's expectations because this generation is vastly different from previous generations, with unique learning styles and preferences. As such, teachers need to adapt their teaching methods to better engage and connect with these students. These modern methods emphasize a learner-centered approach. In other words, avoiding that the teacher plays the dominant role in the instructional process and putting learners at the center of the instructional process will increase learners' interactions and make them more involved in the teaching-learning process. Since the textbook is mainly the only material teacher's use, it is the only source for learning. It imposes on learners, ideas and illustrations that need to be updated due to the new generation's different mentality, since 80% of them are influenced by the internet, social media, and video games.

The main problem of this investigation is analyzing the effects of modern teaching methods on Algerian middle schools.

This research aims to improve the teaching-learning process by equipping teachers with effective methods that will suit the new generation. It will also motivate teachers to be more creative and fearless when using such modern methods.

The reason that led to investigate the effects of the new teaching methods on Algerian middle schools is the absence of motivation and enthusiasm among learners, as well as the reliance on textbooks as the only source of knowledge. In this investigation, we will observe the effects of new methods used by teachers to meet their learners' expectations and involve students in the teaching-learning process.

The problematic of this study is approached according to the following research questions:

1. What are the new methods and techniques that teachers are supposed to use?

2. To what extent are the new methods of teaching English applied in the Algerian middle schools?

3. Are English instructors from other generations aware of the new generation's expectations?

4. How does learner-centered learning affect students' engagement in classrooms?

In an attempt to answer the previous questions, four major hypotheses have been formulated:

1. The new methods and techniques that teachers are supposed to use are: flipped classroom, VAK learning, collaborative learning, and game-based learning.

2. The new methods of teaching English are rarely applied in the Tiaretian middle schools due to the overcrowded classrooms and time limitations.

3. English instructors from other generations are not aware of the new generation's expectations.

4. Learner-centered learning has a positive effect on students' engagement in classrooms.

Concerning research methodology, this study is based on a mixed method that combines both quantitative and qualitative methods to collect the necessary information about the issue being explored, aiming to answer the research questions. To conduct this study, a questionnaire was administered to teachers of English at middle schools in Tiaret. Also, a structured observation was designed for two classes, one taught using traditional teaching methods and the other utilizing new teaching methods. The study was conducted at the middle school of Baker Ben Hamad in Tiaret.

The current research work is divided into three chapters: the first and second are theoretical, while the third is practical.

The first chapter focuses on the traditional teaching methods and their key concepts (method, teaching, and teacher-centered). Moreover, we mentioned several types of traditional teaching methods, their key features, and the roles of both parts of the educational process. Furthermore, we provided the characteristics of these methods as well as their merits and demerits. In the end, we concluded with some methods we have witnessed in use in educational institutions.

The second chapter deals with the main concern of the research. We gave an overview of key concepts about new teaching methods and all of their relevant issues. Moreover, we cited some of the new teaching methods and explained them by identifying their concepts, strategies, and features. Then, we presented the characteristics of these techniques and explained them briefly. We concluded by highlighting the advantages of modern teaching methods.

The third chapter is the practical part. It is concerned with research methodology and data collection. Two tools of data collection have been used: a questionnaire and a classroom observation to prove and test the validity of the research hypotheses. The questionnaire was structured and distributed randomly among 28 middle schools in Tiaret. The second means of gathering data was an observation of two classes of second-year middle school students at Baker Ben Hamed, and a checklist was prepared to assess teaching methods and the learning environment.

This work includes a references list using APA style to acknowledge the previous works and arguments used in this thesis.

There are a number of limitations in the current work that should be considered as obstacles. Since the study was done in the middle schools of Tiaret, we should mention that in each school there are one or two teachers, so the number of participants was limited. Moreover, not all teachers accepted to fill out our questionnaire, and most of those who did answered it skipped the open-ended questions. Furthermore, the middle schools are situated in different parts of the city of Tiaret, and the time designed for English courses is limited to specific days, so the distribution of the questionnaire took more than two weeks. In addition, the time given to do the work wasn't enough, so we couldn't observe more classes, which prevented the acquisition of more results.

Chapter I

Traditional Classroom Teaching Methods

Contents:

1.1 Introduction

The instructional process depends on the pedagogy, general principles, and management strategies chosen by the teacher depending on his philosophy, classroom demography, the subject to be taught, and mainly on the curriculum demands.

In fact, teaching theories are divided into two approaches: teacher-centered and student-centered. Traditional teaching methods have a strong relationship with the teacher-centered approach. This approach focuses mainly on direct instruction, where the teacher takes the main role in the classroom instructions. He is in a position of power and control due to the knowledge he has and his mastery of the lesson being taught. His classroom management methods are traditional and based on rules and restrictions.

Furthermore, the teacher can also be seen as an expert within the classroom; he possesses all knowledge, directs learners, and guides them through the learning process. Learners are viewed as "empty vessels" to be filled with information and knowledge, and since the teacher takes the main role, he will pore knowledge into his learners' minds that are assumed to be empty. This idea corresponds to the simile of Jim Scrivener, who claims that the theory of the jug and mug is very similar to the traditional methods of teaching. Moreover, the jug-and-mug theory of education means that the full jug is the teacher, the empty mug is the learner, and the teacher's job is to pour knowledge into the empty mug from the full jug. The problem with this idea is that no learner is an empty mug; everyone, despite his age, comes with some background, or to call it culture (Rosen, 1989).

In conventional teaching, the teachers used drill-and-rote learning, which was the most commonly used technique that served teachers needs in achieving the instructional process in which learners learn through memorization and mindless repetition. With such an approach, the potential for acquiring learners' critical thinking skills is very limited. However, beyond the previous techniques, there were various teaching techniques known, such as the grammar translation method, the direct method, audiolingual, etc.

Moreover, traditional classroom teaching methods are used by teachers who like to stay in control of their classes. They guarantee safe and organized classroom management. It is somehow easy to plan and work with it in a crowded class, and it ensures that you are in touch with all the curriculum areas. Furthermore, some teachers preferred to work with one method, while others preferred to work with a combination of two techniques. To sum up, it depends on the teacher's method of teaching; he is the decision-maker of how to teach.

1.2 Definitions

Following we will define the main concepts related to this chapter, from the term Traditional teaching methods to each part of it.

1.2.1   The term Traditional teaching methods

The term "traditional teaching methods" is common, and if you ask anyone, they'll say that's the way teachers used to teach. However, if we look deeply into that term, we will find many different and broad meanings. Traditional is about the ancient methods that were first known in the field of teaching, not only in English but in all areas of knowledge. Furthermore, teaching, on the one hand, is an art that not everyone could master easily. As a teacher, you may become the educator, the decision-maker, and many other roles; it's like a mission that should be done with conscious effort. On the other hand, methods are the techniques that a teacher uses in his instructional process to achieve his teaching objectives and to reach the possible objectives on the learner's side.

1.2.2   Method.

A method can be defined in many terms, but if we look closer at its meanings, it will lead to the same road, which is the way of doing something. As highlighted by Mackey (1975), a method may mean different things to different people. In addition, in Webster's dictionary, method is defined as "*a systematic procedure or technique*" or "*a systematic plan followed in presenting material for instruction* ". It's a planned procedure to do something. Henson (1980) states that some examples of methods are a lecture, a simulation game, a case study, or an inquiry. For this thesis, we can state that method is the set of techniques that the teacher uses in his class to teach English for better results and to acquire the knowledge meant to be

taught.In fact, the instructional process is a set of methods and techniques that the teacher decided to work with in the class; it includes gestures and acts that lead to learning. For example, when teaching the term "Hello! to beginners, he may wave to his learners for better understanding. In figure 1.1, we presented method mechanism as a set of procedures for doing something, and in figure 1.2, we presented method as an umbrella term that includes each technique, act, and gesture.

Figure 1.1: Method mechanism

| Method | procedure1 | procedure2 | Procedure3 | Result |
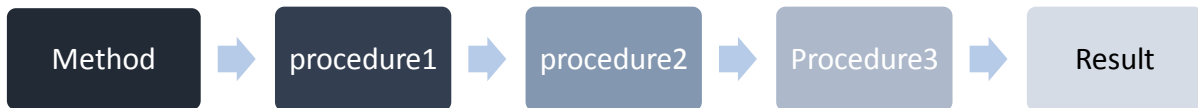
Figure 1.2: Method as an umbrella

Method

Technique

Acts

Gestures
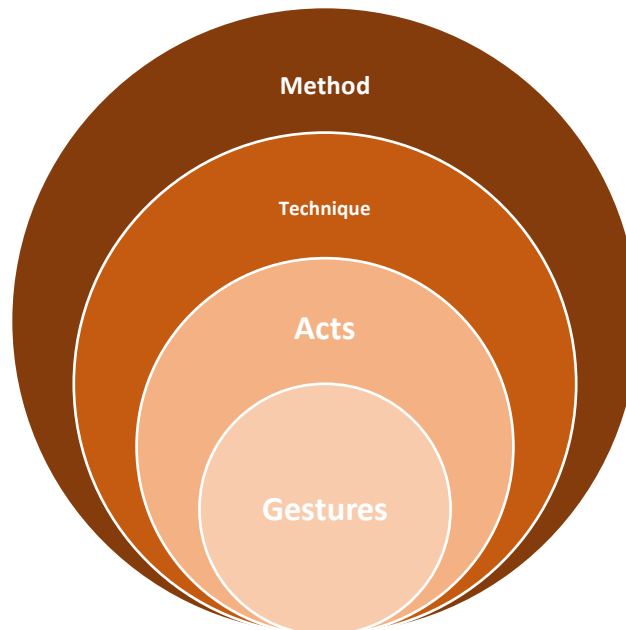
1.2.2.1 Method in Anthony's model

According to Anthony's, an organized plan in which the instructional content is arranged to fit the target learners is a set of techniques. Method is the translation of the thoughts and beliefs about the subject to be taught into a coherent plan. In addition, the teacher's approach is related to the method he uses, since the approach is the theoretical side and the method puts the theory into practice (Anthony, 1963, as cited inRichards & Rodgers, 2001). Furthermore, he stated that a method is an overall plan that presents the language material and is based on the selected approach; within an approach, there can be many methods.

1.2.2.2 Technique in Anthony's model

Anthony defined technique as the implementation that occurs during the class and is used to accomplish the instructionalobjectives already planned within the method phase. Therefore, harmony is achieved through the three phases, which are presented in figure 1.3.

Figure 1.3: Model of instructions
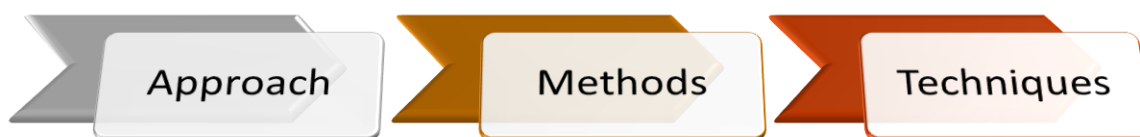
1.2.2.3 Method in Richard's and Rodger's model

Richard and Rodger took up Anthony's model and subjected it to some refinements, as to the terms used to refer to each of its phases, the specification of the different roles of the different partners of the instructional process, and the clarification of the way a practitioner can move smoothly through the different stages of the continuum. They came up with a new and more comprehensive model that consists of approach, design, procedure, and method as an enveloping term. Furthermore, method rather covers the whole instructional process, from

the beliefs and philosophy that teachers have to the very end, which is the implementation. Figure 1.4 is an example of Richards and Rodger's model of the instructional process.

Figure 1. 4: Richard's and Rodger's model

Method
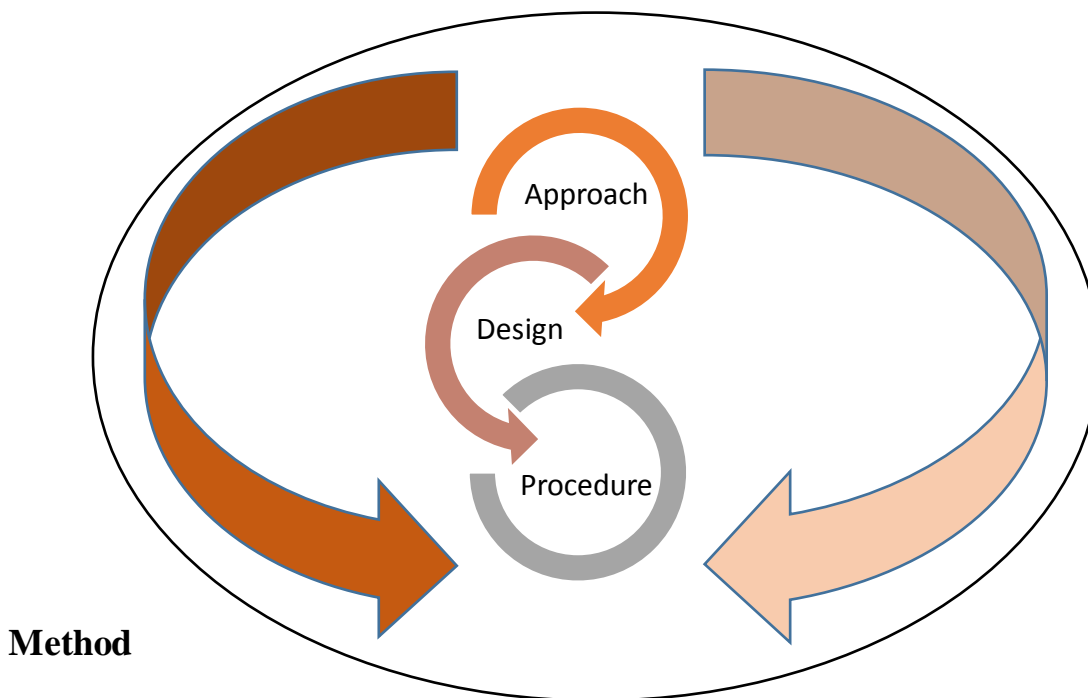
1.2.3   Teaching

Teaching means to educate, to provide someone with information he does not know for the purpose of imparting knowledge, and to share information for future use. In the traditional sense, teaching was about presenting new knowledge to learners, who were supposed to memorize it for future use; in another sense, academic achievement. However, as Hirst (1975) highlighted, knowing what teaching means is important since teachers actions in the classroom are greatly affected by their understanding of the concept. Furthermore, to state some hints of what Petty (2009) has talked about as teacher-centered methods, the teacher's role is to teach, to talk, to explain, to repeat, to discipline, to transfer knowledge, to question, to assess, and to evaluate, as presented in figure 1.5, adapted from" What is your educational philosophy? Modern and postmodern approaches to foreign language education," byLevent Uzun, October 2012, *Journal ofStudies in Second Language Learning and Teaching, 2(3), p. 342*. http://dx.doi.org/10.14746/ssllt.2012.2.3.4

Figure 1. 5: Teacher's role
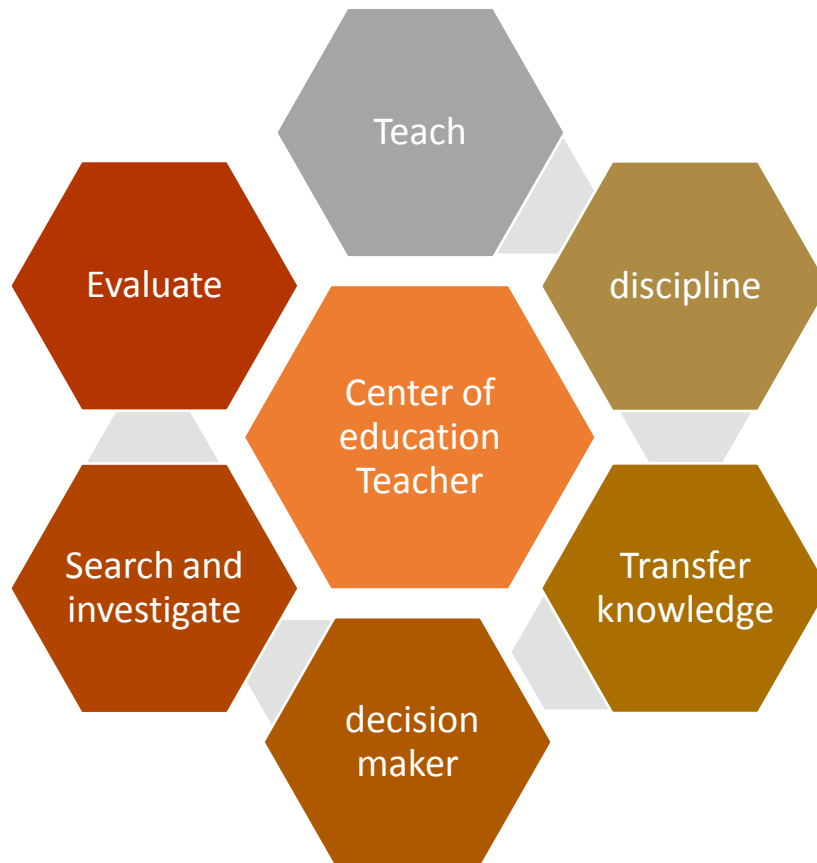
1.2.4 Traditional classroom teaching methods

In the classroom, we have two main parts of the instructional process: the teacher and the learner. We also have the lesson, which will be the link between them. The teacher uses techniques and methods to assure that link. These methods are creative and unique depending

on the teacher's abilities and enthusiasm because every teacher has his own method of teaching that works for his class. In the traditional sense, the teacher takes the main role in the teaching-learning process, which is known as the "teacher-centered approach". He is in control of the learning environment. Besides that, the teacher is the only knowledge dispenser; the traditional teacher views him as the cause of learning to occur (Novak, 2010). He decides what to teach and how to teach it. His learners are passive participants; they are supposed to memorize and repeat the information received. In fact, Prof. Dr. Abdullah Kuzu explained the reason for this approach by highlighting that the traditional view of education is that teachers are known as the source of knowledge and learners are known as passive participants (p. 36). Furthermore, Scrivener stated that the precondition in a class where the teacher is present and listening carefully is enough to ensure that learning will take place (p. 17). In addition, Karanezi et al. (2015) argue that traditional teaching methods are presented as learning that occurs under the teacher's control. Moreover, the traditional classrooms were much like ritual spaces where teachers took the front seat as a priest or mayor, while students sat in rows like spectators.

1.2.5   Teacher-centered approach

A teacher-centered approach is a teaching approach where the teacher is the main part of the instructional process and has control over the subject to be taught and the way it should be taught. Learners in this approach are described as passive participants; they are like empty vessels waiting to be filled with information by their teacher since he is the only source of knowledge. Furthermore, the teacher directs, designs, and controls the session. The students remain quiet, waiting for their teacher's instructions and listening carefully. It is well recognized that this approach favors inactive pupils in the classroom over active ones (Freiberg, 1999). Furthermore. Peyton et al. declared that in a teacher-centered classroom, the teacher takes all the time to present the subject to be taught on the whiteboard or blackboard. The students, meanwhile, need to take notes and question some parts of the lecture. This process should be done by students with no stress or ill at ease (2010, p. 21). In fact, in this approach, the role of the teacher is teaching, searching, investigating, adopting, adapting, deciding, and evaluating. However, the learner's role is learning, memorizing, doing exercises and tasks, following the teacher, and interacting with classmates, as adapted in Table 1.1:

Teacher and student roles in the traditional method (Uzun, 2012). Teacher-centeredness is like any approach to teaching; it includes benefits and drawbacks, and many teachers rely on it since it suits their beliefs and they find it fruitful in terms of results and academic achievement. Furthermore, there is an atmosphere of quietness in the classroom since the teacher is in full control, and he will feel more confident and comfortable during the session, while learners will know that the only place to focus is on their teacher's instructions. However, students may get bored and lose interest by just remaining quiet and lost, and their critical thinking and communication skills would be discouraged.

Table 1.1: Teacher and student roles in the traditional methods

Traditional Approaches	Role of Teachers	Role of Learners
	- teaching - searching and investigating - adopting and adapting - deciding - evaluating	- learning - memorizing - doing exercises and tasks - following the teacher - interacting with classmates

1.3 Types of Traditional classroom teaching methods

Traditional teaching methods have several types fostered and used by teachers in their instructional process, which will be mentioned in the following phases:

1.3.1   The Grammar-Translation Method

The grammar-translation method was the oldest method of foreign language teaching from the mid-19th century until the mid-20th century. It originated in Germany, especially in Prussia, and was therefore known as the Prussian method. It has been known by other names; for instance, it was called the classical method since it was first used in the teaching of the classical languages, Latin and Greek (Chastain, 1988, as cited in Larsen-Freeman, 2000). Then it was modified and used in different countries around the world. GTM is an approach to language teaching that emphasizes the study of grammar rules and the translation of texts from one language to another, in which learners learn grammar rules and vocabulary lists by heart and then apply them to translate texts from the target language into their native language.

This method was centered on learning a foreign language by using the mother tongue, as Diane Larsen-Freeman stated in her book "Techniques and Principles in Language Teaching": ***"through the study of the grammar of the target language, students would become more familiar with the grammar of their native language, and this familiarity would help them speak and write their native language better"(p. 45).*** The focus of GTM is on accuracy rather than fluency, and there is little emphasis on speaking and pronunciation skills, which are the major disadvantages. Students may become proficient in reading and writing but struggle with speaking and listening in real-life situations. Another disadvantage is that it can be dry and boring for students who prefer more interactive and engaging language learning methods. Memorizing grammar rules and vocabulary lists can be tedious and unstimulating for some learners.

1.3.1.1 Key features of the GTM

Prator and Celce-Murcia, (1991) summarizes the following key features of the Grammar translation method:

1. Classes are taught in the mother tongue, with little active use of the target language.

2. Vocabulary is taught in the form of lists of isolated words.

3. Long, elaborate explanations of the intricacies of grammar are given.

4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

5. Reading of difficult classical texts is begun early.

6. Little attention is paid to the content of the texts, which are instead treated as exercises for grammatical analysis.

7. Often, the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

8. Little or no attention is given to pronunciation.

(p. 18-19)

1.3.1.1 Students' and Teachers' Roles

The students have the traditional role of passive receivers of knowledge without taking any active role while learning. They watch and listen passively to the teachers as they explain the rules and concepts and do the sample exercises. They follow the teachers' instructions blindly without taking any initiation or participatory role in the learning process. They rarely have control over tasks and exercises. They need to memorize the grammatical rules and the new words, along with their equivalents in their mother tongue.

The teacher acts as an authoritative figure in that he provides learners with the grammatical rules of a specific lesson, and the learners work on internalizing the information. The teachers set the tasks, organize the learning activities, dictate the learning, and start and direct the activities and tasks. In sum, the teachers have strict authority over the students and everything else that needs to be done (e.g., the content, tasks, exercises, etc.). Moreover, there is little interaction between the students and the teacher, in which the teachers give students feedback when necessary and correct erroneous answers promptly. The GTM does not take into consideration concerns such as learners' needs or different learning styles.

1.3.2   The Direct Method

The Direct Method was developed in the late 19th century as a reaction against the grammar-translation method. Larsen (as cited in Diller, 1978) states that the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language. This method emphasizes the use of the target language in the classroom and avoids translation. In other words, the mother tongue was not permitted. For example, English is taught in English, and no translation is allowed. It uses visual aids, gestures, and real-life situations to teach vocabulary and grammar in context.

Teachers using DM should be connected directly with the target language without translation into the native language. For example, when the teacher wants to describe a big house, he starts by describing it, and if the learners don't understand him, he must make them understand without using the mother tongue. For instance, if he says: "It is a big white house with four storeys", and the learners do not understand what their teacher is saying, the teacher shows them a picture of a white four-storey house. So all of them will understand and learn new vocabulary. The main goal of the direct method is to develop oral and communication skills so that the learner will be able to understand what he reads or hears in a foreign language in the same second without thinking of the mother tongue equivalence.

In the DM, accuracy was still the main object of interest, and there is little emphasis on reading and writing skills, which makes it a disadvantage because learning a language requires the acquisition of the four skills (listening, speaking, reading, and writing). As another disadvantage. It is so hard to find qualified teachers who can teach exclusively in the target language because not all teachers are able to use this method. DM teachers have to have native-like competence, creativity, time, devotion, energy, and imagination to design their own courses(Sami)**.** This can be especially challenging in countries where English is not widely spoken or taught.

1.3.2.1   Principles of the DM

Nadia Batool et al, outlined the principles of the Direct Method as follows:

1. Introduce the new teaching points orally.
2. Taught the sentences and vocabulary every day.
3. In the lesson student spoke the English Language.
4. Grammar and Pronunciation are correct.
5. Orally skills of communication.
6. Purpose of language is communication.
7. Taught the speech and listen the comprehensive knowledge ability to understand something. (p. 26)

1.3.2.2   Teachers' and Students' Roles

In the direct method, teachers introduce new foreign language vocabulary and grammar to the students without using the student's native language. Therefore, the role of the teacher is that of a demonstrator because he explains the meaning of words through the use of pictures, videos, gestures, etc. without translating. The teacher is also the leader since he directs the class activities and courses. Teachers interact with the students a lot, asking them questions about relevant topics and attempting to use the grammatical structure of the day in the conversation.

In the teaching-learning process, the teacher and the students are collaborators, which makes learners less passive. The students are also observers and practitioners, as they observe the foreign language used by the teacher in teaching, try to understand it based on the picture or video given, and then use it to communicate in the classroom and outside.

1.3.3   The Audio-Lingual Method

The Audio-Lingual Method is a language teaching method that emerged at the end of the **1950's** in the United States. It was known back then as the "Army Method" because it was used to train soldiers in foreign languages quickly. It has other names, such as the "aural

method" and the "key method". The ALM took some principles from the Direct Method; for instance, it rejected the use of the mother tongue and translation in acquiring the target language, but the ALM changed some features. For example, the DM emphasized vocabulary instruction, whereas the ALM emphasized grammatical drills. As Larsen-Freeman stated*:" The audio-lingual method, like the direct method, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns*" (p. 52).

This method is based on Skinner's behaviorism theory of learning, which posits that language learning occurs through habit formation. Learners are exposed to model sentences and structures, which they repeat and imitate until they become automatic. This repetition is reinforced through drills and exercises. It uses varieties of dialogues as the primary tool of language teaching, in which students will listen to the dialogue, repeat it, and memorize it, and drills as the primary training techniques. The mother tongue is discouraged in the classroom.

The audio-lingual method aims at having accurate pronunciation and being able to use the target language communicatively. It emphasizes the skills of listening and speaking before reading and writing, so it still emphasizes accuracy over fluency, which makes it still not the most effective method of teaching. Moreover, the heavy reliance on drilling and repetition can be tedious and demotivating for some learners, and because of the daily imitation, the students are just parroting what they hear in the classroom and not learning the real communication of the outside world.

1.3.3.1 The characteristics of the ALM

According to Prator and Celce-Murcia (1979), the characteristics of the ALM method may be summed up in the following list:

1. New material is presented in a dialogue.
2. There is dependence on mimicry, memorization of set phrases, and over-learning.
3. Structures are sequenced by means of contrastive analysis and taught one at the time.
4. Structural patterns are taught using repetitive drills.

5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

6. Vocabulary is strictly limited and learned in the context.

7. There is much use of tapes, language labs, and visual aids.

8. Great importance is attached to pronunciation.

9. Very little use of the mother tongue by teachers is permitted.

10. Successful responses are immediately reinforced.

11. There is a great effort to get students to produce error-free utterances.

12. There is a tendency to manipulate language and disregard content.   (p. 35-36)

1.3.3.2   Teachers' and Students' Roles

ALM teachers need to be very active in class since ALM classes are teacher-oriented even though learners are active. The teacher is like an orchestra leader, directing classroom activities and drills as well as tasks. The teacher is an exemplary figure in the class. He also controls the language of his students. While students are imitators, they are expected to take the teacher as a model not only in the activities and drills but also in pronunciation. Thus, ALM puts a heavy burden on the teacher, and he needs to be prepared before the class to direct all the activities properly. Besides, he should avoid making mistakes since accuracy is very important and fossilized errors are believed to be very dangerous in all skills and pronunciation from the viewpoint of ALM.

1.3.4   The Natural Approach

The Natural Approach is a traditional teaching method that emphasizes the use of natural communication in language learning. This approach was first proposed by Terrell, an instructor of Spanish at the University of California, and Stephen Krashen in the 1970s. The term "natural" according to Terrell(1977) indicates that his proposal is based on observations and second language acquisition studies that were conducted in natural, i.e., non-academic situations. So the natural approach helps learners develop their language skills in a way that is similar to how they learned their first language. This can lead to more natural, fluent language use and a greater ability to communicate effectively.

The NA is built on four key principles: comprehension, communication, low anxiety, and a focus on meaning over form. Comprehension refers to the ability to understand spoken and written language, while communication involves the ability to express oneself in the target language. Low anxiety means that learners should feel comfortable and relaxed when learning a new language, without fear of making mistakes or being judged. Finally, the focus on meaning over form means that learners should prioritize understanding and using language in context rather than worrying about grammatical accuracy. This approach focuses on understanding and using language in context rather than memorizing grammar rules and vocabulary lists. It aims to foster communication in the target language, create real meaning, and develop communication skills.

While the natural approach has many benefits, it is not without disadvantages. It is difficult to measure progress and assess language proficiency using this method, as there is less emphasis on formal testing and evaluation. It may also not be suitable for all learners, particularly those who prefer a more structured, rule-based approach to language learning. Finally, the natural approach may not be sufficient for more advanced language learners who require a deeper understanding of grammar and syntax.

1.3.4.1   Teachers' and Students' Roles

The Natural Approach challenges the traditional role of teachers, which requires a great degree of control in explanation, practice, and application in the classroom. Terrell (1977) claimed that when teachers take full responsibility for these three aspects, there is little room left for communication. Therefore, the natural approach suggests that a teacher may act as a guide, input provider, and facilitator. A teacher is expected to generate the comprehensible input that facilitates language acquisition; create an interesting, motivating, learner-friendly, and anxiety-free atmosphere in which the affective filter is low; and orchestrate a wide range of activities across different groups and contexts.

The primary responsibility for language acquisition belongs to the learners themselves. Learners need to determine where and when to improve their speech by using what they have already learned. But they still assume a passive role because they just absorb and digest knowledge.

1.3.5   Silent Way

Silent Way is a language teaching approach that was developed by Gattegno in the 1960s. His idea of teaching a foreign language through the Silent Way originally came from his observations of teaching mathematics, reading, and writing in the mother tongue. The use of colored wooden sticks that are called Cuisenaire and a sound-color chart where sounds are represented through colors are the major components of this method. This approach was actually proposed as a reaction to previous methods and practices as well as a reflection of current approaches to language learning at that time. Even though the Audio-Lingual Method had a solid theoretical basis in linguistics and psychology, certain problems were observed in learners' ability to transfer their habits into more authentic communication practices. Rooted in behavioristic approaches to learning, the major premise of habit formation in the audio-lingual method was then questioned by the proliferation of cognitive perspectives. The prominent linguist Noam Chomsky, for instance, proposed that language acquisition is facilitated through our innate capacity, which involves inherent knowledge of abstract rules about principles and parameters in a language. In other words, language is not acquired as a consequence of habit formation, where speakers are passive recipients of given stimuli. Rather, it is a cognitive process where they think, understand, and produce utterances by ascertaining the language rules (Chomsky, 1959). So, this approach emphasizes learner's autonomy and active participation in the learning process. It is based on the idea that learners should be encouraged to discover the language for themselves rather than being taught it directly, and the silence here mediates this process by enabling them to focus more on the task to be pursued.

1.3.5.1   Teachers' and students' role

The teacher is an engineer or technician. The teacher should provide only the necessary amount of help, as his major role is to facilitate learner autonomy. Teacher silence, thus, plays a crucial role in the silent way depicting a self-restraint teacher profile.

The students should take responsibility for their own learning. To do so, they should actively participate in tasks and develop self-awareness or autonomy for their own learning. They can take on the roles of both independent learners and group members, depending on the task. The learners must also act as teachers, students, problem-solvers, and self-evaluators throughout their own learning process (Larsen-Freeman & Anderson, 2011).

1.4 Characteristics of Traditional teaching methods

For better understanding the traditional teaching methods; we better know its features which belong to each part of the instructional process. The teacher transmits knowledge and he is the only one who possess it, hedirects thinking, holds all knowledge,organizes and structures information. He evaluates students and he is the sole source of the information that will be transferred to his learners which they receive it passively. Learners receive the knowledge and apply it in testing situation. Another point which is theplace where knowledge is transmitted as known as the class. In addition, learning process is strongly directed by the teacher; knowledge and experiences are transmitted from teacher to learners. In fact, the curricular contents are predefined and standardized by the responsible authorities.

Table 1.2: Characteristics of the Traditional teaching methods in general

The instructional process components	Characteristics of traditional methods
The teacher	Directs thinking, holds all knowledge and evaluates students.
The learners	Receivers of knowledge.
The class	Place where knowledge is transmitted.
Knowledge and experiences	Transmitted vertically from teacher to learners.
Learning processes	Directed.
Curricular contents	Predefined and standardized.
Cognitive focus	Students replicate received knowledge and apply in testing situation.

1.5   Traditional teaching methods as a bless or a curse

As we mentioned earlier, traditional teaching methods have several types, and every teacher chooses the type that suits his beliefs and assumptions about teaching. So, when using one of the methods or combining two of them, it will meet the teacher's instructional objectives. Many teachers consider it as a bless. Furthermore, the teacher supervises the whole teaching activity, imparts systemic information and knowledge with his own philosophy, and fosters a unique manner that potentially affects students. At the same time, face-to-face communication is a simulative factor for students' comprehensive quality. In fact, a teacher's attitude, value orientation, and academic level have a great impact on students. However, it can be a curse that limits the teacher's creativity. Professor Bruner (1982, as cited in Liu

&Long. 2014) stated that teaching is a continuous process of asking questions and solving them. Traditional college English teaching puts teachers at the center all the time, mainly relying on class knowledge, which emphasizes the role of teachers too much. It curbs the personality and creativity of students and ignores their initiative and potential. Therefore, students are in a passive position.

1.5.1   Traditional teaching methods as a bless

1. Direct interaction between teacher and learners (face-to-face communication).
2. Rules and regulations are designed by the teacher, and learners follow them in class, which will increase discipline.
3. Teachers have control over everything in the classroom.
4. Teacher self-esteem and confidence will increase.
5. A safe and quiet atmosphere in the classroom.

1.5.2   Traditional teaching methods as a curse

1. Teacher mode is single.
2. Teachers cannot take into consideration each learner's different basis and interests.
3. The teacher is the center of the class, and his learners are just listening.
4. Knowledge is limited to academic achievement, which is passing the exam.
5. The learners' enthusiasm and intuitivism may not be fully exerted in class, which will lead them to lose interest in English.

1.6   Methods that are still being used nowadays

In the 21st century, the decade of technology, we have witnessed that the teachers of the nation have been divided into two groups based on their teaching methods. One group that is still using traditional teaching methods, and the other group that prefers a combination of conventional teaching methods and modern teaching methods. The first group has its own beliefs and assumptions; he believes that classes are managed properly when the teacher is the center of the class. Furthermore, some teachers focus on the academic achievement of their learners; all that matters are their learners' results in tests or written assessments; no attention

is given to the learners' fluency, and they rely on their learners L1 for better understanding. These teachers prefer the GTM. However, other teachers focus more on their learners' fluency than accuracy and mainly rely on communication. This kind of teacher may be found in private schools where their learners' needs for language are communication DM. Moreover, some teachers' objectives in teaching a language are meaning, especially when the target learners are young or need the language for a specific purpose, so their focus is on comprehension and understanding. These teachers follow the natural approach.

1.6.1   Features of the methods that still in use

1. Teacher-centeredness is dominant in the classroom.
2. Teachers are not facilitators; they just impart knowledge.
3. Classes are controlled and well organized.
4. Lack of problem-solving sessions.
5. Lack of group learning.
6. Exam marks are more important than grasping knowledge.
7. Education is based on homework.
8. No activities to sharpen their thoughts and mind.

1.7 Conclusion

In this chapter, we have seen the traditional teaching methods and their definition, then we spotted the light on the concept of "method" according to several scholars, and after that, we had a brief definition of teaching and the approach of teacher-centered. Furthermore, we presented some traditional teaching methods that are known and commonly used in educational institutions, their key features, and the roles of both parts of the educational process. In addition, we highlighted some characteristics of the traditional teaching methods as well as their merits and demerits. At the end, we concluded with some methods we have witnessed in use in educational institutions.

Chapter II

Modern Teaching Methods

Contents:

2.1   Introduction

The modern century is the era of technology. We have seen a development in everything in the nations; even people have developed and changed the way they think. In this developed world, English has become the first worldwide language spoken in all countries. Due to its dominance in various fields, it is called the language of the century. You may be walking in the street and hear people interacting in English; even the young generation, they play and interact with each other on social media platforms in English. The new generation, which is the population considered in this research, has very different beliefs and assumptions that are influenced by technology. This generation needs special care since they defer from the past generations. In the past, the ancient generation or generation X (**born between 1965 and 1980**) and the Y generation (**born between 1981 and 1999)** learned because they believed that education was a must to assure their future and they knew that they had to respect their teachers, who were not just their teachers but their educators.

However, the new generation, or the Z generation (**born between 2000 and present),** is very different. This is a known fact; many of them have lost interest in studying, and if you ask them about their future plans, they would say money with no hesitation. For this purpose, they need to be motivated so that they will regain their interest in studying and learning. Despite that fact, they are very intelligent and have great abilities, plus they have materials and access to technology. They were raised in a space where their parents are social media users. Furthermore, this generation grows up using smartphones and tablets for the purpose of their entertainment; many of these kids learned different languages at a very young age just by watching different cartoons on the YouTube platform.

Moreover, teachers of these generations should be creative and innovative enough to attract their attention for better results in the teaching-learning process and involve them in the instructional process by giving them responsibility for their learning. as well as provoking their critical thinking, the skill of problem solving, and the use of English not only in the academic context but in their real-life experiences.

In fact, teachers should foster modern methods of teaching and shift from the teacher-centered approach to the learner-centered approach to facilitate their role as teachers and also to provide learners with a convincing teaching style that will help them grasp the information being given. In addition, the teacher needs to pay attention to their learning styles, as it's known that each one learns best in a specific way. Using a variety of methods in class will help achieve the expectations of the new generation and give them reasons to be motivated and excited to attend their classes knowing that they will benefit from it, not just sit there as passive participants, where many of them lose attention and interest in the subject presented.

2.2 New teaching methods

The modern teaching methods, which we call the new teaching methods, are more learner-centered and involve the learner in the instructional process. They are innovative and creative methods that the teacher implements in his class to provoke his learners' abilities and develop their skills such as problem solving and critical thinking. In fact, the teacher will direct his learners, and they will participate in the entire learning process, sharpening their skills and building knowledge. In fact, as stated by Al-Sabhi (2018), the role of the English language teacher appears to be in using modern teaching methods in teaching English and empowering learners with them, as the use of these methods effectively makes teaching more enjoyable and interesting. By using such new methods, the teacher will promote cooperation among learners as well as reduce the competition that appears in learning situations, which will help create a healthy teaching-learning environment. Furthermore, these modern methods cope in a very positive way with the new generation since the latter are considered to be very active and have a very different way of thinking. In addition, the Z generation have some expectations about their classes and the way their teacher will present the information because they have been raised in a space countered with technology, they fostered many learning styles and preferences, for example if you teach a Learner from this generation about how to behave in specific situation he may not understand nor take it into consideration, but if you showed him a story in a video or a record then asked him what have he learned from it he will simply remember all the actions that did happened and retell the story and whenever a similar situation occur he will remember that video and know how to behave as well as teaching him a language as found in Poštič study (2015) that students who watched English cartoons in their

childhood even though if their countries first second language is not English developed native accent over time. This vital development occurs with little effort and almost without their realization, and it is also important to highlight that the kid enjoyed watching cartoons, which played a major role in his acquisition of the language as a native speaker. And we should note that he kept watching because he enjoyed watching that cartoon and found it attractive. Moreover, this generation needs special care and modern methods that will make them the center of the instructional process, involve them in the whole process, and trust them with the responsibility of their own teaching since building their own knowledge will help them remember the information better.

2.3 New generation

The new generation, or the Z generation, refers to those born since 2000, as defined in the Oxford Dictionaries. Generation Z is the generation born in the early 21st century. This generation grew up with technology and social media. Furthermore, many of them got their first smartphone or personal tablet before their 12th birthday. They spend their most time scrolling through social media platforms and communicating with each other by text; they even share their lessons and assignments through chats. In addition, they watch on demand whatever they want and whenever they want. They are very comfortable when using technology, relying on it in every part of their lives.

2.3.1   Generation Z characteristics

  In fact, this generation has many characteristics they personally assumed, as highlighted by Seemiller and Grace (2016), as presented in figure 1.

- **Thoughtful**

This generation views themselves as being careful about other people facing issues and having loyalty and compassion toward others. They have the belief that to move forward and understand the world, problems, and each other, they should have a well-educated mind.

- **Open minded**

They see themselves as open-minded since they have the ability to consider modern ideas, new perspectives, and different points of view. They are characterized by accepting each other's views as well as believing in diversity, having a big sense of humanity, and developing compassion and thoughtful worldviews. Furthermore, this generation assumed that they were very open-minded and accepted the things that made others different since they believed in uniqueness. In fact, they have such a characteristic due to their exposure to social media and news that helps teach them about multiculturalism and diversity.

- **Responsible**

The Z generation is known for their sense of responsibility; they prefer to be responsible, and they are worth it. In fact, they are responsible in the social area as well as in the educational field; they like to take responsibility for their own learning. This generation prefers to discover and find solutions for their own problems by themselves; by doing so, they are developing their critical thinking and problem-solving skills. They have the belief that "*independent people who are both excited and fearful for the future.*"

- **Determined**

This generation is characterized by having determination; they will never give up on trying in any field. However, they need extra motivation from public recognition to better profit from the intelligent and creative skills they have. One of the students of this generation declared that generation Z consists of community-driven individuals, believing in their creative skills of problem solving and their extreme intelligence.

Figure 2.1: Characteristics highlighted by Seemiller and Grace (2016)
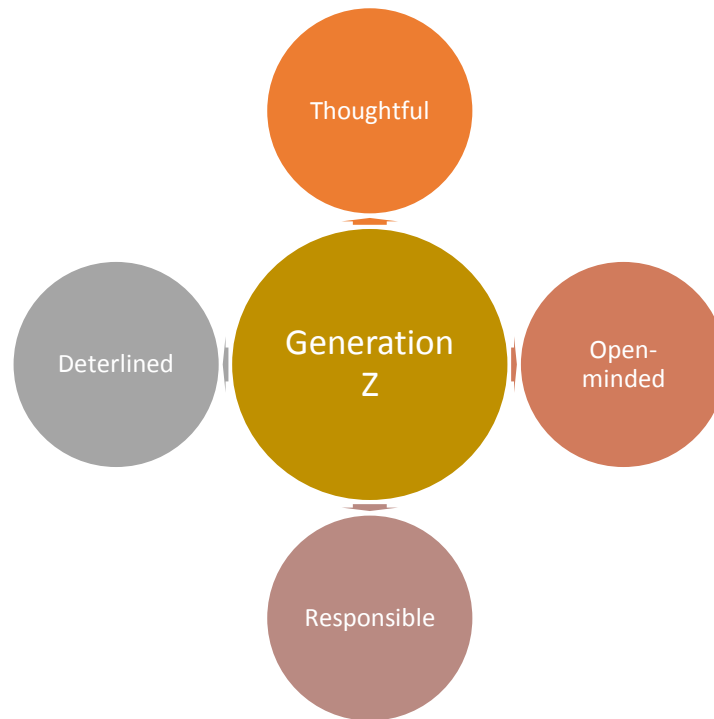
2.3.2   Generation Z learning preferences

Students of this generation are characterized by having unique learning styles and different preferences that teachers must match with their teaching approach in order to create a suitable teaching-learning atmosphere. In fact, as highlighted by Zhitomirsky-Geffet and Blau (2017), this generation considers social media and technology a natural element in their lives, and their frequent usage of these platforms leads them to mobile learning. For this reason, we can say that their learning styles and preferences are influenced by technology.

In addition, as assumed by Cilliers (2017), this generation has some expectations about their learning environment being similar to the virtual world, such as instant responses and rewards. He also highlighted that this generation learns best when seeing or doing. Vikhrova (2017) viewed this generation as being characterized by fast knowledge acquisition and entertainment. Figure 2 represents some gathered characteristics from different sources.

Figure 2.2: Generation Z preferences and characteristics
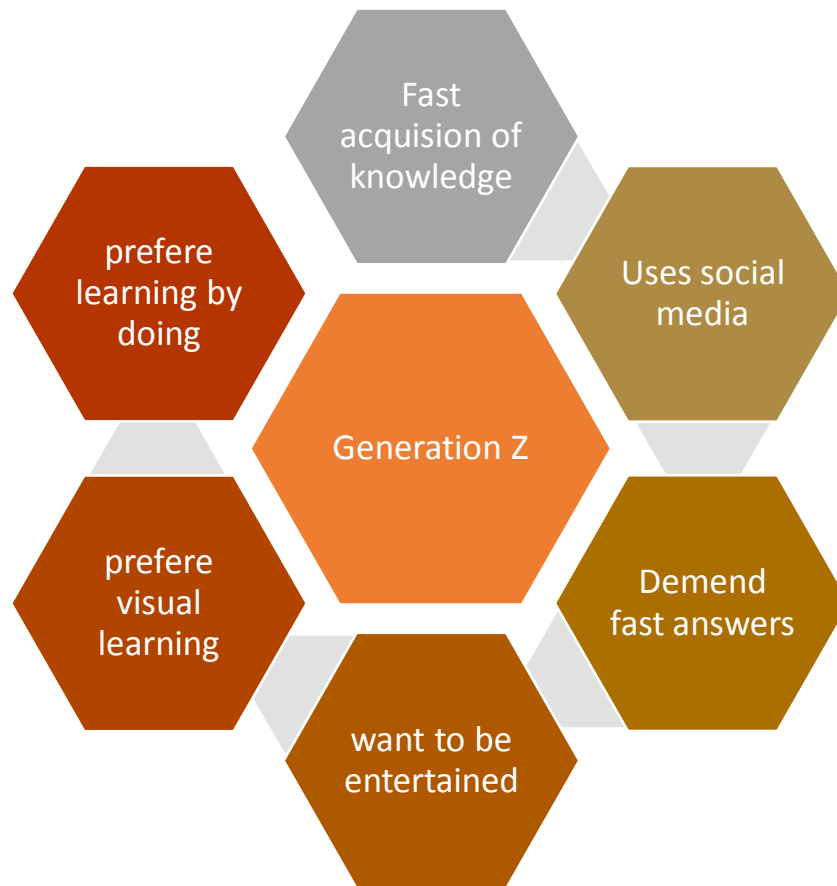
2.3.3   **Generation Z studying preferences**

As found in the Barnes & Noble College (2016) survey, respondents showed that 40 percent preferred to study with a friend and online, 52 percent like to help each other learn, 60 percent like to exchange new ideas with friends, 67 percent assumed that studying together makes learning more fun, and 80 percent of their answers were for the option of studying with a friend, as represented in Chart 1.

This generation supports collaborative work; they prefer to work in groups for effective learning. However, among this generation, there are those who prefer to study alone and find it fruitful and effective in achieving the instructional goals.

Figure 2.3: Learning preferences for Generation Z
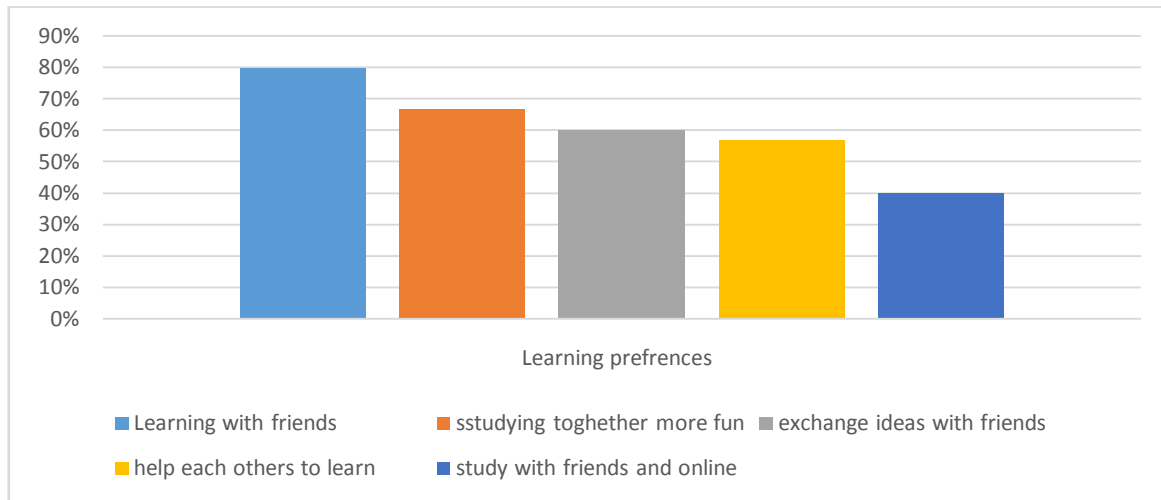
2.3.4   Generation Z learning styles according to the Barnes & Noble College (2016)

Learners in this generation prefer to learn by doing. More than half of respondents said they learn best by being hands-on, while 38 percent learn best when using their eyes, or "visual learning". In addition, they assumed that classroom learning is more effective when they get into a discussion and produce positive noise in the class. However, only 12 percent of them were for classroom lectures on "learning by hearing".

2.4 The good teacher for Generation Z

In today's rapidly changing world, it is essential that teachers change their way of teaching. Modern teaching methods emphasize the development of the 21st century by introducing students to emerging technologies and innovative practices that are transforming various industries. Students of this generation don't like to be limited to traditional lectures and textbooks but need to cope with the modern world. Furthermore, modern teaching methods should be introduced to help students stay up-to-date with the latest trends and to make the learning process more effective, dynamic, and engaging. In fact, a shift from a teacher-centered approach to a learner-centered approach is a necessity for today's teachers.

2.5 Learner-centered approach

In this way, the shift occurs in the teaching-learning process by changing the focus from the teacher to the learners. Learners are active participants in the instructional process, and

they have a degree of responsibility for constructing their own knowledge as well as applying skills such as problem solving and critical thinking. Furthermore, as highlighted by Girvan and Savage (2010), the learner will be prepared for lifelong learning since he is a part of the current learning process. Moreover, learners will be the center of the class since the teacher will take into account their needs and their different preferences and styles when designing his lesson so that it will meet their expectations. In addition, learner-centered also means competence-directed learning, which means paying attention to the learner's competences in the instructional process. The teacher's role in this approach is to facilitate and guide the learning as well as provide a context where learners are motivated to learn, which includes providing materials and resources and the use of a variety of teaching methods that suit all different kinds of learners styles and preferences.

2.6   The modern Teaching methods

In this section, we will shine a light on some innovative teaching methods with more details and strategies to better understand them.

2.6.1   Collaborative learning

Collaborative learning is an educational method that came from an ancient civilization and has seen an increase in popularity since the 20th century to become a trend in the 21st century. It involves group work and student interaction. Usually, students are working in groups of two or more to solve problems, as Roschelle and Teasley have seen an increase in popularity since the 20th century and have become a trend in the 21st century. It involves group work and student interaction. Usually, students are working in groups of two or more to solve problems, as Roschelle and Teasley (as cited in Dillenbourg et al. 1996) said: ***"mutual engagement of participants in a coordinated effort to solve a problem together"(p. 134).*** To complete tasks or projects, and to discuss ideas. In collaborative classrooms, teachers are no longer the center of the teaching-learning process; they just facilitate, guide, and coach their learners while students are the main focus. So, as Osman et al (2011) declared, implementing collaborative learning in the classroom puts an instructor in the position of a facilitator and a guide of learning rather than a deliverer of knowledge, and it puts students in charge of their learning.

2.6.1.1 Strategies of Collaborative Learning

The Think-Pair-Share strategy involves three steps: thinking independently, sharing ideas with a partner, and then sharing those ideas with the larger group. Next is problem-based learning, in which students work collaboratively in small groups to identify and solve problems. Moreover, simulation games use interactive experiences to teach concepts and skills. Students work together in teams to complete challenges and solve problems within the game or simulation. Furthermore, peer tutoring is where students help each other learn. In this strategy, more advanced students are paired with less advanced students to provide one-on-one support, so both the tutor and the tutee benefit. The tutor gains a deeper understanding of the material by explaining it to someone else, while the tutee receives personalized support and attention. Finally, Jigsaw, in which students work in small groups to become experts on different topics, they then come together in a larger group to share their knowledge and complete a task or project.

Figure 2.4: Some famous strategies for Collaborative learning

2.6.1.2 The Salient Features of Collaborative Learning

Rao (2019) cited the following features of Collaborative Learning:

➢ CL supports the learners to develop their critical thinking skills.

➢ CL encourages even the average learners to participate actively in the tasks.

➢ CL promotes the learners to work together in groups.

➢ CL develops good relationship among the learners.

➢ CL stimulates learners' self-management skills.

➢ CL helps the learners in developing their oral communication skills.

➢ CL cultivates the habit of active participation among the learners.

➢ CL makes the learners get excited about learning and boosts up learners' motivation.

➢ CL makes more difficult tasks into simple ones.

➢ CL develops learners' leadership qualities.

➢ CL enhances practical knowledge among the learners.   (p. 159)

2.6.2   Spaced Learning

Spaced learning is an innovative method that involves breaking down information into smaller chunks and delivering it over time, with intervals of rest or other activities in between. This technique has been shown to be effective in enhancing long-term retention and recall of information, as Fields (2005) said: ***"The spaced learning concept is a teaching methodology useful to quickly seize information in long-term memory" (p.45).***

The brain is better equipped to remember information that is presented in shorter, spaced-out sessions rather than longer, intensive ones. This is because the brain needs time to process and consolidate new information before it can be effectively retained. Additionally, spaced learning helps to prevent the phenomenon of 'cramming', where learners try to memorize large amounts of information in a short period of time. Cramming often leads to superficial learning, poor retention, and quick forgetting, whereas spaced learning allows for deeper processing and encoding of information. For example, if students learn a lesson in the first week of the semester, they should review it on a regular schedule (several times) to learn and retain it in long-term memory, which is more effective than when it is presented only once and forgotten

after. So by spacing out the delivery of information, learners have more opportunities to revisit and reinforce their understanding of the material.

Spaced learning increases learners' engagement and motivation. Because spaced learning sessions are shorter and more focused, students are less likely to become bored or disengaged, leading to better overall learning outcomes.

2.6.2.1 Spaced Learning Design

Spaced learning in conventional use in education consists of three input sessions separated by an interval of 10 minutes, in which students spend it doing activities to be distracted.

The first input session of spaced learning is the introduction, in which the teacher provides his students with an overview of the topic and establishes a baseline understanding of the material. It is usually supported by PowerPoint presentations. During this session, learners are introduced to the key concepts and vocabulary that will be covered in subsequent sessions, which leads the neural pathways to begin creating a memory. This first lecture is followed by a 10-minute interval, which must have nothing to do with the content of the lesson.

The second input session of spaced learning focuses on recall, in which the teacher revises the content of the first session. This session is designed to reinforce the material covered in the first session and deepen the learners' understanding of the topic through simple quizzes or question-and-answer sessions. Then it is followed by a 10-minute interval.

The final input session of spaced learning is the application stage, in which the teacher proposes activities centered on the student and the learners apply the knowledge gained in the first two sessions by drilling the given activities while he verifies their actual understanding of the lesson content.

Figure 2.5: The sequence of the instruction periods in a session

2.6.3   Flipped Classroom

A flipped classroom is a teaching method that has gained popularity in recent years. It was first known as the inverted classroom," since it involves reversing the traditional classroom model. According to Bishop and Verleger (2013), a flipped classroom is a student-centered learning method consisting of two parts: interactive learning activities during lessons and individual teaching based directly on a computer out of lessons. So in this method, the students watch pre-recorded lectures at home and engage in interactive activities and discussions during class time. The main goal of the flipped classroom is to enhance students' engagement and learning by allowing them to take control of their own learning process and promoting active participation in the classroom.

When the students go home and have homework to be done, some of them solve it with the help of their parents, while others have parents who are not knowledgeable and cannot help them, and some others use the internet to search directly for the answer without even trying to think. So using flipped classrooms will reduce this problem. Furthermore, if students are absent due to illness, they can easily access the lesson at home and not miss any lessons. Flipping a classroom does not mean you can never lecture or that your classroom is always flipped. The teacher is still necessary for the flipped classroom, but he reverses from the traditional role, as Sams & Bergmann (2012) said: *"The instructor acts as a facilitator to motivate, guide, and give feedback on students' performance."*

2.6.3.1 Pillars of Flipped Learning

The four pillars of the flipped classroom are referred to by the first letters of **"Flip":**

- **F** (**Flexible Environment**): This means providing spaces and time frames that allow students to learn in a way that works best for them. This also means providing a variety of resources and tools that cater to different learning styles, such as videos, audio recordings, interactive activities, and written materials.

- **L** (**Learning Culture**): creating a positive learning culture that fosters collaboration, communication, and critical thinking This can be achieved by giving students opportunities to engage in meaningful activities without making the teacher the center of

the learning-teaching process.

- **I** (**Intentional Content**): creating intentional content that is designed to meet specific learning objectives This means carefully selecting and curating resources that align with the course goals and objectives, as well as ensuring that the content is engaging and accessible to all students. Moreover, it means providing opportunities for students to interact with the material in meaningful ways, such as through discussion forums, quizzes, and other interactive activities that encourage deeper learning and understanding.

- **P** (**Professional Educator**): Flipped learning requires teachers to take on a more facilitative role, guiding students through the learning process and providing support and feedback along the way. Furthermore, professional educators must be willing to adapt and innovate, constantly seeking out new resources and strategies to improve the learning experience for their students.

Figure 2.6: Pillars of Flipped learning

F	L	I	P
Flexible Environment	Learning Culture	Intentional Content	Professional Educator

2.6.4   Game-Based Learning

Game-based learning is an innovative approach to education that leverages the power of games to promote learning. It involves using games and game-like activities to teach new concepts and skills. Usually, it is assumed that the game is a digital game, but it can also refer to the use of non-digital games such as card games (Baker, Navarro, & Hoek, 2005). The use of game-based learning has been on the rise in recent years, with many educators recognizing the benefits of incorporating games into their teaching strategies since it makes learning engaging, full of interaction, and fun. Games are inherently enjoyable, and when used for educational purposes, they can help students stay motivated and focused. GBL also promotes

critical thinking, problem-solving, and collaboration, as Mark Grundel (n.d.) (as cited in Elina et al.2022) said "***Creativity, problem-solving, critical and analytical thinking, decision-making, and risk-taking are all found in game-based learning***"(p.32). This approach puts the students as the main focus, in which they acquire knowledge by doing and not as passive recipients absorbing information, as Roussou (2004) said: "***Game-players learn by doing, and such an approach helps in retaining information effectively as opposed to just receiving information in a passive manner***"(p.43).

2.6.4.1 Computer games vs Educational games

Computer games for use in game-based learning are generally termed 'educational games' (Tang, Martin, & Abdennour, 2009). Computer games and educational games may seem similar at first glance, but there are some key differences between the two.

The primary purpose of computer games is entertainment. These games are designed to be engaging, challenging, and fun for players of all ages. On the other hand, educational games are designed with a specific learning objective in mind. They are intended to teach or reinforce a particular concept, skill, or subject matter. Moreover, the content of computer games can vary widely, from action-packed shooters to immersive role-playing games. These games often feature complex storylines, characters, and worlds that players can explore. While educational games focus on specific subjects such as math, foreign languages, history, or science, they may use game mechanics to make learning more engaging, but the content is always tied to a particular curriculum or set of learning objectives. Furthermore, computer games are designed for a broad audience, including children, teenagers, and adults. They may have age restrictions or content warnings, but generally, anyone can play them. However, educational games are typically designed for a specific age range or grade level. They are often used in schools or educational settings and may be tailored to meet the needs of a particular group of learners. Finally, the impact of computer games on individuals and society may lead to addiction, aggression, and other negative outcomes, while educational games are generally seen as a positive influence on learning and academic achievement. These games can improve test scores, increase motivation, and enhance critical thinking skills.

2.6.4.2 The Benefits of GBLs

There are many benefits to game-based learning, which are presented in Figure 2.7.

- Increase Motivation and Engagement.
- Improve cognitive abilities.
- Enhance collaborative skills.
- Provide immediate feedback.
- More Learner-centeredness.

Figure 2.7: The benefits of the GBL

2.6.5 VAK Learning

VAK learning, also known as visual-auditory-kinesthetic learning, is a theory that suggests people have different learning styles. These styles are often categorized into three main types: visual, auditory, and kinesthetic; as it is showed in figure 2.8.

Figure 2.8: VAK learning styles.

- **Visual learning:** is a teaching and learning style in which learners prefer to learn through images, diagrams, charts, and other visual aids. They tend to remember information better when it is presented in a visual format, and they often use mental images to recall information later on. These people will use sentences such as 'let me see" and 'let's have a look at that'. Making up about 60%–65% of the general population, visual learners absorb and recall information best by seeing (Sreenidhi and Chinyi, 2017).

- **Auditory learning:** is a learning style in which learners prefer to learn through listening and speaking. They tend to remember information better when it is presented in an audio format, and they often use repetition and verbalization to reinforce their learning. They may have difficulty with written instructions. These people will use phrases such as 'tell me" and 'let's talk about it again'. Sreenidhi and Chinyi (2017) stated that about 30% of the population are auditory learners who absorb information best through the sense of hearing.

- **Kinesthetic learning:** is a learning style in which learners prefer to learn through physical activities and experiences. They tend to remember information better when they are able to touch, feel, and manipulate objects, and they often use movement and hands-on activities

to reinforce their learning. It is also known as tactile learning. Kinesthetic learners will use phrases such as 'Let me try" and 'Can I touch it?" According to Sreenidhi and Tay (2017), about 5% of the population are tactile and kinesthetic learners who absorb information best by doing, experiencing, touching, moving, or being active in some way.

2.6.6   Crossover Learning

Crossover learning is one of the innovative methods that are on the brink of having a profound influence on education (Sharples et al., 2015). It combines different disciplines and subjects in order to create a more comprehensive and engaging learning experience. It encourages students to think outside the box and make connections between formal and informal education. Sharples et al. (2015, p. 3) stated: "*These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn*". Which meansconnecting what students learn in school with situations that are informal, enjoyable, and attractive. For example, by using music or poetry, students will practice pronunciation and intonation.

The benefits of crossover learning are numerous, including increased creativity, better problem-solving skills, improved memory retention, and most importantly, it keeps students engaged and motivated, but implementing it in the classroom requires careful planning.

2.6.7   Competency-Based Teaching

CBT is an approach that focuses on the abilities of the learners. It entails engaging learners as active participants in the learning process. Furthermore, putting learners in situations similar to reality helps contextualize learning.

2.6.7.1 Competency based approach

Competency based approach is a method of assessing and developing the skills, knowledge, and abilities of individuals or groups based on specific competencies. It focuses on what people can do rather than what they know or how long they have been doing it.

CBAdoes not pertain only to academic knowledge, as in traditional testing where rote memorization of prefabricated knowledge is required, as Docking (1994, as cited in Bader and Hamada, 2015) said: "*organized not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment, and reporting*"(p.4).

2.6.7.2 Competency-based education

Competency based approach is used in a variety of settings, including education, healthcare, and business. In education, it is called competency-based education. There are many terms referring to it, such as competency-based curriculum, proficiency-based education, etc. Richards and Rodgers (2001, p. 141) explain that the CBE "*advocates defining educational goals in terms of precise, measureable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study*". It is used to assess and develop the skills and knowledge of students.

2.6.7.3 Competency-based learning

Competency-based learning is an approach to education that focuses on the mastery of specific skills and knowledge rather than just completing a set curriculum or earning grades. This approach is analogous to CBE; they are often used interchangeably, but they actually have distinct differences. For example, CBL and CBE differ in their focus. CBL is focused on the development of specific skills, while CBE is focused on the demonstration of those skills. Despite their differences, the CBL and the CBE share some similarities. Both approaches are focused on the development of specific skills and competencies rather than simply completing courses or earning grades.

The concept of competency-based learning focuses on three key characteristics: learner-centric, differentiation, and learning outcomesas it is presented in Table 2.1.

Table 2.1: The 3 key characteristics of CBL

Learner-Centric	Outcome-Based	Differentiated
•Focus on the individual learner. •Rather than following a one-size-fits-all approach, this method allows for personalized learning experiences that are tailored to each student's unique needs and abilities.	•Ensure that students have mastered the necessary skills and knowledge. •Assessments are focused on measuring student progress toward specific learning outcomes, rather than simply assigning grades based on completion of assignments or exams	•The teacher must be able to identify and address the specific needs of each student, providing targeted instruction and support to help them achieve their goals.

2.6.8   Flashcards Learning

Flashcard learning is a popular study technique that involves using cards with information on them to help memorize and recall important facts, concepts, or ideas. This method is particularly effective for visual learners who benefit from seeing information presented in a clear and organized manner.

Flashcards can be used to study virtually any subject, such as language vocabulary. They are especially useful for rote memorization, as they allow students to practice recalling information quickly and accurately. To create effective flashcards, it is important to keep them simple and concise. Each card should only contain one piece of information, whether it is a single word, a definition, or a formula. It is also helpful to include images or diagrams on the cards whenever possible, as visual aids can enhance memory retention. Finally, be sure to review your flashcards regularly to ensure that the information stays fresh in your mind.

2.6.8.1 Why flashcards are useful?

There are many reasons that make flashcards useful and effective, which will be summarized in the following:

- **Active recall**

One of the key reasons why flashcards are so effective is because they promote active recall. Active recall is the process of actively retrieving information from memory as opposed to simply reading over notes or textbooks. By forcing your brain to actively retrieve information from memory, you are strengthening neural pathways and making it easier to remember that information in the future.

- **Spaced repetition**

Another benefit of using flashcards is that they allow for spaced repetition. Spaced repetition is the practice of reviewing information at increasing intervals of time with the goal of retaining that information in long-term memory.

- **Personalization**

Flashcards also offer a high degree of personalization. Unlike traditional study methods, where everyone is forced to learn the same information at the same time, flashcards can be tailored to individual needs and preferences.

- **Metacognition**

By deciding what to put on each flashcard and regularly reviewing them and assessing their own performance, you are using "metacognitive processes". So learners can identify areas where they need more practice, where they have gaps in their knowledge, and areas where they are improving.

2.7   Characteristics of Modern Teaching Methods

New teaching methods are characterized by a focus on learner-centered, task-based, resource-based, interactive in nature, and peer collaboration.

- **Learner-centered**

Modern teaching methods are focused on the individual student and their unique learning needs. These methods encourage students to take an active role in their own learning process rather than simply being passive recipients of information while the teacher acts only as a guide.

- **Task-based**

This characteristic of modern teaching techniques is a great way to engage students and develop their practical skills and abilities, as well as their critical thinking and problem-solving abilities. Students are given specific tasks or activities and are encouraged to work collaboratively with their peers to find solutions.

- **Resource-based**

Teachers focus on using a wide range of resources to support students' learning. Also, students are encouraged to access and engage with a variety of resources in order to deepen their understanding of the subject matter.

- **Interactive in nature**

Modern teaching methods are defined as very interactive since students interact with each other and with the teacher. It will create a dynamic and collaborative learning environment.

- **Peer collaboration**

Modern teaching methods encourage students to learn not just from teachers but also from their peers, which will develop their communication and interpersonal skills as well as their ability to work effectively in teams.

2.8 Advantages of Modern Teaching

Modern teaching methods have various advantages, which will be highlighted as follows:

- **Cognitive thinking skills**

Using new teaching methods encourages students to think critically and creatively, which leads to the development of cognitive thinking skills.

- **Exploring things**

Modern teaching methods emphasize the importance of exploration and discovery. Students are encouraged to explore new ideas, concepts, and perspectives. This will enhance their learning experience and cultivate a sense of curiosity and wonder that can lead to lifelong learning.

- **Developing unique patterns of learning**

One of the great advantages of modern teaching methods is their ability to cater to individual learning styles. Every student has a unique way of processing information, and modern teaching methods recognize this fact. By offering a variety of learning modalities, modern teaching methods allow students to develop their own unique patterns of learning. This personalized approach to education ensures that every student has the opportunity to succeed.

- **Application-based skills**

Modern teaching methods place a strong emphasis on practical application. Instead of simply memorizing facts and figures, students are encouraged to apply what they have learned to real-world situations.

- **Learning relevantly to the increasing needs**

In today's rapidly changing world, it is essential that students learn skills that are relevant to the needs of society. Modern teaching methods take into account the current trends and demands of the job market and adjust their curriculum accordingly. This ensures that students are equipped with the skills and knowledge necessary to succeed in their chosen fields. Additionally, modern teaching methods often incorporate technology into the learning process, further preparing students for the digital age.

2.9 Conclusion

In this chapter, we started by defining the terms "new teaching methods" and "the new generation". After that, we mentioned the characteristics and preferences of Generation Z. Then, we indicated the learning styles according to Barnes & Noble College. Moreover, we pointed out the good teacher for this new generation and determined the learner-centered approach. Next, we cited some of the new teaching methods and explained them by identifying their concepts, strategies, and features. Furthermore, we presented the characteristics of these techniques and explained them briefly. Then, we concluded by highlighting the advantages of modern teaching methods.

Chapter III

Research Methodology and Results

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3.1 Introduction

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3.2.1 The purpose of the study

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3.2.3 Setting and Participants

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3.3 Findings and Discussion of Results

3.4 Recommendations

3.5 Conclusion

3.1 Introduction

The preceding chapters were entirely devoted to the theoretical parts of our research and provided useful information on both traditional and modern teaching methods. However, the current chapter discusses the empirical aspects of this study. It starts with a clear explanation of the methods used in the research and investigates the Eliciting views on using the new teaching methods for a better result in the learning process. The third chapter is divided into two parts: theory and practice. The theoretical part deals with the main description of the research setting, case study, and selection of the target sample. After that, we presented the data collection tools used, which were supported by a questionnaire distributed to 30 teaching practitioners in the city of Tiaret and a structured observation at Tiaret Middle School "Baker Ben Hamad" during the academic year 2022-2023. The second part is practical, which includes a qualitative and quantitative analysis of the collected data. The chapter ends by providing some suggestions and pedagogical recommendations for the study, in addition to some suggestions for further research. In brief, this chapter attempts to identify how the methods used by teachers affect students' motivation and learning.

3.2 Research Design

The current research is an analytical research, and according to Omair (2015), this type of data helps to establish the relevance of an idea or confirm a hypothesis. It also helps to identify a claim and find out whether it is true or false. In this research, we are investigating the effect of the new teaching methods on the new generation's outcomes, which are believed to be more effective among this generation.

3.2.1 The purpose of the study

This research is designed for the purpose of exploring if the new teaching methods are effective in helping the new generation achieve better instructional objectives.

The reason behind choosing this topic is the new generation's different mentalities and the new methods that suit their expectations and needs. It also sheds light on new teaching methods' role in involving learners in the instructional process. Yet, this research seeks to determine if the new teaching methods are being utilized in the Algerian middle schools.

- The first research question was formulated to determine the new methods and techniques that teachers use or find feasible to use.
- The second research question aimed to investigate the use of the new methods of teaching English in the Tiaretian middle schools.
- The third research question was generated to identify the awareness of the English instructors from other generations about their new generation students' expectations in the teaching-learning process.
- The fourth question sought was whether learner-centered learning affects students' engagement in classrooms.

The research hypotheses were listed as follows:

1. The new methods and techniques that teachers are supposed to use are: flipped classroom, VAKlearning, collaborative learning , and game-based learning.
2. The new methods of teaching English are somehow applied in the Tiaretian middle schools due to the overcrowded classrooms and time limitations.
3. English instructors from other generations are not aware of the new generation's expectations.
4. Learner-centered learning has a positive effect on students' engagement in classrooms.

3.2.2 Method

This research is based on mixed methods; it combines both quantitative and qualitative methods. A mixed method is a research method that combines and integrates qualitative and quantitative research methods in a single research study. It involves gathering and analyzing quantitative and qualitative data to answer research questions and understand a phenomenon. It improves the credibility of their findings and highlights the results from one method with the results from the other.

3.2.3 Setting and Participants

This study took place at the middle schools in Tiaret. This investigation targeted the population of teachers of English and learners of the new generation to identify the use of the new teaching methods and their impact on this generation's motivation and interest in

learning. Furthermore, the sample was chosen randomly using probability sampling.

3.2.4   Data collection instruments

The data collection tools are the ones used to collect data about the research for the purpose of providing responses to the research questions and proving the hypothesis claimed. The data for the present study was collected through two research instruments to collect enough data. The first tool was a questionnaire administered to teachers of English at middle schools in Tiaret. Furthermore, the second tool was a structured observation of two classes at the middle school of Baker Ben Hamad in Tiaret.

3.2.4.1 Description of the Teacher questionnaire

The questionnaire was written in English since all the participants are teachers of English. We printed 30 copies and distributed them randomly among the 28 middle schools in Tiaret. This questionnaire collected data using both qualitative and quantitative methods, which helped us test our hypothesis. The latter contains 15 questions, a blend of open-ended, closed-ended, and multiple-choice questions, divided into two sections as follows: Section one consists of two questions that collect participants' personal information (age and gender). Section two, which consists of twenty questions, provides the teacher's conception of implementing new teaching methods. When filling out the questionnaire, the participants were asked to tick in the appropriate answers or to justify their answers when necessary. However, the last question demanded that teachers provide an example from their own experience with the new generation of teaching methods.

3.2.4.2 Description of the Classroom Observation

In this investigation, we have conducted classroom observation as the second tool for gathering data. We have attended two sessions with two different teachers. One class was made up of 49 learners, whereas the second class was made up of 36 learners. The two classes are in their second year at Baker Ben Hamad Middle School. For this reason, we have prepared a checklist that assesses teaching methods as well as the learning environment.

The checklist's statements revolve around the classroom environment, the teacher's attitude and methods used in class, and the learners' interaction and behavior in class. Furthermore, testing the approaches of learner-centered and teacher-centered

3.3 Findings and Discussion of Results

This section is dedicated to the analysis of the data gathered from the questionnaire and the observation checklists. We will present to you the results and the findings discovered in the established data.

3.3.1   Teachers' Questionnaire findings

In this part, we will represent the data collected from the teacher questionnaire and analyze it.

3.3.1.1 Analysis

- **Section One: General Information**

This section is designed to gather information on the teachers' personal information (gender and age).

 Question 01: What is your gender?

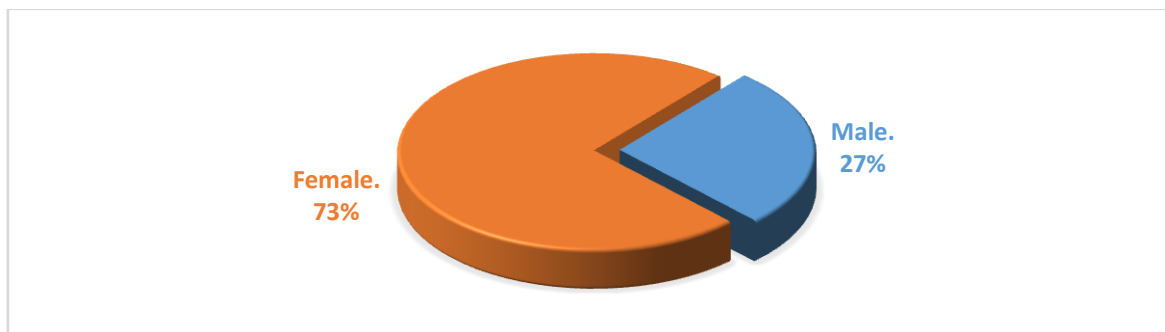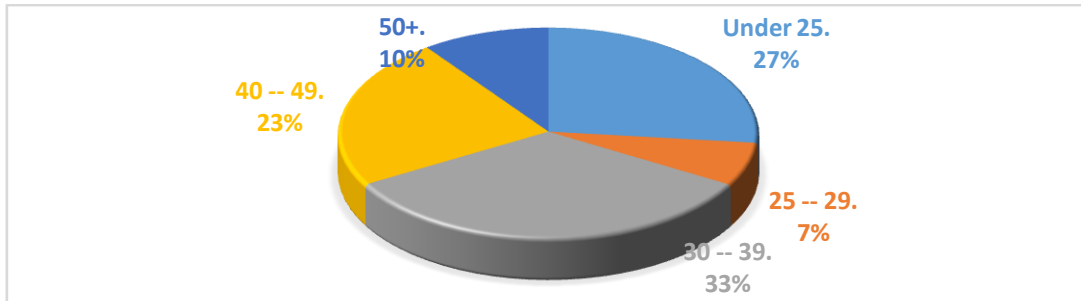*Figure 3.1: Teacher's gender distribution*

Figure 3.1 shows that the majority of the teachers (73%) are females and only (27%) are males, because females are expected to be more interested in teaching a foreign language. However, males are more interested in choosing the scientific field.

Question 2: How old are you?

Figure 3.2: Teachers' age

There are four age groups in our selected sample. Teachers between 23 and 29 years old represented (33%). Also teachers between 30 and 39 years old represented (33%). However, (24%) teachers are aged between 40 and 49 years old. Out of the total number of the sample (30), only threeteachers (10%) are over50 years old. So, we can say there are teachers from various generations

- **Section two: Teacher's conception of implementing New Teaching Methods.**

Question 03: You must haveheardaboutthenewteachingmethods.

Figure 3.3: Teachers awareness toward new teaching methods
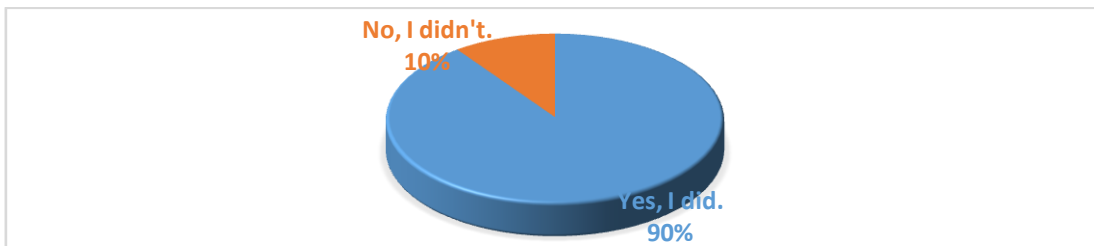
According to Figure 3.3, the majority of teachers (90%), which in numbers is 27 teachers know the new teaching methods. However only (3%) of teachers said that they hadn't heard about it.

Question 04: Do you use the new teaching methods in your class?

- If yes, what are the new methods that you use?

- If no, why?

In this question, teachers were asked if they use new teaching methods in their classes, and if they do, they should cite the ones they use; if not, they should justify their answer in order to

better understand their choices. However, only 15 of 22 answers were kept because there were similar responses and not all teachers answered the question.

Teachers who said "Yes" gave the following answers:

➢ VAK and gamification.

➢ I use CBA, games, group and pair work, flashcards.

➢ Now, I am trying to implement the CBA teaching approach in my classes. I also use flashcards.

➢ The collaborative learning, games, CBA… etc.

➢ Like working with groups especially in writing paragraphs. I use games to motivate learners to do their best.

➢ Teaching by competences.

➢ I use the community and the gaming.

➢ I use ICT's and data-show.

Teachers who said "No" gave the following explanations:

➢ We are not ready yet (schools are not ready, we need more materials, more time).

➢ I still use the old methods and this depends on the learners' needs.

➢ I don't use them due to the time limitation and overcrowded classrooms.

➢ I am a novice teacher that prefer the old methods.

➢ Number of students do not allow.

➢ I didn't hear about the new one and I saw the other teachers using only the old one.

Question 05: How often do you have the chance to try innovative methods of teaching?

*Figure 3.4 Time to try innovative methods*
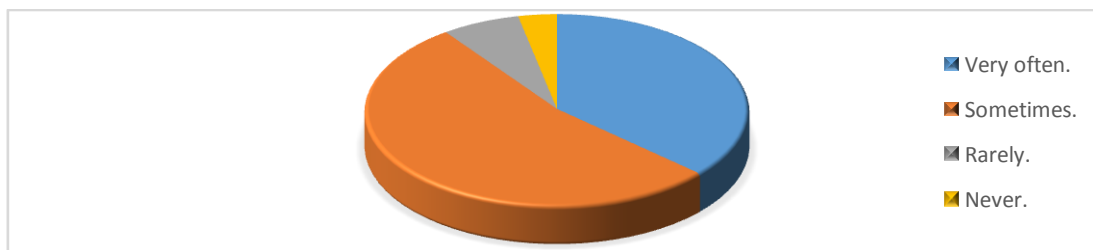
Teachers are asked to answer the question about the number of times that they have used innovative methods of teaching, and a high percentage of them (53%) said that they use innovative methods sometimes. And (37%) of teachers said they use them very often. While

(7%) of the teachers rarely have the chance to use innovative methods. And only one teacher (3%) chose never did. These results show that teachers use new teaching methods in their classes.

Question 06: Following are some new teaching methods, choose the ones you used or you think are feasible to use.

Figure 3.5: New teaching methods used by teachers
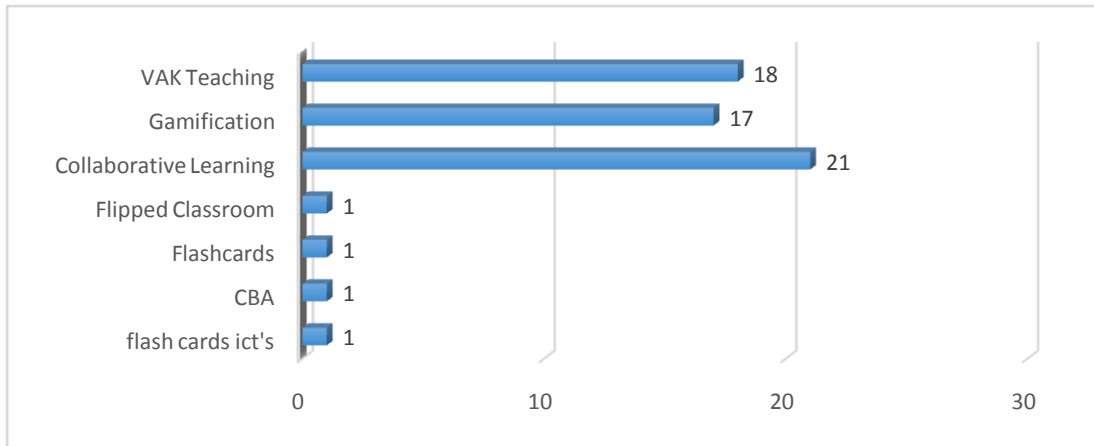
According to the findings above, it is observed that each teacher selected at least two different types; the result reveals that (21) teachers, with a ratio of (72%), chose collaborative learning. (18) teachers, representing (62%), use VAK Teaching. Moreover, (59%) of teachers, which in numbers is (17), said they utilize gamification as a new teaching method. While only one teacher with a percentage of (3%) opted for the flipped classroom, Finally, only three teachers (10%) ticked the option "others", One of them stated that he uses flashcards, the second said he uses flashcard ict's and the third said he uses CBA, as shown in figure 3.5**.**

Question 07: Do modern teaching methods help learners achieving miraculous outcomes?

Figure 3.6: Teacher's opinion about the effectiveness of new teaching methods
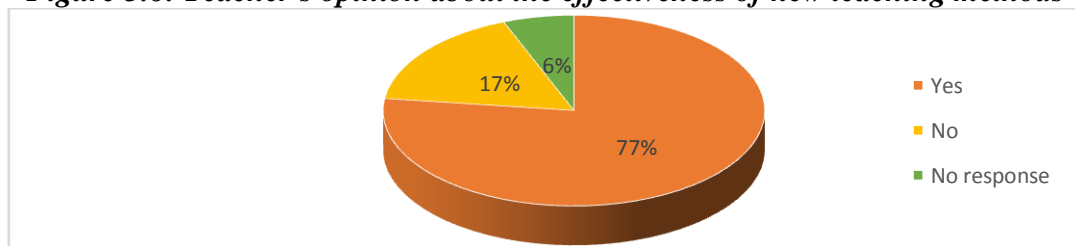
From the result above, we notice that the majority of teachers (77%) said that modern teaching methods help learners achieve miraculous outcomes. Whereas (17%) of the participants claim that the new teaching methods don't help learners get better results. The last (6%) did not answer the question.

Question 08: Do you still rely on some traditional teaching methods?

Figure 3.7: Teacher's use of traditional methods
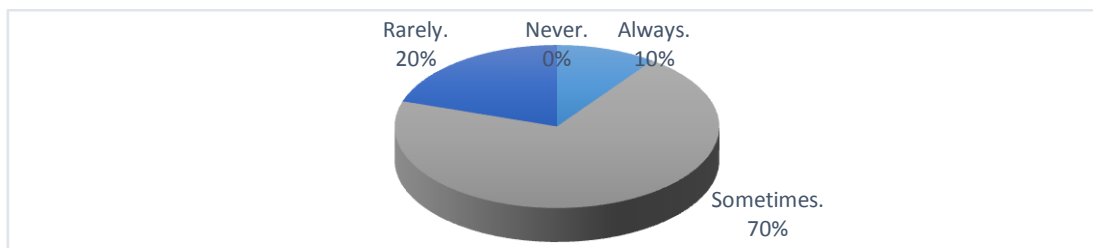
Figure 3.7 shows that the majority of teachers (70%) said that they still sometimes rely on some traditional teaching methods. Other teachers (10%) said they always do. Whereas (20%) of teachers rarely use traditional teaching methods. The fourth option (never) received no choice from the participants in this study.

Question 09: Whatare thetraditional teachingmethods that you use or youthink are moreused nowadays?

Figure 3.8: Traditional methods used nowadays
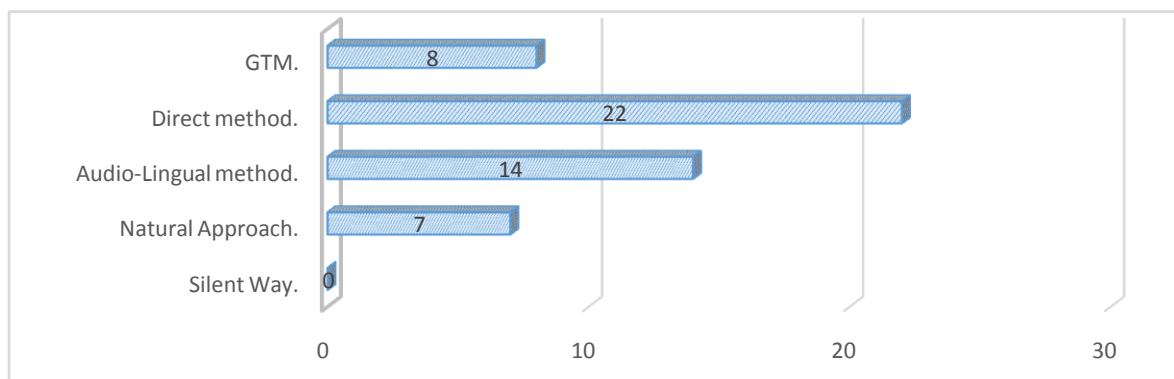
According to the findings, (73%) of the teachers use the Direct Method, (47%) prefer the Audio-Lingual Method, (27%) use GTM, and the remaining (23%) use the Natural Approach. However, no one of the teachers uses the silent way. The results are presented in Figure 3.8.

Question 10: How do you describe your session?

Figure 3.9: Teacher's description of their session

The analysis of the findings asserted that the majority of teachers (83%) described their session as both (learner-centered and teacher-centered), while (10%) of them described it as teacher-centered. However, only (7%) described it as learner-centered.

Question 11: You design you lesson plan and activities based on.

Figure 3.10: Teacher's lesson plan bases
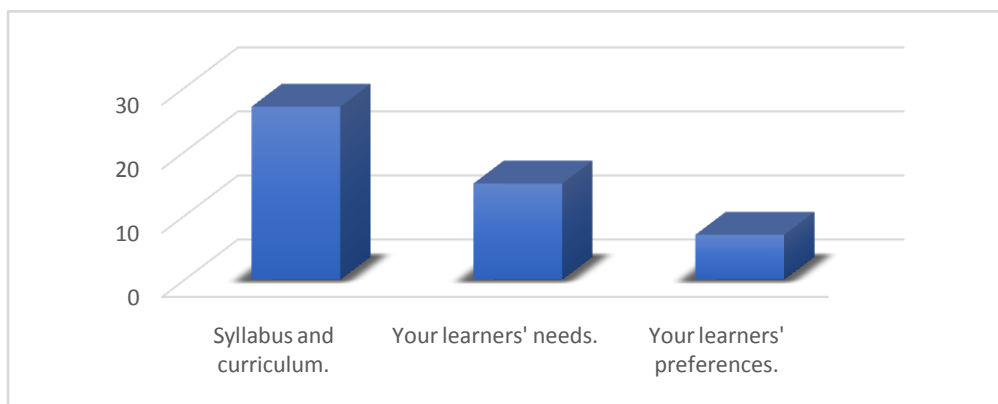
According to Figure 3.10 above, it is observed that each informant selected at least two different responses. The result reveals that 27 teachers, with a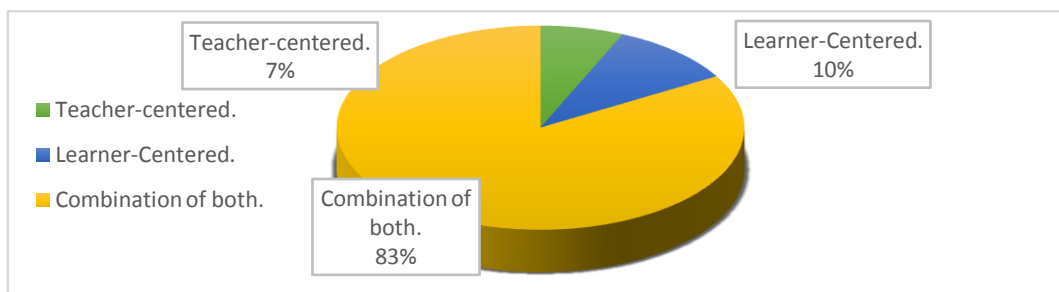 ratio of (90%), plan their lessons based on the syllabus and curriculum. This shows that most of the teachers' main objective is to finish the curriculum and rely on it blandly. A number of 15 teachers (50%) opted to plan their lesson based on their learners' needs, which highlights that some teachers are aware of their learners needs and pay attention to their expectations, whereas a total of seven teachers (23%) ticked the option "your learner preferences." This means that a small number of teachers are taking into account their learners different styles and preferences when designing a lesson.

Question 12: This new generation is considered to be completely different from the past generations.

Figure 3.11: Teacher's opinion about the new generation
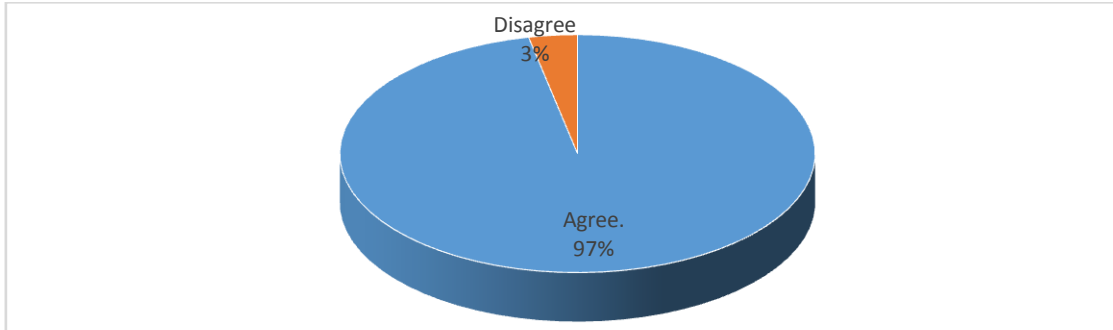
In the pie chart above, it is remarkable that (97%) of the participants agreed that this new generation is considered to be completely different from the past generations; only one teacher disagreed on that.

Question 13: According to you as a teacher, describe this generation.

After gathering 24 responses, only 5 were kept, and the others were rejected because they were identical or we got empty response, and their answers are as follows:

➢ This generation has its proper way of thinking, interest. Technology has changed their way of living and their way of acquiring knowledge.

➢ In fact, we have two types of learners. The first ones are strong-rolled, who prefer working in pairs or groups. They also make efforts when dealing with topics which attract their attention. However, the second type of learners don't make efforts. They are passive. They don't give any important to their education. Learning for them is a nightmare!

➢ Tough, curious and I call them technology generation.

➢ This generation is focusing on just taking without producing. They want easy tasks. They are lazy learners.

➢ They are already opened on learning languages such as: Chinese, Corean, English, Turkish in their spare time. However, they are not interested to learn them at schools(English).

Question 14: Do you agree that the new generation needs a special care and attention for better results in the teaching-learning process?

Figure 3.12: Teachers opinion about the new generation "need special care"
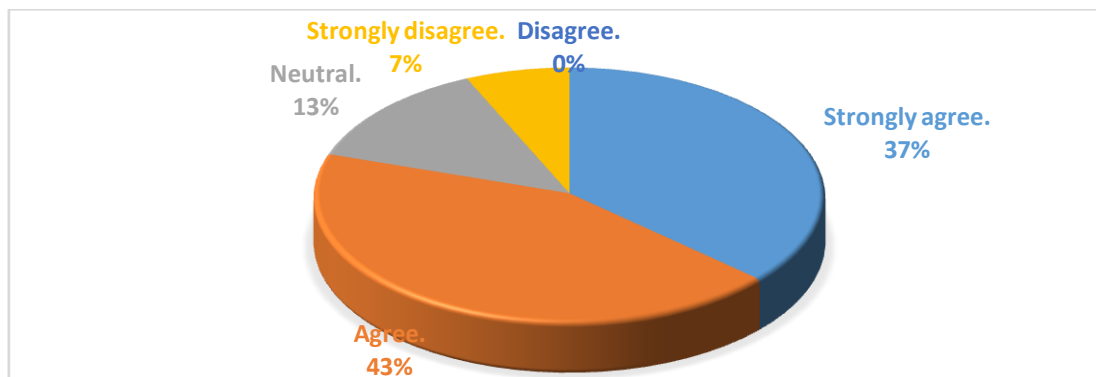
This statement aimed at knowing teachers' opinions about whether the new generation needs special care and attention for better results in the teaching-learning process. As the figure shows, the majority of teachers (43%) agreed, and (37%) strongly agreed with the idea. However, (13%) were neutral, while only (7%) of the participants strongly disagreed, and no one selected the option to disagree.

Question 15: Would you share with us your experience as a teacher of this new generation and how do you deal with it?

In order to get more insight into this phenomenon, we asked teachers to share with us their experience as teachers of this new generation and how they deal with it. Despite the fact that most teachers did not reply to the question, we selected 7 out of 17 responses:

➤ I think that the new generation is not fully in the learning process because of various factors: the syllabus, timing allocated to the English language and the crowded classes.

➤ According to my experience of 24 years in teaching. I think you should involve the learners in the learning process but at the same time be the controller of the class.

➤ I just listen to them and understand them. I just go slowly with them till they grasp the knowledge acquired. I teach them that if we don't try, we don't learn.

➤ I am an authoritative teacher I think the secret behind controlling this generation is to pay attention to them they are talkative but have a very positive energy to be mastered

➤ I still have a humble experience but I think that this generation need to be respected and treated in a dissent way for better relationship between the teacher and the learners.

➤ As a teacher I used to be their teacher as well as a parent, a psychologist and a guide to make them feel at ease in learning my field and cope with their minds in returnI feel at ease too.

➤ As a teacher this generation needs a certain method of teaching, but with no overcrowded classrooms so that learners will have the chance to be responsible of their learning.

3.3.1.2 Interpretation of results

The purpose of this research was to investigate the effect of the new teaching methods in the Algerian middle schools and how teachers are dealing with the new generation. It was necessary to use the teacher's questionnaire as a major tool in order to obtain a variety of findings that assist us in answering the questions proposed at the beginning of the work and testing the validity of the hypotheses. The results of the questionnaire distributed to thirty teachers of English in different middle schools in Tiaret.

According to the data analysis, the first conclusion that can be drawn from the teacher's responses from the first section of the questionnaire is that the majority of teaching practitioners of English are female, but this does not affect the use of the new teaching methods. However, we indicated that the age of the teacher did affect the use since the elders are still relying on traditional methods. Whereas the young and youth teachers use new teaching methods, these findings agree with Xuerong (2012), who stated that elder teachers should learn about teaching strategies and how to use them in the classroom. From this, it can be said that the hypothesis predicted that "English instructors from ancient generations are not aware of the new generation's expectations." is confirmed.

The second section of the teachers' questionnaire is for the sake of knowing the implementation of the new teaching methods; the results show that the majority of English teachers are familiar with the modern teaching methods. Most of them confirmed that they use those teaching methods in the classroom. For instance, teachers reported that they use games, group work, and flashcards, which are very important teaching techniques to engage students and keep them motivated to learn. This finding agreed with Pathan & Aldersi (2014), who

argued that using games and real objects in teaching increases students' motivation and understanding. Moreover, findings showed that the new teaching methods that are most feasible to use are collaborative learning, VAK teaching, and gamification, which answers our hypothesis that states: "The new teaching methods that teachers are supposed to use are VAKlearning, collaborative learning, and game-based learning."

Furthermore, we have seen that most teachers agree that using innovative teaching methods helps achieve a miraculous outcome since the learners are the main focus in the learning process, which will motivate and attract them. These techniques affect students' engagement in learning English positively. These findings agree with Jarrar (2014), who showed that using some strategies like learning by playing and doing increases low-achieving students' motivation and increases their achievement. And it agrees with Bernaus et al. (2009), who pointed out that when teachers use new teaching strategies, they motivate and engage students to learn better and easier. This latter fact confirms our hypothesis that "learner-centered learning effects positively on the students' engagement in classrooms.

Through the discussion of the main results, it can be concluded that new teaching methods have a positive impact on the new generation since they touch on their expectations and eliminate the boredom that occurs with traditional methods. However, from the findings, teachers prefer using such innovative methods in less crowded classrooms because, in similar classes, the teacher can lose control over his classroom management and would prefer to rely on traditional methods and be the center of the class.

3.3.2   Classroom observation

In the following part, we will present to you the analysis of the findings from the classroom observation of the two classes in Bakr Ben Hamad Middle School in Tiaret.

3.3.2.1 Analysis

Observation 01: Classroom atmosphere in a session using Traditional methods. **Teacher:** X **Date of the observation 01**: Sunday, March 12th, 2023. **Number of Students**: 49 **Class**: Second year

Chapter Three Research Methodology and Results

Observation 02: Classroom atmosphere in a session using Modern methods. **Teacher**: Y **Date of the observation 02**: Monday, March 13th, 2023. **Number of Students:** 36. **Class**: Second year

Table 3.1: Checklists of the two classes

Category	Items for observation 01	Responses Yes	Responses No	Items for observation 02	Responses Yes	Responses No
Classroom	The classroom is crowded.	✖		The classroom is crowded.		✖
Teacher	Relates materials and concepts to students' experiences and interests.		✖	Relates materials and concepts to students' experiences and interests.	✖	
Teacher	Employs other tools or instructional aids.		✖	Employs other tools or instructional aids.	✖	
Teacher	Uses new teaching methods		✖	Uses new teaching methods	✖	
Students	Learners are involved in the learning process.	✖		Learners are involved in the learning process.		✖
Students	All students actively interact in class activities and discussions.		✖	All students actively interact in class activities and discussions.	✖	
Students	The students are enthusiasticabout the lesson they are learning.		✖	The students are enthusiasticabout the lesson they are learning.	✖	
Students	Students are engaged and active.		✖	Students are engaged and active.	✖	
Students	Students are attentive to instructions and tasks.		✖	Students are attentive to instructions and tasks.	✖	
Students	All students understand the lesson and can use it.		✖	All students understand the lesson and can use it.	✖	

Statement 1: The classroom is crowded.

Figure 3.13: Number of students in the classroom
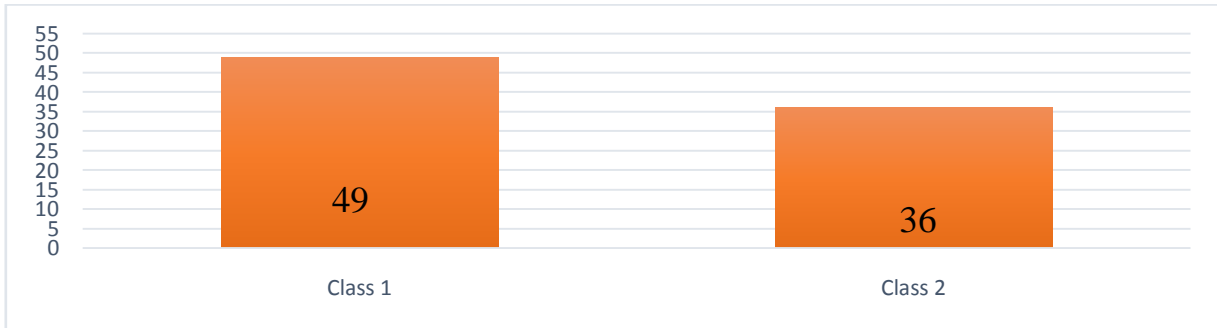
The figure 3.13 shows that class 1 is more crowded than class 2, since class 1 has an average of 49 students while class 2 has 36 students.

Statement 2:Relates materials and concepts to students' experiences and interests.

Figure 3.14: Teachers relating materials to students' experiences and interest
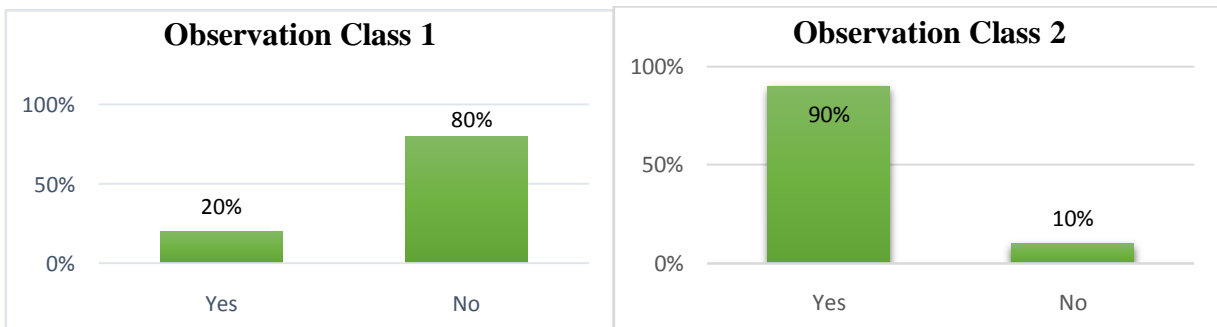
The two graphs from figure 3.14 show that the teacher of class 1 does not relate materials and concepts to students' experiences and interests with an average of (80%), while the teacher of class 2 does with an average of (90%).

Statement 3:Employs other tools/instructional aids.

Figure 3.15: Implementation of other tools and instructional aids
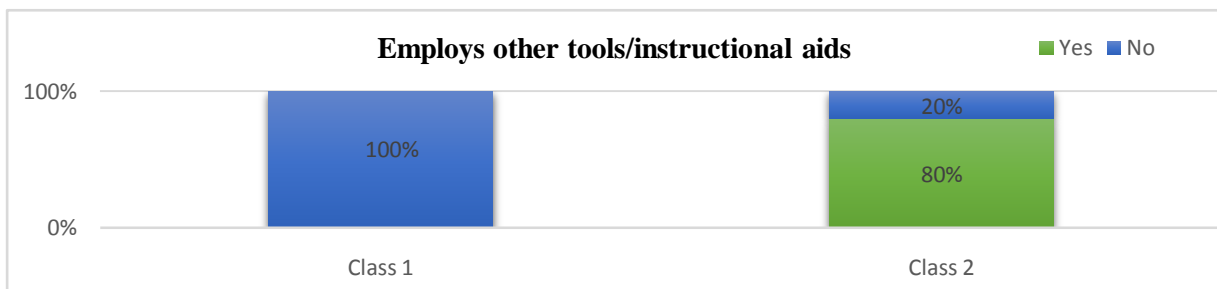
According to Figure 3.15, the teacher of class 1 does not employ other instructional aids, while the teacher of class 2 uses other tools. Teacher 1 relies only on the textbook, but teacher 2 utilized it just at the beginning of the session and then employed other instructional aids such as flashcards.

Statement 4: Uses new teaching methods.

Figure 3.16: Implementation of new teaching methods
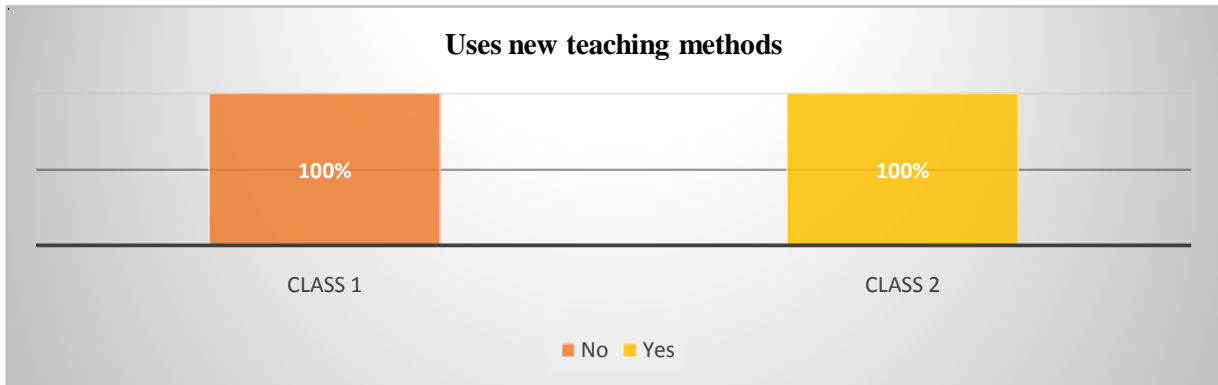
As figure 3.16 represents, the teacher of class 1 doesn't use the new teaching methods, while the teacher of class 2 does. So, teacher 1 utilizes only traditional teaching methods, and teacher 2 uses modern ones.

Statement 5: The learners are involved in the learning process.

Figure 3.17: The learners' involvement to the learning process
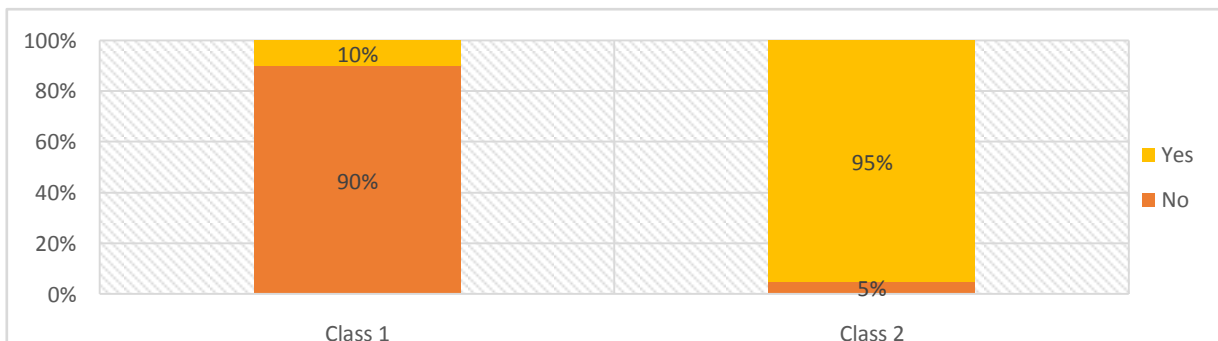
The figure above shows that the teacher of class 1 involves the learners in the learning process with an average of (10%), while the teacher of class 2 involves them with a percentage of (95%). So in class 1, the teacher takes the main role (teacher-centered), while in class 2, the students are the main focus (learner-centered).

Statement 6:All students actively interact in class activities and discussions.

Figure 3.18: The students' interaction in class activities and discussions
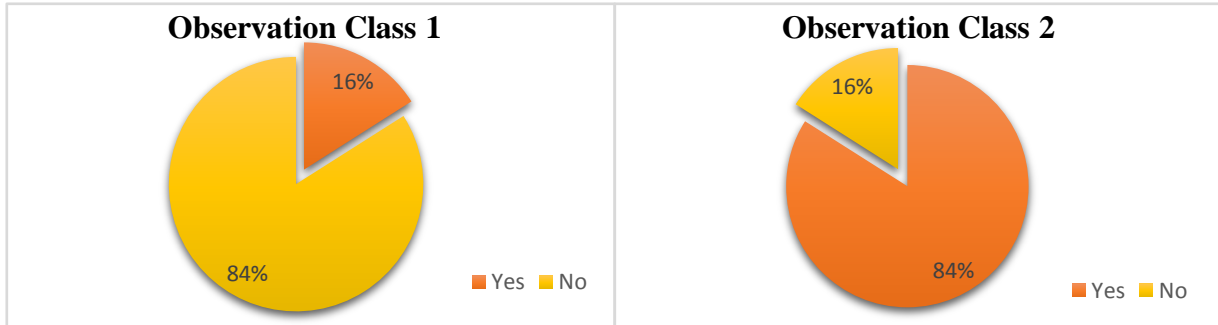
As the findings above show, the students of class 1 interact in class activities and discussions with an average of 16%, which is low compared to the students of class 2, who interact with an average of 84%. So learners interact more when the teacher is using the new teaching methods.

Statement 7:The students are enthusiastic about the lesson they are learning.

Figure 3.19: The students' motivation about the lesson
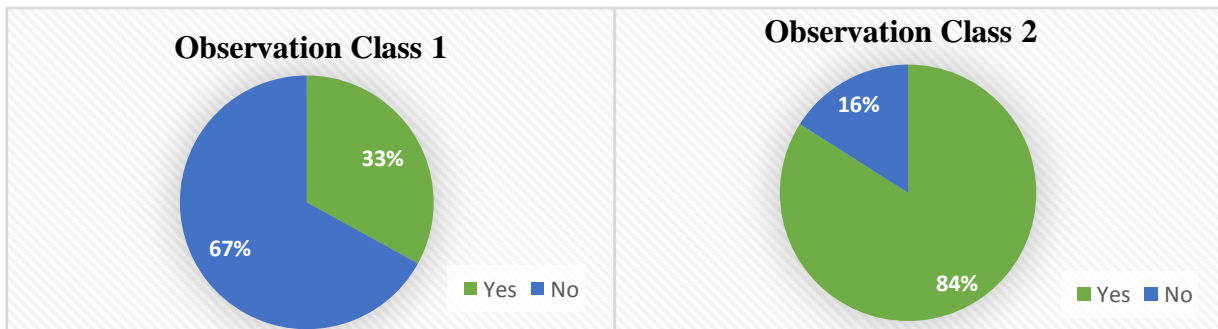
In the figure above, it is observed that 72% of the students in class 1 are not enthusiastic about the lesson they are learning, while 84% of the students in class 2 are motivated by the session.

Statement 8&9:Students are engaged and attentive to instructions and tasks.

Figure 3.20: The students' engagement and attentiveness to tasks
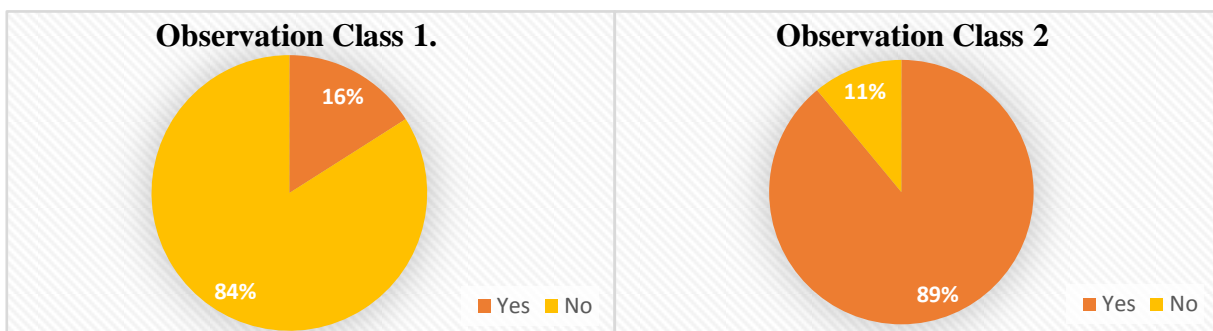
Figure 3.20 shows that in class 1, just (10%) of the students are engaged and attentive to instructions and tasks, and (84%) are not. In class 2, (89%) of the students are engaged and (11%) are not. So, from these findings, we understand that the new teaching methods affect the learners' engagement positively.

Statement 10:**All students understand the lesson and can use it.**

Figure 3.21: The students' comprehension to the lesson
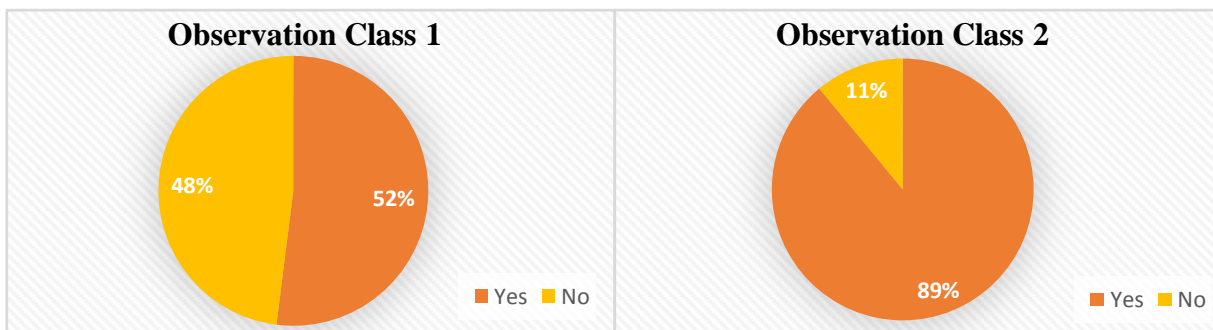
Statement 10 aimed to know to what extent the learners understood the lesson and if they could use it. So the results showed that (52%) of the students in class 1 understood it, while (48%) of them didn't. And in class 2, (89%) of the students comprehended the lesson, and just (11%) did not. So, to achieve a better result in the classroom, it is preferred to use modern teaching methods.

3.3.2.2 Interpretation of results

By observing the lessons, a picture of what really happens inside the language learning classroom was provided. The classroom observation depends on the learner's attitude and performance, the teachers' attitude and role, and the classroom setting and environment. Classroom observation was conducted in four classrooms of second-year students in Baker Ben Hamad Middle School: one class of 49 students and the second class of 36 students.

During the first class using traditional methods, learners were not active participants in the learning process; only a few students were interacting with the teacher. In fact, the learners seemed uninterested and unmotivated for most of the session, and they rarely participated except for a few girls and two boys who showed interest and motivation to learn rather than their colleagues who were talking during the whole session. Also, the teacher was asking questions from the activity, giving hints, and sometimes giving the answer clearly. However, the class was noisy, and only a few teachers could control it. The observed teacher facilitated the lesson, and he was the one who read the text instead of the students; they just listened. Therefore, teachers did not use computers or data shows, only relying on the textbook.

During the second class with the second teacher, who uses new teaching methods, learners were participating more and seemed very interested when their teacher started talking. This teacher in that session used flashcards, and he related them to each student's personal experience; they were excited to give examples from their own experiences. We can say that he had full control over that class, and the fact that neither the learners nor their teacher knew we were going to attend with them was spontaneous and natural. Furthermore, learners showed interest and enthusiasm to learn, and the main point was their understanding.

The results obtained from classroom observation show that some teachers are not yet ready to create learner-centered environments. Many teachers' efforts to rely on group and pair work are prevented by the large number of pupils in the classroom and the lack of motivation and control.

3.4 Recommendations

On the basis of the findings of the studies, the researcher suggests these recommendations to English teachers.

3.4.1   Recommendations for Teachers

- ✓ The teachers are advised to teach English by using modern methods to increase learners' engagement and motivation to learn.
- ✓ The teachers are advised to increase the interaction between them and their learners.
- ✓ The teacher is recommended to create an active environment in the classroom so he or she can use the teaching strategies easier.
- ✓ Teachers should be trained on how to provide a learner-centered teaching environment.
- ✓ Lesson plans and activities should be planned according to students' interests and preferences.
- ✓ Teachers should have a well-organized classroom management plan.
- ✓ Teachers should love their job in order to be more creative.
- ✓ Teachers should get out of their comfort zones and try innovative methods.
- ✓ Teachers should be aware of their learners needs and interests.
- ✓ Teachers should know their learners' different styles of learning and design activities based on that.
- ✓ Teachers should love their job in order to be more creative.

3.5 Conclusion

In the conclusion, this chapter began by outlining the methodology information, including the sample chosen to conduct the current study, second-year middle school learners, and the data collection tools: a questionnaire and classroom observation. Following that, the researcher analyzed and interpreted the questionnaire results through tables and graphs for more visual clarification. In fact, through this questionnaire and the observation checklists, we have come up with the positive impact of new teaching methods on the new generation. However, the overcrowded classroom could be a barrier that prevents teachers from becoming more creative. Furthermore, this chapter also included the interpretation of both investigation tools. At the end, the research concluded with recommendations for teachers of English.

General Conclusion

General conclusion

Modern teaching methods refer to the innovative techniques used by teachers to engage and motivate students in the learning process. These methods are designed to cater to the needs of 21st-century learners, who require more interactive and personalized approaches to education. There are several types of new teaching methods, such as collaborative learning, spaced learning, flipped classroom, game-based learning, VAK learning, crossover learning, competency-based learning, and flashcard learning. Those methods focus on student-centered learning, where students take an active role in their education. These approaches emphasize critical thinking, problem-solving, and collaboration, preparing students for the real world.

In contrast to traditional teaching methods that relied on textbooks as the primary source of knowledge and focused on memorization, new teaching methods incorporate technology and multimedia tools to help students retain information better while also making the learning more enjoyable and memorable, leading to greater student engagement and motivation.

The main purpose of this study was to analyze the effects of the new teaching methods on the present generation's engagement and motivation. Further, this study aimed to determine if modern teaching methods are being applied in the Algerian middle schools.

The research work was divided into three chapters: the first and second were theoretical, while the third was practical.

In the first chapter, we focused on the traditional teaching methods and their key concepts (method, teaching, and teacher-centered). Moreover, we mentioned several types of traditional teaching methods, their key features, and the roles of both parts of the educational process. Furthermore, we provided the characteristics of these methods as well as their merits and demerits. In the end, we concluded with some methods we have witnessed in use in the educational institutions.

In the second chapter, we dealt with the main concern of the research. We gave an overview of key concepts about new teaching methods and all of their relevant issues. We defined the terms "new teaching methods,", "the new generation" and "learner-centered approach". Also,

General Conclusion

we mentioned the characteristics and preferences of Generation Z. Moreover, we indicated the learning styles according to Barnes & Noble College, and we pointed out the good teachers for this new generation. Furthermore, we cited some of the new teaching methods and explained them by identifying their concepts, strategies, and features. Then, we presented the characteristics of these techniques and explained them briefly. We concluded by highlighting the advantages of modern teaching methods.

The third chapter is the practical part. In this chapter, two tools of data collection have been used: a questionnaire and classroom observation. A structured questionnaire was distributed randomly among 28 middle schools in Tiaret. The second means of gathering data was a structured observation planned for two classes of second-year middle school at Bakr Ben Hamed, and a checklist was prepared to assess teaching methods and the learning environment.

The results gained from both the questionnaire and the classroom observation confirm our hypotheses. In fact, the majority of teachers agreed that innovative teaching methods help achieve miraculous outcomes and have a positive impact on the new generation, but they said that due to time limitations and crowded classrooms, they still rely on some traditional teaching methods to finish the syllabus.

In sum, we can conclude that the new teaching methods increase learners' motivation and engagement.

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Appendix

Appendix A

Appendix A: Teacher Questionnaire

Questionnaire

This questionnaire is made for all the English teachers in the middle schools of Tiaret.

We are investigating on the teaching methods that the teacher uses in his instructional process and if it suits the new generation's mentality. We are researching if the learners are involved in the teaching-learning process. Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any reports. Thank you for your time.

Part one: Personal Information

1. What is your gender?

   ☐   Male.   ☐   Female.

2. Howold are you?

   ☐ Under 25.   ☐ 30 – 39.   ☐ 50+.

   ☐ 25 – 29.   ☐ 40 – 49.

Part two: Teacher's conception of implementing New Teaching Methods:

1. Youmusthaveheardaboutthenewteachingmethods.

   ☐   Yes, I did.   ☐   No, I didn't.

2. Doyouusethe New Teaching Methods in your class?

   - If yes, what are the new teaching methods that you use?
   - If no, why?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

Appendix A

3. How often do you have the chance to try innovative methods of teaching?

☐   Very often.   ☐   Rarely.

☐   Sometimes.   ☐   Never.

4. Following are some new teaching methods, choose the ones you used or you think are feasible to use.

☐   VAK Teaching.

☐   Gamification.

☐   Collaborative Learning.

☐   Flipped Classroom.

☐   Others: ……………………………………………………………………….

5. Do Modern Teaching Methods help learners achieving miraculous outcomes?

☐   Yes.   ☐   No.

6. Do you still rely on some traditional teaching methods?

☐   Always.   ☐   Rarely.

☐   Sometimes.   ☐   Never.

7. Whatare thetraditional teachingmethods that you use or youthink are moreused nowadays?

☐ GTM.

☐ Direct Method.

☐ Audio-Lingual Method.

☐ Natural Approach.

☐ Silent Way.

8. How do you describe your session?

☐ Teacher-Centered.   ☐ Learner-Centered.   ☐ Combination of both

9. Youdesignyourlessonplanandactivitiesbased on:

☐ Your learners'preferences.

☐ Your learners' needs.

☐ Syllabus and Curriculum.

10. This new generation is considered to be completely different from the past generations.

☐ Agree.   ☐ Disagree.

11. According to you as a teacher, describe this generation.

………
………
………
………..

12. Do you agree that the new generation needs a special care and attention for better results in the teaching-learning process?

☐ Strongly agree.

☐ Agree.

☐ Neutral.

☐ Strongly disagree.

☐ Disagree.

13. Would you share with us your experience as a teacher of this new generation and how do you deal with it?

……
……
……
………………………………………………………………………………………………………

Appendix B

Appendix B: Observation checklist

Observation: ……………………………….…….…… **Teacher**: …………….…………

Date of the observation: …………………….… **Number of Students:** …..... **Class**: ……...........

Category	Items for observation	Responses	
		Yes	No
Classroom	The classroom is crowded.		
Teacher	Relates materials and concepts to students' experiences and interests.		
	Employs other tools or instructional aids.		
	Uses new teaching methods		
Students	Learners are involved in the learning process.		
	All students actively interact in class activities and discussions.		
	The students are enthusiasticabout the lesson they are learning.		
	Students are engaged and active		
	Students are attentive to instructions and tasks.		
	All students understand the lesson and can use it.		

Summary

The target of this investigation is to provide teachers of the new generation with the most effective and modern teaching methods that suit these modern generations' expectations in the teaching-learning process and to achieve better results in learning EFL in the Algerian middle schools. In other words, the shift from teacher-centered to learner-centered. This study is divided into three chapters. First focused on the traditional teaching methods and their key concepts, mentioning several types and their characteristics. The second was an overview of key concepts about new teaching methods as well as describing the new generation. The third was the practical part of collecting the necessary data that aided in the achievement of the research objectives, using two tools of data collection: a questionnaire for teachers and a classroom observation for two different classrooms.

Keywords: Modern teaching methods, new generation, learner-centered, Teaching-learning process, EFL, Teacher-centered.

Résumé

L'objectif de cette recherche est de fournir aux enseignants de la nouvelle génération les méthodes d'enseignement les plus efficaces et les plus modernes qui répondent aux attentes de ces générations dans le processus d'enseignement-apprentissage et d'obtenir de meilleurs résultats dans l'apprentissage d'Anglais dans les collèges algériens. En d'autres mots, le changement d'une approche centrée sur l'enseignant à une approche centrée sur les apprenants. Cette étude est divisée en trois chapitres. D'abord la première est sur les méthodes d'enseignement traditionnelles et leurs concepts et en mentionnant plusieurs types de ces anciennes méthodes et leurs caractéristiques. La deuxième était un aperçu des concepts clés sur les nouvelles méthodes d'enseignement ainsi que la description de la nouvelle génération. La troisième était la partie pratique pour collecter les données nécessaires qui ont aidé à atteindre les objectifs de la recherche, en utilisant deux outils de collecte de données : un questionnaire pour les enseignants et une observation en classe pour deux classes différentes.

Mots-clés :les nouvelles méthodes d'enseignement, nouvelle génération, approche centré sur l'apprenant, processus d'enseignement-apprentissage, d'Englais. approche centré sur l'enseignant.

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ملخص

الهدف من هذا البحث هو تزويد معلمي الجيل الجديد بأكثر طرق التدريس حداثة وفاعليةوالتي تناسب توقعات هذه الأجيال الحديثة في عملية التعليم والتعلم وتحقيق نتائج أفضل في تعلم اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة الجزائرية. بمعنى اخر الانتقال من نظرية الاستاذ هو المتحكم بالحصة الى حرية التلميذ واعطاء اهمية للطالب اكثر . تنقسم هذه الدراسة إلى ثلاثة فصول. الاول ركز على طرق التدريس التقليدية ومفاهيمها الأساسية مع ذكر عدة أنواع وخصائصها. الثاني كان نظرة عامة على المفاهيم الأساسية حول طرق التدريس الجديدة بالإضافة إلى وصف الجيل الجديد. أما الجزء الثالث هو الجانب العملي لجمع البيانات اللازمة التي ساعدت في تحقيق أهداف البحث ، وذلك باستخدام أداتين لجمع البيانات ، استبيان للمعلمين ، وملاحظة صفية لفصلين دراسيين مختلفين.

الكلمات المفتاحية: طرق التدريس الحديثة ، الجيل الجديد ،   نظرية الاستاذ هو المتحكم ، عملية التدريس والتعلم ، اللغة الإنجليزية كلغة أجنبية ،حرية الطالب.

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