The Role of Educational Psychology in the Teaching Process within an EFL Classroom:

Case study of Third Year LMD students-University of Biskra

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INTRODUCTION

Educational psychology is the branch of psychology focused on the development of effective teaching techniques and the assessment of learners' aptitudes and progress. In another words, educational psychology is the study of the behavior, social, ethical, and cognitive development of students during their growth from children to adult learners. Educational psychologists develop and apply theories of teaching, learning, and human development to determine the most effective ways for educators to teach students.

The present research is an investigation on the role of educational psychology in the teaching process (EFL). The intention of this work is to carry out the strategies, techniques, and methods that are improving and developing the strategies of teaching. The aim of this study is to investigate to what extent educational psychology helps teachers for achieving the objectives of teaching and increasing their efficiency.

1. **The statement of the problem:**

Nowadays, we observe a huge distance between teachers and students. The cause of this distance is the lack of teachers' knowledge about the educational psychology and its values in teaching. Some teachers face different problems in their profession such as; their interaction with students, presentations of courses, attitudes, the students' needs, and the way they control and manage the classroom. This occurs because they do not know or follow the methods, techniques, and strategies which are provided by educational psychology.

As teachers, they might understand the individual differences of students regarding their ability, interests, attitudes and needs at different levels of growth and development. The teacher needs to know and to understand better the ways in which the learners learn

and the appropriate principles of the teaching-learning and the different approaches to teaching for better result of teaching-learning process. Teachers need to know how educational psychology can help them to solve and to cope these challenges. The problem that is raised in this research is how educational psychology helps teachers of EFL classrooms in the teaching process.

2. Research Questions:

Our research seeks to answer the following questions:

- What are the main theories and strategies of educational psychology that are relevant to the teaching process?
- How do these theories and strategies help teachers in the teaching EFL classroom?

3. Hypothesis:

We hypothesize that Educational psychology can provide the teaching process with theories, concepts, and recent development in psychology that may help teachers to understand better the learning process. It can also provide effective strategies and techniques to put these theories in practice within classroom context.

4. The aim of the study:

Our aim in this research is to shed light on the role of educational psychology in the teaching process and to make teachers and students acknowledgeable with the theories and strategies that are provided by educational psychology to develop teaching and to understand learning. The main objective of our study is to determine the effective strategies, techniques, and methods that can help teachers of EFL classroom. That is to say,

we want to show the real contribution of educational psychology for helping and increasing the efficiency of teaching.

5. The significance of the study:

Educational psychology is an extremely interesting field (Getting an Educational Psychology). This research will focus on the importance of Educational psychology in the teaching process within an EFL classroom. In this work, we are going to investigate how educational psychology provides and develops strategies and techniques that are responsible for developing the teaching process. This research may benefit teachers of psycho- pedagogy and others modules and it might help them to know the different strategies and styles of teaching for increasing the teaching efficiency and developing the learning process. In educational psychology, the student learns about how other students learn, and in turn will learn about how they themselves learn. Students will also learn about the different teaching strategies to help with different types of learning styles and the psychology of school in general (Getting an Educational Psychology). Our aim in this research is to show to the teacher that the knowledge of these theories and strategies is not sufficient, but the most important is how to use them.

6. Research methodology:

➢ Choice of the method:

This research will be conducted through the descriptive method. The descriptive method is a way of exploring and describing real-life situations by providing the information of the elements as they occur**.** (Bakkai 3)

In the context of our research study, this method seems to be the appropriate once as we tend to present the different methods strategies of teaching and to describe their real life application within an EFL class.

➢ **Population of the study:**

The participants of the study will be all teachers of psycho-pedagogy and some teachers of other modules of English department at Biskra University. As we tend to explore their views to subject matter and other subjects to check their degree of awareness about the main principles of psychopedagogy.

In addition to the teachers, we have the students of third year LMD in the department of English in which we choose randomly sixty students to submit them the questionnaire. The main reason for this choice is that the students of 3rd year are supposed to be the most suitable population to check their degree of awareness towards the importance of teaching psycho-pedagogy and its implementations' theories by the teachers. They have been introduced to the module and awarded about the relationship between them and their teachers.

➢ **Data Gathering Tools:**

A long the present study, we will adopt two main research tools; a questionnaire and an interview. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information and data from respondents then evaluating them. In this study, we would make a questionnaire and an interview with all teachers of psycho-pedagogy and other teachers of different modules to investigate their views on the role of educational psychology during the years of teaching and observation of learners' needs and difficulties. Students' questionnaire would be directed to third year LMD students in the

department of English at the University of Biskra. It aims at investigating the students' attitudes towards the module of psycho-pedagogy and its values.

7. structure of the dissertation:

The present research is basically divided into two parts. The first part is devoted to the literature review and the second part is concerned with the field work.

Part one includes two main chapters. Chapter one is a glimpse of the history of educational psychology and its approaches to the teaching process. It tends to investigate the methods, models, strategies, and techniques of teaching that are offered by educational psychology. Chapter two describes the relationship between Psychopedagogy as a discipline and the recent context of the teaching process including the implementations of those theories and strategies in teaching an EFL classroom.

Part two includes the field work .It presents the analysis of the teachers' interview and the students' questionnaire results.

Chapter one:

An Introduction to the Educational Psychology

Introduction:

Educational psychology has developed through several periods of time which differ from each other. The roots of educational psychology are emerged from the era of ancient Greek philosophers and develop through times to become a more interesting field in Education. Through the changes of educational psychology, several theories and approaches emerged and studied different issues that have relationships with education as well as psychology. Each one of these approaches and theories has a different point of view on the teaching-learning process.

In this chapter, we try to make a glimpse to the development of educational psychology and its approaches. First, we have to make an investigation on the historical background of educational psychology in short, and then to expose the important approaches of educational psychology.

1. Historical background of Educational Psychology:

The field of educational psychology has a long and prestigious history; it started with the ancient Greek philosophers like Plato and Aristotle. Now, educational psychology is developed to discuss the best methods and strategies of teaching and other issues concerning the learning process such as the relationship between a student and a teacher, and the nature of learning. (Educational psychology-History)

In the Sixteenth-century, the Spanish philosopher Juan Luis Vives emphasized on the need of adapting teaching methods according to the students' levels and needs.

Additionally, He also believed that the use of self-comparison assessment methods is better than competition, to evaluate the students' work.

In the1600s, the Czech theologian and educator Johan Amos Comenius, was the first to introduce visual aids in the classroom. He claimed that understanding is the goal of teaching not memorization. The 1700s is distinguished with several European philosophers such as Jean-Jacques Rousseau, Johann Friedrich Herbart, and Friedrich Wilhelm August Froebel. They focused on the value of activity, prior experience of students, and interest. All these ideas are consistent with current work in educational psychology. (Educational psychology-History)

In the 1890s, the philosopher William James wrote the textbook *principles of psychology* then he provided American education psychology with a series of lectures for educators given around the country called "*Talks to Teachers about Psychology*" which was about the application of psychology in education. He supported the idea that stress on the importance of observing teaching and learning in classroom for improving education. His methods seem to have taken effect: James' student, G. Stanley Hall, founded the American Psychological Association. Hall wrote prolifically about children and adolescents, encouraging teachers to keep careful records of the academic development of their students. (Educational psychology-History)

John Dewey, the student of Hall, is considered to be the father of the progressive education movement. Edward Lee Thorndike was also one of Jame's students and went on to start the Journal of Educational Psychology in 1910(Reynolds and Miller 3).Thorndike wrote the first textbook on educational psychology at the turn of the twentieth century. For the first half of the century, educational development and psychology remained closely

tied, as evidenced by the contributions to education supplied by renowned psychologists Jean Piaget, Alfred Binet, and Benjamin Bloom. (Educational psychology-History)

In the 1960s, modern educational psychology was distinguished with the contributions of Jerome Bruner and David Ausubel. Jerome Bruner emphasized on the research into inductive reasoning and discovery learning, but Ausubel disagreed because he emphasized that the learning process must occur deductively. (Educational psychology-History)

In the contemporary study of educational psychology we found three views which are: Cognitivism, Behaviorism, and Constructivism. Cognitive psychologists look at the learning as a result of mental operations and the focus is not on behavior or behavior change, but on the mental process. Behaviorism is an approach which was developed by B. F.Skinner. It sees learning as the information of habits. Environment factors are seen as more important than the student's mental, internal factors. (The positive approach: Behaviorism)

Finally, constructivism is a category of learning theory in which emphasis is placed on the agency and prior "knowing" and experience of the learner, and often on the social and cultural determinants of the learning process (Educational psychology : constructivist perspective).According to the constructivist view in educational psychology, the knowledge cannot simply be given to students by teachers. Students must construct knowledge in their own minds.

2. Educational psychology:

Educational psychology is one of the most exciting fast growing and dynamic field in psychology today. As Marcia defined "It is the branch of psychology focused on the

development of effective teaching techniques and assessment of learners' aptitudes and progress". (Educational psychology)

Educational psychology is also defined by Kaplan (1990) "as the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning." (qtd in Williams and Burden 6). It is the application of the principles and concepts of psychology in the different issues of education such as the development of teaching , learning , motivation , instruction , assessment , and others topics which are concerned with the teaching and learning process.

3. Approaches to Educational Psychology:

Educational psychology has passed through a number of changes which made a contribution to the development of this field .From these changes, several approaches are emerged, those which are concerned with educational psychology and its issues. The most famous approaches to educational psychology are Behaviorism, Cognitive psychology, and Humanism, and each one of these approaches tackles the scope of educational psychology in a different way, according to its point of view and its principles. However these approaches are different, they have the same aim in mind which is to help persons to reach their possible achievements, efforts, and capacities to develop their levels. (Eloff and Ebersộhn 388)

3.1. The positivism:

Psychology is grown out of philosophy which is relied on abstract sciences. Its early pioneers neglect the focus on human mental and try to emphasize on the human behavior with "scientific method". Logical behaviorism is focusing on an experiment which is one of the principles of this approach. This approach believed that knowledge and facts which

existed in the real world can be discovered by the experiment in which has a certain conditions and where hypotheses are tested. (The positivist approach: Behaviorism)

3.2. Behaviorism

Behaviorism is one of the approaches of psychology which is emerged from the positivism. This approach is concerned with the role of learning in human behaviors. Also it is a theory of learning which claimed that the learner acquired the behavior through conditioning. This approach is developed by famous psychologists such as John B. Watson and B.F. Skinner, Thorndike, Pavlov. Behaviorism is dominated for a half from the twentieth century and its principles and techniques are still applied to help humans learn new skills and behaviors (Cherry).

The Russian Pavlov who dealt with dogs in his study proposed that a certain response is generated by a certain stimulus at the same time which is known as S-R (Stimulus-Response) theory or classical conditioning (Williams and Burden 8).Watson was so influenced by classical conditioning as he said that he could make from a group of adults whatever of types he wants. He proposed that wrong behavior was the result of wrong learning rather than ego defence, and that it could be changed by reconditioning. He also emphasized on the role of environment in the development of behavior.

Skinner and Thorndike were the first to create the phrase 'Operant Conditioning' or the idea that behaviors are controlled by the consequences that follow them. "Thorndike laid the foundations for the formulation of the 'Law of effect': a living organism will increase behaviors that are followed by positive results, and vice versa-behaviors that are followed by negative results will be decreased". (Eloff and Ebersộhn 394)

Skinner claimed that the learning was the result of environmental rather than genetic factors. He also emphasized the importance of reinforcement. Skinner believes that

positive reinforcing behavior is an effective way to improve and create a new desired behavior (395). Behaviorist theory thus came to explain learning in terms of operant conditioning (Williams and Burden 9). Classical conditioning is linked to the idea of developing involuntary behaviors, while operant conditioning refers to voluntary behaviors" (Eloff and Ebersọhn 394). According to Sue et al, behavior is based on classical conditioning which is controlled by stimuli, in operant conditioning reinforcement control behaviors (qtd in Ellof and Eberọhn 394-395).

Behaviorism in its focus on the observable behavior neglects the role of the learners to create their worlds and the importance of mental processes in the learning process (Williams and Burden 13). In addition, this approach relies on the work with animals much more than human being. (Eloff and Ebersọhn 395)

However behaviorism denied the importance of the mind, it had a vital influence on education and teaching process. According to Stephen Brookfield, who is a leading adult education theorist, when he wrote in Understanding and Facilitating Adult Learning:

> [Behaviorism] is seen most prominently in contexts where the objectives to be attained are unambiguous, where their attainment can be judged according to commonly agreed upon criteria of successful performance, and where a clear imbalance exists between teachers' and learners' areas of expertise. Examples might be learning to give an injection, learning a computer program, learning accountancy procedures, learning to swim, or learning to operate a sophisticated machine. . . these examples are all located primarily in the domain of task-oriented, instrumental learning, and it is this domain that fits most easily with the behaviorist approach. (qtd in Marcia)

3.3. Cognitivism:

Unlike behaviorism, cognitivism is focusing on the mental process behind the human behavior. The cognitive approach emphasizes on the mental process of learning which contained how human create and store knowledge and memories in the mind then the process in which people become involved in the learning process (Williams and Burden 13). Cognitivism concentrates on the internal states, such as motivation, memory, problem solving, decision-making, thinking, attention, and what is going on the learner's mind. (Cherry)

There are two main schools of cognitive learning psychology which are the Information Processing approach and Cognitive Constructivism. Each one of these approaches has its point of view on the learning process. The first concentrates on how the information is perceived by the senses then stored and used by the brain .The second is concerned with the idea of constructing knowledge by the mind.

➢ **Information processing:**

This approach is focusing on how the information is stored in memory and how is produced again by the human. In other words, "How does the human mind work? What happens when someone learns or when someone solves problem? According to the information processing view, the human mind works by forming mental representations and applying cognitive processes to them" (Reynolds and Miller 47). The theorists of information processing were focused in their work on factors which affected the mind such as attention, perception, and memory (Williams and Burden 15). The Information Processing Model has three major components of memory which are *Sensory registers, Short- term memory,* and *long-term memory*.

Sensory registers: short memories which concerned the senses at the level of perception.

Short-term memory: is also called *working memory* and it concerned what we are thinking about at any given moment in time. In other words, it is "where coded information is temporarily stored so that it can be immediately recalled and used."(Eloff and Ebersộhn 396)

Long-term memory: it is where a large number of knowledge and information are stored for a long period of time. (Reynolds and Miller 51)

Here an example of how we can use the Information Processing approaches in the teaching process and the classroom.

Using the Information Processing Approach in the Classroom	
principle	**Example**
1. Gain the students' attention.	• Use cues to signal when you are ready to begin. • Move around the room and use voice inflections.
2. Bring to mind relevant prior learning.	• Review previous day's lesson. • Have a discussion about previously covered content.
3. Point out the important information.	• Provide handouts. • Write on the board.
4. Present information in an organized manner.	• Show a logical sequence to concepts and skills. • Go from simple to complex when presenting new material.
5. Show students how to categorize (chunk) related information.	• Present information in categories. • Teach inductive reasoning.

6. Provide opportunities for students to elaborate on new information.	• Connect new information to something already known. • Look for similarities and differences among concepts.
7. Show students how to use coding when memorizing lists.	• Make up silly sentence with first letter of each word on the list. • Use mental imagery techniques such as the keyword method.
8. Provide for repetition of learning.	• State important principles several times in different ways during presentation of information (STM). • Have items on each day's lesson from previous lesson (LTM). • Schedule periodic review of previous learned concepts and skills (LTM).
9. Provide opportunities for over learning of fundamental concepts and skills.	• Use daily drill for arithmetic facts. • Play form of trivial purist with content related to class.

Table.1: The use of the Information Processing approach in the classroom. (Huit, W)

According to this example, teachers can use the Information processing in their classrooms to help them in the teaching process. So, the information process is an important model which the teachers can follow to make their teaching efficient and interesting.

> ➢ **Constructivism:**

Constructivism is derived from the cognitive approach with some differences and progress. According to the constructivist psychology the learners do not just absorb and store the information as a machine, but they must construct knowledge in their own minds (Marcia).This claims that the teacher can facilitate and explain the learning process by using a meaningful information which is acknowledgeable to the students and to give them the opportunities to discover and create their own ideas. The main goal of the constructivism is to make the learners able to discover new information and apply it when they need it. (Cognitive learning Theories: constructivist Approaches -class lecture)

The famous psychologist in this approach was the Swiss Jean Piaget. He focused on the constructive nature of the learning process and on the idea which claimed that the learner is involved from the birth to construct his own meaning and knowledge (Williams and Burden 21).

Piaget considers the cognitive development as a process of maturation, which is "the unfolding of the biological changes that are genetically programmed."(Woolfwolk-Hoy 31) Piaget claimed that the cognitive development is influenced by the interaction with the environment "*social transmission*" or other persons. The amounts of people who can read from the social context are depending on the cognitive development degree, so both of maturation and social transmission influence the cognitive development. (32)

In his study in biology, Piaget stated that human born with two tendencies which are Organization and Adaptation. The first means that the human born with innate ability to organize the thinking process in psychological structures which are named by Piaget "Schemes" (Woolfwolk-Hoy 32).Schemes are cognitive patterns of information which are used by individuals to explain, interpret, encode, and respond to a difficult tasks and hard

experiences(Salkind   864). The second, adaptation; means that people also has the tendency to be adapted to their environment. It includes two elements: assimilation which means that "Fitting new information into existing schemes" and accommodation which means that "Altering existing schemes or creating new ones in response to new information" (Woolfwolk-Hoy 32).

In Piaget's theory, Equilibration was the primary developmental mechanisms which is defined "Equilibration pertains to restoring the balance between two competing tendencies in the mind: assimilation and accommodation" (Salkind 350)

Piaget claimed that the young people pass through four stages as they   develop: are *sensorimotor, preoperational, concrete-operational, and formal operational.* He is starting with *the sensorimotor stage* when the child interacts with the real world in more sophisticated ways. This stage involves seeing, hearing, moving, touching, and tasting. The next stage is *the Preoperational stage,* when the memory and imagination are developed. According to Piaget, this stage is distinguished by using symbols and intuition (qtd in Eloff and Ebersọhn 400). Piaget used the term Operation to refer to internalized actions, in other words is to make these actions a part from the children's imaginations (Williams and Burden 22). In the preoperational stage, reversible thinking is involved in many tasks which are difficult to the child, such as the conservation of matter. (Woolfwolk-Hoy 35)

The Concrete Operational stage is concerning the concrete issues when the child can understand the changes or transformations of the concrete objects. Piaget considers the child in this stage to master the conservation of numbers (Eloff and Ebersọhn 400) which is "an important milestone that reached when a shift in cognitive thinking occurs" (Salkind 181).

Finally, there is a move into *Formal Operational stage* which is distinguished by the ability of learners to function and to think logically about abstract concepts. (Eloff and Ebersǫ̦hn 400)

As a cognitive development psychologist, Piaget has a little implication for educators. However, his common interpretations are interesting for some teacher-training:

> First, it became popular in some teacher-training establishments to interpret Piaget's views on maturation and personal experience as indicating that there is no place for direct instruction in teaching…While this kind of interpretation had the positive effect of encouraging teachers to place more emphasis upon their classroom as environments in which experiential learning could take place, it also meant that many teachers of young children, in particular, became insecure as to what an appropriate role might be for them beyond this.(Williams and Burden 23-24)

According to this quotation, Piaget has a little impact on the teacher-training by his views on maturation and personal experience. According to Lawton and Hooper, Piaget with his theory of cognitive development made revolutionary changes in the preschool and elementary school curriculum practices and it was a dominant learning theory in educational psychology. (Zimmerman and Schunk 251-252)

The Russian psychologist Lev Vygotsky is another pioneer of constructivism who believes that the effective learning was enhanced by collaborative social interaction and communication (Westwood 3), in other words; it means that to share the thoughts and knowledge with other person that is more knowledgeable and skillful. This person is known as a mediator in which his role is to guide the learner in the learning process and helping them to pass to another level of knowledge and understanding (Williams and

Burden 40). Vygotsky's view about the role of social interaction on the learning was termed "social   constructivism" to distinguish it from the cognitive constructivism view of Piaget. (qtd in Westwood 3)

Vygotsky claimed that the purpose of education is to improve and develop the child's cognitive processes (Salkind 1012). The most known concept in his point of view is the Zone of Proximal development. Eloff and Ebersôhn comment on Vygotsky's concept saying that " his notion concerning the Zone of proximal development, **or** the specific learning phase in which a learner can benefit from assistance or help, is widely accepted and respected as are his views in scaffolding , "(401).Vygotsky in his book Mind in Society: The development of higher psychological process defined the ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer"(qtd in Salkind 1017). Vygotsky made an important contribution to education, especially the ZPD concept.

Jerome Bruner was another psychologist who deals with the thoughts of constructivism. The main theme in his theory was about the concept of learning which he claimed that "learning is a process in which the learner is able to build on present and previous information." and he also believed that the student has the ability to take information and create new thoughts then use them in the appropriate way. Bruner believed that the role of the teacher is to help the students to improve their skills and knowledge by themselves and to simplify the information which was comprehended and acknowledgeable by them. (Wiki books 10)

o **A constructivist view of teaching:**

Constructivism claimed that the ways of teaching are different and no one right or wrong. Constructivist approach helps teachers in the teaching process by given them some suggestions how to teach as Von Glasersfeld said:

> Constructivism cannot tell teachers new things to do, but it may suggest why certain attitudes and procedures are counter-productive, and it may point out opportunities for teachers to use their own spontaneous imagination. (qtd in Williams and Burden 51)

Researchers as Louden discussed the role of teacher and what do teachers bring to the teaching-learning process? Louden also discussed the struggle of the teacher when he tried to establish professional competence. Louden summarized his point of view in these sentences:

> From a practitioner's perspective…teaching is a struggle to discover and maintain a settled practice, a set of routines and patterns of action which resolve the problems posed by particular subjects and groups of children. These patterns, content and resolutions to familiar classroom problems are shaped by each teacher's biography and professional experience. The meaning of these patterns of action only becomes clear when they are set in the context of a teacher's personal and professional history, her hopes and dreams for teaching, and the school in which she works.(qtd in Williams and Burden 52)

Louden believes that teachers need to pay attention to the meaning, and that teachers must use the physical environment of their classroom, the syllabus, activities, and to move in

harmony with their understanding of those concepts and meanings. (Williams and Burden 52)

Constructive approach to teaching focuses on the idea of the variety between teachers and their ways of teaching. This approach considered both of the content and the way of teaching are important parts in the personality of the teacher. Constructivism emphasized on the teacher to be more self-aware "…to become more self-aware with regard to their beliefs and the ways in which they make sense of the world, particularly with regard to their views about education and how those views themselves come to be shaped." (Williams and Burden 53). At the same time, the teacher must be aware because their words, their actions, and their interactions are being judged by their learners. The most important in the constructive approach is that teachers' awareness of their beliefs and views of the world which make them a reflective practitioner. (53)

3.4. Humanism:

Humanism focuses on the individual growth and development of the inner world of the learner. This approach begins with the theory that learning occurs primarily by the interaction and reflection on the personal experiences of the human (Marcia). Humanism study the human's thoughts, feelings, and emotions which are difficult issues. In the point of view of humanistic psychology, the role of the instructor is to make a connection between the learner's insights and his experience and the learner or human has the responsibility to choose because he is not a machine to control. (Eloff and Ebersǫhn 398)

The most well-known humanistic psychologists in humanism are Erik Erikson, Abraham Maslow, and Carl Rogers. Erikson's theory of psychological development has been an important use for educators and teachers. It provides teachers with a point of view

on the development of the child for more than 50years (Salkind 352). The important of Erikson's theory may be summarized in the following quotation:

> . . . it provides a life-span view of psychology which helps us to recognize learning and development as lifelong, rather than restricted to a particular phase of one's life. At the same time, by focusing on important tasks at different stages of a person's life, it enables us to see that real-life learning involves challenges which often require a particular kind of help from others who are in the position of providing this help, if we are to meet them successfully. It also presents learning as a cumulative process whereby our resolution of one set of life tasks will have a profound influence upon how we deal with subsequent tasks. In addition, education is viewed as involving the whole person, the emotions and feelings; it does not involve merely transmitting pieces of knowledge. (Williams and Burden 33)

Abraham Harold Maslow's theory about the human motivation suggested that the human being has a number of needs that can be arranged in a hierarchy (Salkind 633). Maslow divided this needs into two parts, deficiency needs and being needs. The first is concerned with the person's psychological and physiological requirements. It includes need for self-esteem, interpersonal closeness, belongingness and love needs, safety and security, and physiological needs such as food, water, sleep and the absence of pain (Williams and Burden 33).The second, being needs , is concerned with the fulfillment of individual potential, as Williams and Burden said "These are related to the fulfillment of individual potential, in terms of cognitive and aesthetic development and the attainment of self-actualisation(realizing one's full potential)."(34). Maslow was stressed on the self-actualisation which is "the need to develop one's common potential and unique talent at the highest possible level of growth and achievement."(Salkind 634). He emphasized to

make it at the highest in the hierarchy because it will impede when the lower order needs are not satisfied (Eloff and Ebersǫhn 398).

Here is a figure which presents Maslow's hierarchy of human needs. This figure summarizes the two distinctive categories of needs, deficiency needs and being needs.

Figure 01: Maslow's hierarchy of human needs (Williams and Burden 34).

Maslow's idea about human needs helps teachers to know the difficulties which cope the children when they are missing the basic needs inside or outside the home. Maslow shows teachers the importance of the secure environment in the learning and how the encouragement of thinking and creativity by the teacher can help students to improve themselves. He also focuses on the kind of activities which must encourage curiosity for make the learners reach their full potential. (Williams and Burden 35)

Carl Rogers is an important psychologist in the humanistic approach .He provided this approach with a number of ideas which concern the scope of education. Rogers suggested that humans have a natural potential for learning and this process will take place just when the subject has a personal relevance to the learner and when the learner was an active participant. Rogers stated "Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive.", he also claimed that the most important learning is learning about the process of learning itself and it would be better when it takes place in an atmosphere of 'unconditional positive regard'(Williams and Burden 35). This learning in such condition can make a good relationship between teacher and learner and it permit to the teacher to convey kindness and empathy to his learners for make them trust on him. (36)

This approach helps teachers and learners in the teaching-learning process. It holds that the teachers must be different to meet the individual learner s' needs. At the same time, teachers should help, encourage, and guide learners to choose the best ways in learning. The knowledge of teachers to their learners as individuals is an important to understand and know the appropriate way to help them to realize themselves , this what Hamachek means in his sentence "Humanistic education starts with the idea that students are different, and it strives to help students become more like themselves and less like each other."(qtd in Williams and Burden 36)

Conclusion:

In this chapter we started with an overview to educational psychology, and then presented its major approaches. We began with the positivism which is the roots of the behaviorist approach. This was followed by a survey on the cognitivism which includes the Information processing and constructivist approach. We then considered the constructivist

views on teaching. Finally, we moved to the Humanism approach and its contribution to education.

According to the history of educational psychology we can notice the great contribution which is made by its various approaches and theories. Those approaches and theories help the teachers to be able to understand, predict, and control the students' behavior and facilitate the choices of teaching. It also helps the teachers to understand the differences of the students and how to deal with them. However, those approaches and theories are different. They have the same aim in mind which is the explanation of human behavior and its development.

To sum up, those approaches have a great contribution to the teaching-learning process and education in general. The teachers should know those theories and approaches, and their application to reach the goals of education and the teaching-learning process. He also should be a master in educational psychology to deal with a complex educational situation. If the teacher has not knowledge of the theories of educational psychology and the appropriate manner of apply them, he never could be an effective teacher.

Chapter two: Teaching Psychopedagogy and Its Relationship with both Teaching Methods and Education

Introduction:

In this chapter, the focus is first on issues related to the effective teaching process: the effective teaching strategies and techniques which are used by teachers in EFL classroom; second on the importance of the module of psychopedagogy and the role of both teacher in teaching it and learner in receiving input, and finally on the relationship between psychology and different issues in education, and the role of using technology in teaching.

1. Effective teaching Methods and Strategies:

Teaching methods and strategies are the ways which are used by the teachers in teaching, in other words; they are the procedures, processes, and tools used to assist the teacher to teach. Those methods and strategies are used for a particular lesson. They depend on many factors such as the students' characteristics, what they need to know to succeed with the lesson, the learning tasks, the subject-matter content, the objectives of the lesson, the physical setting, and the knowledge and skills of the teacher (Salkind 963). There are a lot of methods and strategies, but the most important are Instruction-centered and Student-centered teaching strategies. Miller believes that in instructed-centered teaching strategies, the teacher plays an active role and he has the authority to control the learning process, while in student-centered teaching strategies the teacher plays several roles as guide, observer, facilitator, or even mediator in the learning process. Student-centered teaching strategies have a similar planning and instructions like instruction-centered teaching strategies, but less control and dominance in the learning process. (qtd in Salkind 964-965)

1.1. **Instructor-centered teaching strategies:**

According to Miller, instructor-centered teaching strategies include four types which are expository teaching strategies, interactive-expository teaching strategies, modeling, and direct instruction. (qtd in Salkind 965)

1.1.1. Expository teaching strategies:

In these strategies, the teacher used the verbal instructions to guide the students in the learning process. It contains the traditional lecture method or smaller, mini-lecture/presentations (Salkind 965). Lecture is an appropriate method when it gives important and new information to the students, and it is suitable for the secondary and university level because in this level the learners have "the necessary study skills, motivation, attention span and self-management to be able to benefit from this approach". Unlike the lecture, mini-lecture is appropriate for the students of secondary schools. (Westwood 18)

1.1.2. Interactive-Expository teaching strategies:

Interactive-expository teaching strategies are similar to the expository teaching strategies with additional elements that are included in the lesson such as interactive questioning, modeling, and high levels of students responding. (Salkind 965)

In interactive-expository teaching strategies, students are encouraged to participate in the lessons through dialogues that are more interesting than a traditional lecture and the teachers can push them in these dialogues. According to Miller, students could make dialogues by:

✓ Discussing topics with their peers.

✓ Writing responses.

✓ Posing questions.

✓ Completing graphic organizers.

✓ Constructing semantic maps.

✓ Paraphrasing content presented.(qtd in Salkind 965-966)

The teachers control the students' dialogues to make the students understand better and to co-constructing their knowledge through the conversation of the dialogues. The teacher's role also is to ask question and give comments on the students' responses to realize the objectives of learning (Salkind 965-966). Interactive-expository strategies may help the teacher in some cases, but not all of them because sometimes we need to the students the opportunity to choose the appropriate strategy for them.

1.1.3. Modeling:

It is another strategy .The teacher modeling a task, a procedure, or a research paper to explain or illustrate the learning process. It includes short verbal explanations on the ways and the purpose of the tasks (Salkind 966). Teachers should select the appropriate model to fit the goals of the teaching process because the wrong choice will make bad results on the teaching-learning process.

1.1.4. Direct Instruction:

Direct instruction is one of the Instructor-centered teaching strategies. Miller defined it as important strategy that includes identical group instructions, students' responses, teachers' feedback and correction, sequenced lessons, and instructor scaffolding. This

strategy may help students to master new concepts and to improve their levels directly. (qtd in Salkind 966)

In direct instruction, the teachers introduce new skills, knowledge, and concepts to their students through clear direct instructions. They continually check and assess the students' understand of this new information and knowledge by asking clear questions about each lesson. The students' responses on the questions allow the teacher to evaluate and to give feedback to each answer (Salkind 966). The choral responding by the group is more effective than the individual answers because it motivates and raises the participation of the students. (Westwood 12)

Direct instruction is not an easy strategy to apply in the classroom. It needs hard efforts by the teachers and the students.

1.2.**Student-Centered Teaching Strategies:**

Student-centered teaching strategies are based on constructivist views of learning (Westwood 27). In these strategies, the teacher will be indirectly given the instructions because the focus will be on the student. These strategies allow the student to be more effective in acquiring knowledge, skill and strategies. According to Westwood, It is also appropriate when reaching the teaching objectives of the lessons "acquisition of independent study skills, greater student autonomy, working collaboratively with others, the construction of knowledge from firsthand experience, and the application of basic academic skills for authentic purposes."(26-27)

In these strategies, we will discuss the important strategies that are peer learning groups and inquiry, discovery, and problem-based strategies.

1.2.1. Peer learning Groups:

Teachers use student groups as a teaching strategy. Those groups can take different forms, homogeneous and heterogeneous groups. Homogeneous groups include students with similar characteristics and interests, however; heterogeneous comprise students with different characteristics and interests. Skill groups are homogeneous groups, which determine the students' levels and understand to a particular subject (Salkind 967). According to Miller this strategy is very important for match the students' specific capabilities and the other students "Skills grouping is a teaching strategy that can be used with struggling as well as with highly capable students."(qtd in Salkind 967)

In heterogeneous groups, cooperative learning groups is the most popular strategy used by teachers. As Miller believes, Cooperative learning groups is a successful teaching strategy in which comprises students with different levels of ability, use variety of learning activities to improve their understanding of the subject matter. Each member of the group is responsible not only for what is learned, but also for helping the other members (967). Cooperative learning groups provide each member with opportunity to participate and make his decisions in the group. It also encourages the skills of cooperation and negotiation. Face-to-face learning promotes an atmosphere of cooperation and empathy between the students.

1.2.2. Inquiry, Discovery, and Problem-Based strategies:

Teaching strategies for inquiry, discovery, and problem-based learning are concerned with the role of the teachers to facilitate the student curiosity and interest about the subjects of learning. This strategy encourages students to explore, study, and research in the topics of the learning process themselves with the help of the teacher, of course, and find solution for their problems. The teacher, here, helps the students by:

- Providing guidance.

- Asking questions.

- Directing students to information and resources.

- Providing social skills support.

With less number of students, teachers need to work hard for giving more instructions and guidance in every stage of the lesson. (Salkind 967)

2. **Teaching Techniques:**

These techniques are different and vary in terms of many factors. Teachers use those techniques depending on the students' needs, their styles of learning, their personalities, and the subjects of learning. Furthermore, the choice of the appropriate teaching techniques is determined by the right choice of the teachers, so they are responsible for the use of the suitable techniques.

Here, we try to select some of those teaching techniques that they may be used by the teachers in their classroom.

2.1.**Lecture:**

It is one of the teaching techniques that are used by teachers, especially teachers of university. Lecture may help teachers to reach some the objectives of teaching. We try to summarize those benefits in the following points:

- Introducing and providing an overview on new topics.

- Raising interest and issues that can appear later.

- Bringing students up to date with recent information that is not readily available through other media.

- Presenting information in a quick and concise way for facilitate it to the students.

- Providing an opportunity for review and discover of course material.

Figure 01: Purposes of lecture technique adopted from Westwood (19).

According to Good and Brophy (2008), the efficient lecture can motivate and challenge students' thinking, and discuss new topics and issues that would appear in their way of learning. (qtd in Westwood 19)

2.2. **Discussion:**

Discussion is an excellent way to urge the students to think and analyze issues in the learning. The students should interact with each other to solve problems and find explanations for new issues that are emerged later. Discussion technique allows students to share their thoughts and point of views with each other and with the teachers. This technique may also help teachers to facilitate and convey the information easily.

2.3. **Debates:**

Debates also are a useful technique which can engage students in their learning and urge them to deal with complexity of the leaning topics and new issues. Debates can improve students' oral communication skills.

2.4. **Role playing:**

Role playing and simulation in class can be an effective technique to enhance students in the learning process. Role playing engages students to the real world by introducing

problems and trying to solve them, it provides opportunities to the students to play different roles of others which help them to explain and solve the difficult issues. Role playing also can provide students with opportunities to practice and improve their skills. (Kizlik)

2.5. **Peer tutoring and peer assistance:**

This technique can help students to understand and construct new knowledge by the assistance of each other. Peer tutoring makes a good relationship among the students and also build a satisfied atmosphere in the classroom. The instructors such as McMaster et al supported the use of peer tutoring in the classroom to achieve the learning outcomes (qtd in Westwood 70)

Those are some of the different techniques that can be used in teaching in addition to other techniques such as using visual aids and graphics, illustrating with images, and using games and quiz. Teachers must be careful when they choose any technique because every technique is suitable for specific situation and context.

3. **The development of Teaching:**

Teaching is different from what was in the past. It has many changes which affected the teaching learning process. These changes have affected the ways, skill, methods, attitudes, and style of teaching in which made new challenges and difficulties to the teachers and the teaching process. Four trends have emerged from these changes in teaching which are: increased diversity, increased instructional technology, greater accountability in education, and increased professionalism of teachers. (Seifert and Sutton 10)

3.1. **Increased Diversity:**

Diversity in the classroom means the diversity of the students. This means the diversity in their ways of learning, thinking, behaving, and acquiring knowledge. It also includes the variety of their levels, background, language, and personality. Unlike in the past, teachers are care more about those differences and they give more importance to the students from diverse language background and special education needs. Teachers try to cover all the increased diversity in the classroom and to solve the problems which may appear from those differences. The challenges of the teachers are more than in the past, so they should work hard with the help of educational psychology.

3.2. **Increased Instructional Technology:**

According to the development, the use of technology has increased in which we find all of teachers, students, and schools use computers, internet, and every tool could which help them in the teaching learning process. Those tools are more helpful for both teacher and student. With internet, it is easy to gather information in different subjects with pictures, video clips, and audio records. Internet and computer may facilitate the learning process and delivering information to the students in an interesting and motivating manner (Seifert and Sutton 13).

Technology is a crucial factor in the development of the teaching learning process, but it also makes a several challenges for the teachers. The teachers are responsible for helping the students in using the internet and choosing the appropriate tool for teaching. Money is another challenge in which those materials need money and lot of efforts. In many societies and schools, classrooms have only one or two computers and may be no one at all. This creates a big challenge for the teachers which is how could they benefit from this limit materials in their classrooms. Another problem or challenge is the use of technology

by teachers in the classroom. As Crowley and Richardson said: "The most problem come because things are done out of sequence due to assumptions made by the user", so the teacher needs to know the way of how to use and choose the material for helping him in teaching (62). Technology shows the students new ways of learning and helps teachers to teach effectively, and develops issues about the real teaching and learning. (Seifert and Sutton 10)

3.3. **Greater Accountability in Education:**

Nowadays, the educators pay more attention to the quality of the good teachers and their ways of teaching. The aim of educators is to improve the levels of both students and teachers. Therefore, they are expecting teachers to be responsible for applying and completing particular curricula and goals, and students to be responsible for learning particular knowledge (Seifert and Sutton 14). This emphasize on the affectivity of the teachers oblige them to practice teaching more and to pass one or more examinations of knowledge. The educators focus a lot on the teachers and students to be more accountable for their role in the teaching learning process.

This objective has created a more challenges and constraints to the teachers and students. Both of them must pass examinations to prove their levels to the public and educators. Teachers often pass examinations in which they raise many questions about the way of teaching, testing, evaluating and other issues concerning the teaching learning process. (14)

3.4.**Increased Professionalism of Teachers:**

According to Seifert and Sutton, teaching is a profession "if its members take personal responsibility for the quality of their work, hold each other accountable for its quality, and recognize and require special training in order to practice it."(14).This means that the

teachers should be responsible for their works and should be able to improve themselves for their students. Nowadays, teachers need to be more professional than in the past. The students are developing every day, so the teachers also must develop and improve their methods and strategies according to the students' development.

To be new teacher, today, is not easy because you will face many challenges and problems. Teaching in the past is different from the present because the teacher now needs to work and be more specialized and has new requirement than in the past.

Seifert and Sutton believe that the increased requirements are the reflection of the complexities which are emerged from the increasing of students and the increasing use of technology in classroom. They also think that the best way for the teachers to improve themselves is through what they called "action research" or "teacher research" which is "a form of investigation carried out by the teachers about their own students or their own teaching" (14). This solution may help the teachers for answer some questions about their students and the teaching process.

Those trends show that the teachers must prepare themselves differently than the past and work hard to reach the objectives of teaching. Educators offer more time for teachers to practice teaching in school and teacher education instructors to connect the best ideas and concepts of education and psychology to the current best practices of education (Seifert and Sutton 16). Those trends open new opportunities for the teacher and the student and in the same time create for them new challenges and difficulties in which they should face and solve it.

4. **Teaching Psychopedagogy:**

Psychopedagogy is a crucial and interesting module in teaching. It is important for both teacher and student because it includes the most theories and strategies that can help them in the teaching learning process. Psychopedagogy as a module can help students to understand the way and style of learning and choose the appropriate among them.

4.1. **The Role of the Teacher:**

There is no one role for the teacher in the classroom. He has many roles such as controller, facilitator, prompter, resource, tutor, organizer, and assessor (Harmer 57). In teaching psychopedagogy, the teachers try to do the best efforts for conveying the principles of this module to their students. The teachers try to be good teachers in teaching psychopedagogy as well as the other modules.

We try to summarize the role of the teacher in teaching psychopedagogy in the following points:

- ✓ Engages the students to learn about the psychological issues and the different theories of teaching and learning.

- ✓ Makes the students knowledgeable with those theories and their impact in their way of learning.

- ✓ Facilitates the difficult and complex issues in psychopedagogy.

- ✓ Makes a link between psychopedagogy and the other modules.

- ✓ Tries to apply the strategies and techniques of psychopedagogy in the classroom.

- ✓ Motivates and creates interest to the treated topics in the module.

✓ Creates an appropriate atmosphere to make the students comfortable for asking and learning.

4.2. The Role of the Learner:

Students are responsible for managing their learning process. Learners need to become self-reliant and active researchers in this module. They must be motivated and self-regulated to adopt the useful information from the teacher. In general, the learners tend to be more effective and motivated in the teaching learning process.

5. Relationship between Education and Psychology:

5.1. Psychology and Education:

Psychology and Education are correlated fields. Psychology is a large area in which Education uses its theories in practice within the teaching learning process. Psychology provided education with the knowledge of the differences of student's abilities and needs. According to Mohammad Psychology has a great impact on the most subjects of education, especially; the teaching learning process. (2)

Psychology affects the teaching learning process in a different sides and the following table summarize some of this impact.

. Psychologist suggest use of different methods in teaching learning process to achieve better result

·Psychologist emphasis on Motivation and readiness in class room

·Psychology introduce new theories of learning in education

·Psychology emphasis on activity base teaching learning process

 Use of Visual Aid in teaching learning process

· Psychology is the study of human behavior while Education is the process of modifying human behavior so both deal with human behavior in different ways.

·Educational psychology deals with educational problems

· General psychology deals with different problems other then education

Figure 03: Relationship between Education and Psychology adopted from Muhammad (2)

5.2.**Psychology and Teacher:**

Psychology sheds a great light on the role of the teacher in the teaching learning process, therefore; teachers should be knowledgeable with psychology to deal with the different problems of educational situation. They should know how to solve the learner's needs and problems. Psychology helps the teachers to understand and to solve the complex problems of the learner. The knowledge of psychology and educational psychology enlighten the teacher about the ways and means in which learning can take place in the best possible manner.

The most effects of psychology on the teacher can be summarized in the following points which are claimed by Muhammad.

• Psychology helps teacher to understand and to explain the mental situations of the learner.

• Psychology help teacher in the evaluation and measurement of the learners' achievements.

•Psychology helps the teacher to recognize and to solve the learners' problems

• Psychology brings change in the attitude of the teacher toward his students

• Psychology emphasize on the important of a proper training for teachers. A train teacher should understand the learners' problems and solve it.

• Psychology provide education with new theories of learning for better teaching and learning

•The help of psychology show the teacher how to improve   the learners' behavior

• Psychology help teacher to understand the changes in the learners' behavior in certain situation.

Figure 04: Psychology and Teacher adopted from Muhammad (2-3)

5.3. **Psychology and Curriculum:**

The curriculum should cover the needs of the learners and their mental differences. Psychology emphasizes on the proper and good curriculum in which is prepared to fit the needs of the learner. The curriculum should account the subjects of teaching, the way, the needs of the learner and society, complexity, and the individual differences of the learners.

5.4. **Psychology and Evaluation:**

Psychology gives an importance to the process of evaluation. It brings new methods of evaluation. Thus, the knowledge of psychology can help the teacher or educators to know the individuals differences of learners, then to make the appropriate methods and

techniques of evaluation. Psychology provides the teaching process with new methods of evaluation.

• Evaluation of child IQ (Intelligence test)

• Evaluate the factor of slow learning in the class room situation

• Personality test

• Attitude and interest Test

• The Stanford-binet scale of intelligence test

The Stanford-Binet intelligence scale is a standardized test that assesses intelligence and cognitive abilities in children and adults aged two to twenty three years, determining the presence of a learning disability or a developmental delay.

Figure 05: Psychology and Evaluation adopted from Muhammad (3)

5.5. Psychology and Methods of Teaching:

The knowledge of teachers to the psychological characteristics of their learners helps them to devise such methods and techniques of teaching. Those methods and techniques are chosen according to the level and needs of the learner. The teacher should differentiate the methods of teaching to fit all the learners' needs.

5.6. Psychology and Timetable, Textbook preparation:

The preparation of the timetable of learning should be according to the interest, needs, time, suitability, local condition of the learner. Also, the preparation of the textbook should be prepared according to the needs, abilities, differences, level of the learners.

5.7. **Psychology and Guidance and Counseling:**

According to psychologists, every school must contain a guidance to help the learners in their problems inside and outside the school. Psychologists emphasize on the role of guidance in the learner's life in which the counselor can state and solve the problem, he also can make the learner more relaxed in the learning. The guidance can help the teacher to understand the learners' behavior and to know how to deal with them. (Muhammad 4)

5.8. **Psychology and the Development of the Learner:**

From the knowledge of psychology, the teacher could know the development of the learner and asses the appropriate methods and techniques according to their level of progress. In other words, the learner moves through different stages which differ from each other, for example; childhood and adulthood are not the same. Thus, the teacher chooses various methods of teaching in each stage. (Muhammad 4)

5.9. **Psychology and School Organization:**

Psychologists focus on the role of the school in the teaching learning process. According to Muhammad democratic atmosphere can develop the personality of the learner and social environment can make the learner more open to confidence, leadership, cooperation and healthy competition, decision making, problem solving and good citizenship and more effectiveness in the school and the environment.(4)

6. **The role of Technology in the teaching learning process:**

- Definition of educational technology:

Carliner et all defined it according to the Association for Educational Communications and Technology (AECT) as "the study and ethical practice of facilitating learning and

improving performance by creating, using, managing appropriate technological process and resources," (qtd in Salkind 313). Educational technology involves the application of the important ideas from different sources to achieve a good atmosphere for the learners.

The psychologists and educators give a crucial value to the role of technology in education. Thus, some of them classified educational technologies from a variety of perspectives: as information sources, curricular areas, communications media, tools, environment, and partners. (Reynolds and Miller 398)

In the other hand, we find others focus on the applications of educational technologies in learning. According to Carliner et al, those technologies are divided into four categories that are:

1. Technologies for teaching and learning:

It includes technologies for creating learning materials. Those technologies can be categorized as follow:

- Technologies for designing and developing the materials such as typewriter, computers, software for publishing materials online, internet.

- Technologies for providing the materials which includes equipment for recording visual images and audio, equipment for developing photographs.

- Technology for reproducing the learning materials such as making copies of audiotapes, films, and articles.

- Technologies for playing the recordings or using the content which includes the use of projectors and other similar playback equipment.(qtd in Salkind315-316)

2. Technologies for facilitating communication among participants in the learning process:

This category includes the use of electronic mail, internet telephony, and discussions on line (Salkind 316). The use of those technologies can be a useful method to make students from different countries to write to each other for both their English development and especially their motivation. (Harmer 148)

3. Technologies for facilitating evaluation:

Scantron is one of those technologies "which lets instructors automatically grade exams with objective questions (true/false, multiple choice) by having students fill out a form that can be read by the grading machine". It also includes testing on line.

These technologies allow instructors to make and grade questions on line to facilitate the work of the teachers (Salkind 317). The e-mail can be a good way for sending and receiving documents between teachers and students, so teachers can send feedback of the students 'works and examinations.(Harmer 148)

4. Technologies for managing learning activities:

These technologies help the teachers to manage learning activities. It includes learning management systems, course management systems, and learning content management.

Learning management systems takes a form of registers which can do many tasks such as registration, tracking of participation, testing, suggesting curricula for learners, sharing information with other systems, and other tasks (Salkind 317). While, course management systems build for support classroom learning in academic setting like universities. Course management systems can provide teachers by the ability to do some tasks such as place

course materials online, track student progress by assessing and grading them on line, gives quizzes and testing on line. (Salkind 318)

Learning content management systems as Carliner et al defined are "software for creating, storing, retrieving, changing, and reusing material intended for use in an online learning program" (qtd in Salkind 318). It also works in storing questions and tracking activities for developing materials. Learning content management systems have the same registration and management of learning management systems. (Salkind 318)

In the present, the use of technologies in education is very important. Technologies open new opportunities for learning, teaching, and research in education. It makes the teaching learning process more interesting and easier. Those technologies are important, but we must pay attention to the objectives of using them because they may be used for bad goals.

Conclusion:

In this chapter, we show the variety of the teaching strategies and techniques which they seem helpful for teachers of EFL in the classroom and to promote the teaching process for the best. We also tried to carry out the importance of the module of psychopedagogy and the teachers' and students' role in teaching this module.

We investigated the relationship of psychology with education which showed that variety of relationships between psychology and different issues of education. These relationships prove the extent of the role of psychology in education.

The investigation on the use of technology in the teaching process showed that it can increase the affectivity and motivation of the teachers and the variety and diversity of learning opportunities.

Chapter three

Analysis of Both Students' Questionnaire and Teachers' interview

1. Analysis of Teachers' Interview:

Introduction:

The objective of this interview is to explore the attitudes of the teachers towards psychopedagogy and its importance in the teaching process. This interview is designed to check the teachers' degree of awareness about the main principles of psychopedagogy and its implementations in the classroom.

1.1. Administration of the interview:

The interview was with four teachers in the Department of English at Biskra University. Two teachers are teachers of psychopedagogy, while the others are teaching other subjects. The teachers were very cooperative the sense in that they answered all the questions of the interview with pleasure and showed a real interest to do that. The interview includes 17 questions. These questions concern teachers' point of views about the teaching process and the role of psychopedagogy as module. This interview investigates the role of psychopedagogy, its importance, and its implications in the teaching process.

In this interview, we give a space for teachers to give advice and instructions for the other teachers, and to add comments about psychopedagogy.

1.2. Analysis of the Teachers' Interview:

Question 01: What do you think about the teaching process?

-Teacher one: it is a very important process. It is an active process, so it needs a lot of motivation, commitments, energy, and hard work.

-**Teacher two:** it is an important process which includes two main elements teacher and learner.

-**Teacher three:** it is interesting and hard process.

-**Teacher four:** it is interesting and difficult mission which has many challenges and difficulties.

All those teachers agree on the importance of the teaching process and describing it to include a teacher and a learner as basic elements. It needs motivation, commitment and energy since it has many challenges.

Question 02: Do you follow a particular way in teaching EFL classroom?

-Teacher one: yes, I do. I use the communicative approach in which I ask the question and receive the answer then evaluate the students' participation and share knowledge and meaning together.

-**Teacher two:** yes, I do. I use the communicative methodology.

-**Teacher three:** yes, I do.

-**Teacher four:** yes, I do. I follow the communicative approach because I think that it is the appropriate one for teaching.

The majority of the teachers use the same way of teaching which is the communicative approach. The teachers agree on the importance of this latter as a special way in teaching as it fits the needs of the students.

Question 03: How many years have you been teaching English?

-Teacher one: 10 years in the university and 12 years in the middle and high school.

-**Teacher two:** 29 years.

-**Teacher three:** 20 years.

-**Teacher four:** 15 years.

Those teachers have a long experience in teaching which mean that they are experienced teachers with rich knowledge about that specific process they seem to be an appropriate sample to give us the needed information about psychpedagogy and the teaching process. We may benefit from their experiences to find solution to the students' problems.

Question 04: What are the main subjects you have been teaching?

-Teacher one: almost all modules in the university (exception for two or three).

-Teacher two: different modules.

-Teacher three: secondary school and then university level.

-Teacher four: all modules.

This question reveals that the teachers are teaching different modules in their careers which make them experienced and knowledgeable in the various modules and subject matters.

Question 05: What do you think about the module of psychopedagogy?

-Teacher one: it is an important one. I think the students should know that teaching is mostly pedagogical but also mostly psychological.

-Teacher two: psychopedagogy or educational psychology is a very important course.

-Teacher three: important module which prepares students to be good teachers.

-Teacher four: it is an interesting module which will help teachers in the teaching learning process.

There is no difference between the teachers' responses about psychopedagogy. They emphasize on the importance of the module of psychopedagogy and the role of the learners for knowing its principles because they will need it in the future.

Question 06: What do you think about the role of Educational psychology in teacher's career?

-Teacher one: the good teacher is the one who understand the psychology of his students.

-Teacher two: we cannot speak on teaching without psychopedagogy. Any teacher without knowledge about psychpedagogy is like someone who jumps in an ocean without knowing how to swim. The teacher who has knowledge about educational psychology can face the different situations in his career. Educational psychology is crucial in the teacher's career.

-Teacher three: it helps a lot in making teachers dealing with class issues like teaching material, dealing with learners...ect.

-Teacher four: it helps teachers to understand the psychology of the students and how to interact with them. It also provides teachers with methods and techniques of teaching which help them later on.

According to the teachers' responses, we notice that they are aware and insist on the great role of educational psychology in their careers. They believe that educational psychology is a crucial factor in creating successful teachers. It helps to understand the psychology of the learners and how to interact with them.

Question 07: What is the role of the teacher in teaching psychopedagogy?

-Teacher one: to make his students think as researchers on the psychological issues that may influence or may have impact on the learner.

-Teacher two: to prepare the students to be teachers, to conduct and to guide them.

-Teacher three: guide future teachers in their teaching task.

-Teacher four: help the students to understand and to deal with the different subjects in psychopedagogy.

Each one of the teachers answered the question according to his believes. The first teacher believes that the role of the teacher is to make students researchers in the psychological issues which have effects on the learner himself. The second and the third one think that the teacher's role is to prepare future teachers. The last one focuses on the help of the teachers to make the students understand and explain the various issues in educational psychology.

Question 08: What are the objectives of educational psychology?

-Teacher one: educational psychology aim in the first place to identify all those effects of human psyche or learning new information.

-Teacher two: it has many objectives but the main aims are to prepare persons for teaching, to show that there is different ways of learning and teaching and differences between the learners, and to know the personality development and psychological problems.

-Teacher three: make the link between theory and practice.

-Teacher four: helps both teacher and learner to understand better the teaching learning process and to develop them.

The responses of the teachers to the question which concerns the objectives of educational psychology are different they can be summarized in the following points:

- Identify the human psychology.

- Prepare students to be good teachers.

- Show the variety in the ways of teaching and learning.

- Show the differences among the students in the learning process.

- Knowing the personality development and psychological problems.

- Make the link between theory and practice.

- Understand the psychology of human and how to acquire information.

Question 09: **Educational psychology provides the teaching process with theories, strategies and techniques which help teachers in the teaching process. What do you think about that?**

-Teacher one: yes. This scientific aspect of educational psychology, we need to produce theories and techniques to help, especially; teachers to understand the teaching process and understand the human mind.

-Teacher two: This is the court of educational psychology. Those theories explain how human acquire knowledge and which strategy or technique they use.

-Teacher three: yes.

-Teacher four: yes. Educational psychology provides the teaching process with theories and strategies. Those theories and strategies are used by the good teachers in their classroom.

Through the teachers' answer, we find that all the teachers do agree on the role of educational psychology in providing teaching with different theories, techniques, and strategies. According to the teachers, those theories and strategies have a great contribution in the development of the teaching process and the understanding of human minds.

Question 10: Do you apply some those techniques and strategies in your daily teaching? Do you find it useful?

-Teacher one: of course, I do. All the teachers knowing or without knowing they do that.

Those techniques and strategies are helpful for any teacher in his/her career (job).

-Teacher two: yes, I do. Through my teaching to educational psychology, I benefit from its theories and strategies and I use some of them in the classroom. They are very helpful.

-Teacher three: yes, I do.

-Teacher four: of course, I do. Those strategies and techniques are important for all the teachers to be successful in the teaching process.

The teachers' responses show that all the teachers use the techniques and strategies of educational psychologogy because they find them useful. This shows the importance and the great role of educational psychology in the teaching process. They ensure the benefits of these strategies and claim that all teachers do consciously or unconsciously.

Question 11: In your opinion what is the more appropriate one among: Instructor-centered or Students-centered teaching strategies? Why?

-Teacher one: I would prefer to have Instructor and student-centered strategies in the same time. Because some situations urge the teacher to use Instructor-centered strategies and sometimes you s/he needs to follow Student-centered strategies, so both of them complete each other.

-Teacher two: It depends on the approach which is adopted, the subject you teach, and the role of the learner. Sometimes in the same course, we need to use both of them. in general, people now agree on the Student-centered strategies.

-Teacher three: every tool, every techniques, any strategy can help the teacher when s/he is teaching.

-Teacher four: both of them are useful and we can use every one according to the students' needs and their style of learning.

The result reveals a total agreement among the teacher about the use of both Instructor and Student-centered teaching strategies. All the teachers said that the use of those strategies is depending on the students' needs, and learning styles.

Question 12; 13: What is your point of view about the teachers who do not have knowledge about the theories and strategies of educational psychology within their teaching process?

-Teacher one: they are not teachers. They could not understand the psyche of their students and the way human mind processes the information. They cannot be teachers.

-Teacher two: I think this is a failure. They may not be professional teachers.

-Teacher three: They need to know. They will fail in their mission as teachers.

-Teacher four: We cannot call them teachers because they will fail in their mission of teaching.

They all agree that a teacher cannot be successful if s/he does not have knowledge about educational psychology and its principles. This will be a big failure for them.

Question 14: What is your advice for them?

-Teacher one: I would advice every teacher to read a lot and to attend educational psychology courses because it will help him/her to know more about the students, their personalities, their needs, and everything concerning them.

-Teacher two: They should know things about the psychological development, the basic and principles of educational psychology, and they should contact with the experienced teachers.

-Teacher three: Try to read about the different theories and strategies of educational psychology.

-Teacher four: be aware about the knowledge of educational psychology because it is the key of the successful teachers.

Every teacher gives his/her advice but the most important one is to read and know the various theories and strategies of educational psychology.

Question 15: What is your advice to the novice teachers of English today?

-Teacher one: to read a lot, to research a lot, to attend with senior teachers.

-Teacher two: take advice and guide from the experienced teachers and to accept the different advice and criticism.

-Teacher three: be aware of complexity of the task of teaching. They need to read and get in touch with experienced teachers.

-Teacher four: be in contact with the experienced teachers and be aware about the differences among the students.

According to the response of the teachers, we summarize their advice in the following points:

- Be aware about the needs of the students.
- Get in touch with the experienced teachers.
- Accept the comments and criticisms because they will help for developing their teaching.
- Attend the educational courses with senior teachers.

Question 16: What do you think about the use of media in the teaching process?

-Teacher one: We are in the information age, so we are fast to use media in our classrooms.

-Teacher two: Of course, it is useful for teaching. As teacher, I use data show, computer, and other materials in my lectures. Today, persons learn through technology because they find it interesting, fast, easier, and useful.

-Teacher three: it helps but you need to select appropriate materials for teaching.

-Teacher four: it is useful for both teachers and learners.

The teachers agree on the use of media in teaching because it makes the teaching process more easy, fast, effective, and interesting. According to them the technology will be useful if we choose the appropriate and useful materials in teaching our students.

Question 17: Any comments?

The most comments of the teachers were:

- Every teacher should learn about educational psychology.

- Educational psychology is important module. We should give it an importance.

- Teach the principles of educational psychology to the students.

- The educators should give a importance to the module of psychopedagogy and make specialist in teaching this module.

- Raise students' awareness towards the importance of psychopedagogy.

Conclusion:

The obtained data show that the teachers are aware about the crucial role of educational psychology in the teaching process. Most of the teachers used the theories and strategies

of educational psychology in their classroom. Their responses reveal that the teacher without knowledge about educational psychology is like a person who jump in the ocean without knowing how to swim.

2.   Analysis of the students' Questionnaire:

Introduction:

The aim of this questionnaire is to assess the students' attitudes toward the module of Psychopedagogy, its importance and its theories application in education.

We use the questionnaire in this study because it is easier and faster for collecting a large amount of data in a short time.

2.1. Administration of the questionnaire:

The questionnaire was handed out to sixty students chosen randomly from the third year LMD at the department of foreign languages, university of Biskra with a total of sixty copies of the questionnaire, fifty five of which were returned.

The final questionnaire includes 18 questions. The questionnaire is divided into three main parts; they are entitled as follow:

1-Background information

2-Attitude of the students toward the teacher and classroom

3-Some questions about the classroom

The first part allows us to get general information about the age, gender, and the main reasons to study English at University with justification. The second part is intended to check students' attitudes toward the teacher and classroom. The third part includes the students' attitudes towards the module of Psychopedagogy. In this section we focus on the role of both the module and teacher of psychopedagogy.

This part includes a space which is allocated for any comments the students would like to add.

2.2. Results of the Questionnaire:

Section one: Background information

Item 01: Age distribution

R	20	21	22	23	24	25	26	29	32	36
Ps	2	7	24	6	7	2	3	2	1	1
%	3,63	12,72	43,63	10,90	12,72	3,63	5,45	3,63	1,81	1,81

Table 01: students' age distribution.

According to the table, we notice that our population is young. We find that the scope of third year LMD students age range between 20(3, 63%) and 36(1, 81%) with the supremacy of the percentage of students aged 22(43, 63%). Few students represent (3, 63%) are 20, 25, or 29, and fewer students represent (1, 81%) are either 32 or 36 years old. From this table we can recognize that the age is not a problem in studying English.

Item 02: Gender distribution

Sex	Response	Percentage
Male	17	30,91%
Female	38	69,09%
Total	55	100%
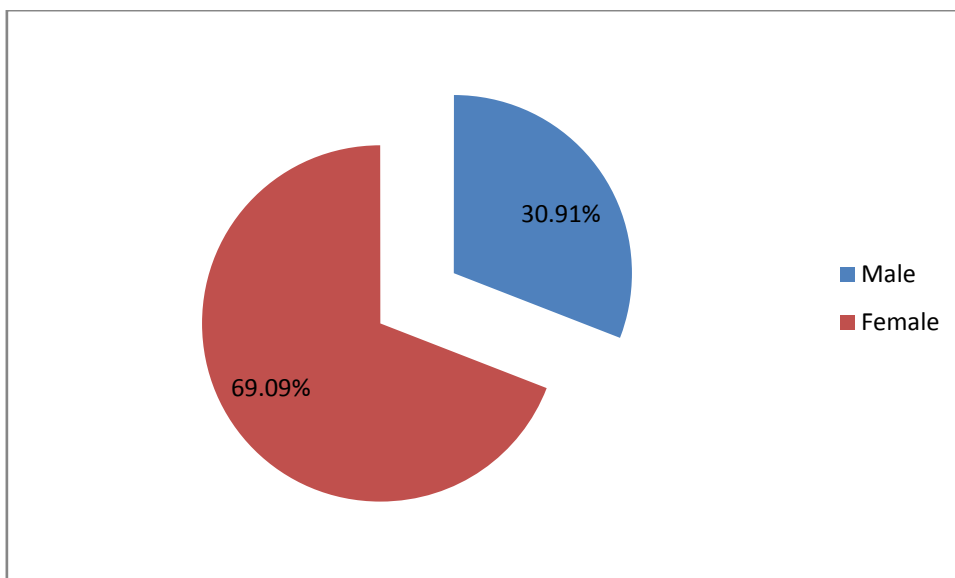
Table 02; Figure 01: students' sex distribution.

From this table, we can observe that the majority of the students are female (69, 09%) and the male represent just (30, 91%). Female are more interesting in studying English and may be the boys are more interesting in studying scientific and technical subjects. The choice for studying English or scientific branches is relying on the future job's requirements in the real world.

<u>**Item 03:**</u> **Choice of study English**

Answer	Response	Percentage
Your parents' choice	3	5,45%
Your choice	44	80%
You just choose it	8	14,55%
Total	**55**	**100%**
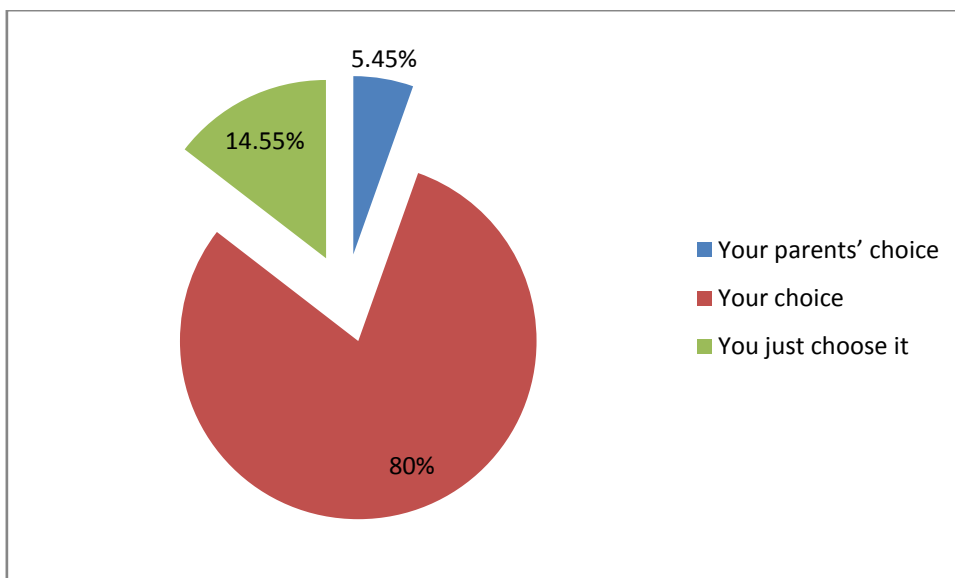
Table 03; Figure 02: students' choice of study English.

According to the this table we recognize that the most of the students chose to study English (80%) because they love English language and consider it as international language. Few of the students are obliged by their parents to study English (5, 45%). The rest chose English language just for study any subject in the university or maybe they do not have a better choice than studying English language.

<u>**Section two:**</u> **Attitude of the students towards the teacher and the classroom.**

<u>**Item 01:**</u> **What type of atmosphere exists in the classroom?**

Answer	Response	Percentage
Friendly	27	49,09%
Fearly	2	3,63%
Neutral	26	47,28%
Total	55	100%
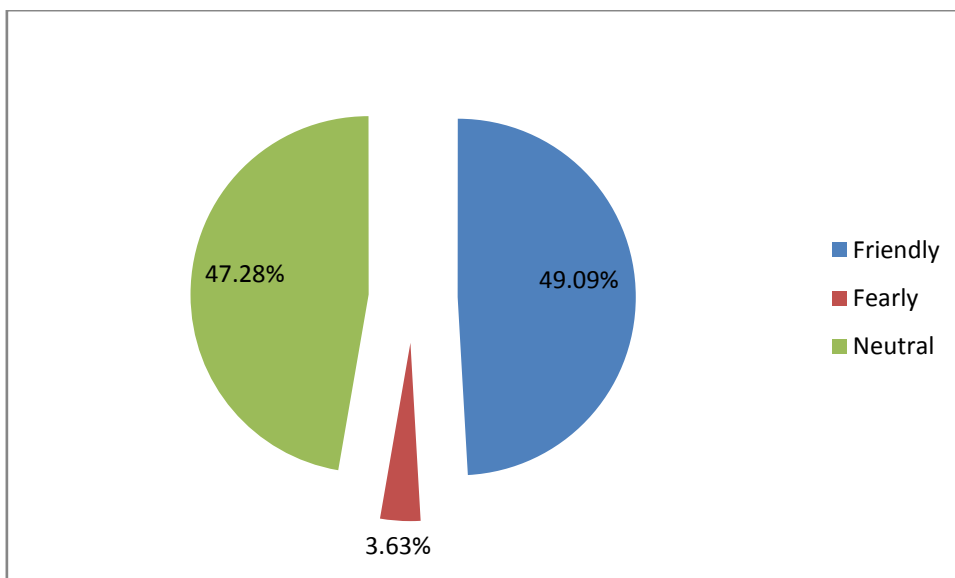
Table 04; Figure 03: students' point of view about the classroom's atmosphere.

In this table, we can notice that there is a suitable atmosphere in the classroom which could help for a better teaching and learning. According to the table we recognize that the most of students agree on the existence of good atmosphere in the classroom (49, 09%) and (47, 28%). Few of students feel that there is a fairly atmosphere in the classroom may be because of their personality or their relationship with the teacher and classmate or due to some psychological factors such as: shyness, lack of self esteem.

<u>**Item 02:**</u> **What is the type of relationship between you and your teacher?**

Answer	Response	Percentage
Good	31	56,36%
Bad	0	0
Neutral	24	43,64%
Total	55	100%
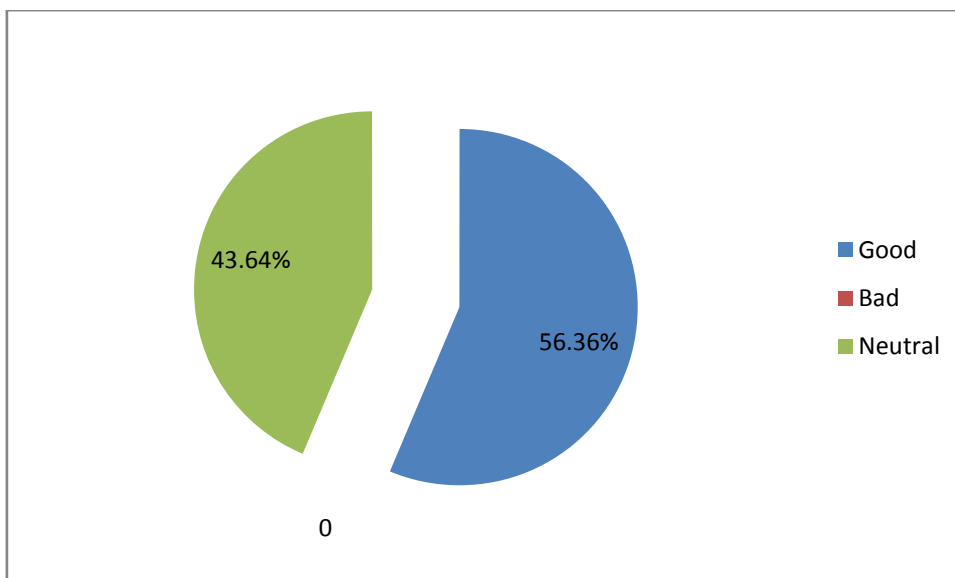
Table 05; Figure 04: students' response about the relationship between them and their teacher.

In this table, the students are divided into two parts. The first part (56, 36%) agrees on a good relationship with the teacher which means the affectivity of the teacher in the classroom. The second part (43, 64%) also emphasize on the normal relationship between them and their teacher. According to this table we can also notice that no one of the students has a bad relationship with the teacher. This response reflects the good interaction between the students and the teacher, and also reflects the attempt of the teacher to build a good relationship with the students according to their psychological differences. So this friendly atmosphere which characterizes the classroom is very helpful for a successful learning/ teaching environment. It will facilitate the application of the module of psychopedagogy.

Item 03: Did your teacher fit all your needs?

Answer	Response	Percentage
Most of them	15	27,27%
Some of them	34	61,81%
Not at all	6	10,90%
Total	55	100%
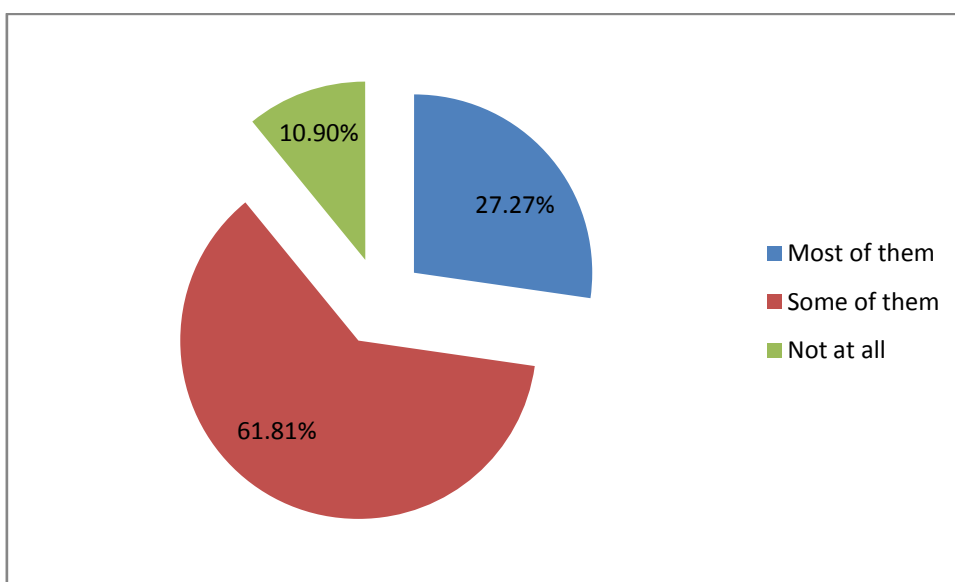
Table 06; Figure 05: students' viewpoints about the teacher's role to fit their needs.

According to the students' point of views in this table, we observe that the teacher fits just some of the students' needs (61, 81%) which mean that the teacher attempts to cover all the difficulties and needs of the students but with certain failure due to many reasons which are related to the teacher himself, the classroom content, nature of the taught subject and types of material used. In the other hand, we find the percentage (27, 27%) which represents the students who said that the teacher fits all their needs. This result reflects the affectivity and the important role of the teacher in the teaching process.

Item 04: What's his role in the classroom?

According to the responses of the students we can summarize the role of the teacher on the classroom as follow:

- Tutor

- Organizer

- Instructor

- Facilitator

- Controller

- Observer

- Examiner

The students agree that the teacher plays different roles in the classroom which have changed and continue to change to fit all the students' needs.

Item 05: Did your teacher use different strategies in teaching?

Answer	Response	Percentage
Yes	18	32,72%
No	37	67,28%
Total	55	100%
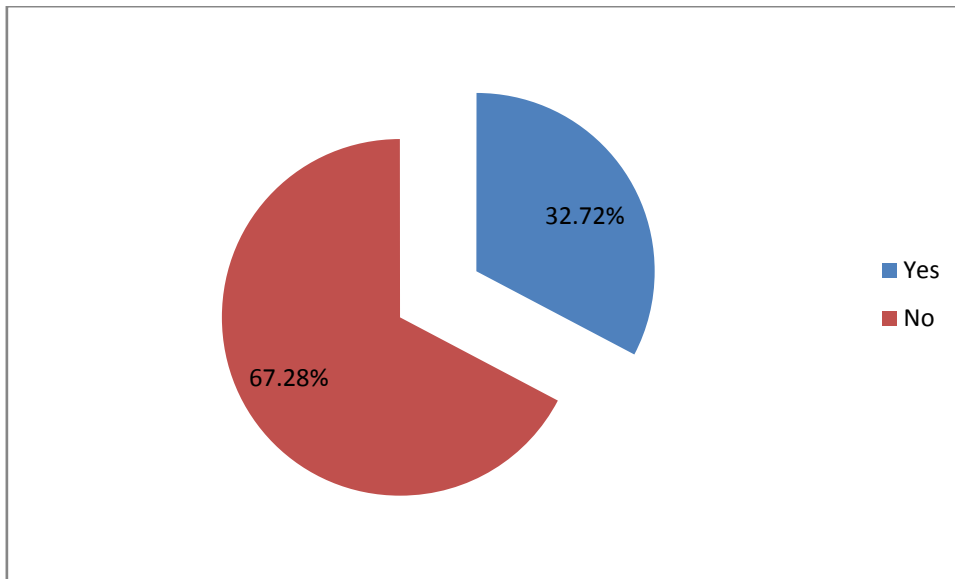
Table 07; Figure 06: Students' viewpoints about the teacher's use of teaching strategies.

In this table, the majority of the students (67, 28%) ignore the use of the teacher to the teaching strategies in the classroom. This result shows that the teachers do not use different strategies. According to the justification of the students, we summarize the reasons which explain their responses in few points:

- The teacher does not understand the differences of the students' levels and the needs for differentiate the strategies to fit all those differences.

- The teacher believes that one strategy is enough for teaching.

- The teacher uses just one strategy which is the easier and the simple one for teaching.

- The short time and the large number of the students oblige the teacher to use only one strategy.

- The teacher thinks that his/her strategy is the best one and each teacher has his own strategy of teaching.

- The teacher does not have the ability to use different strategies.

- The teacher does not care about the students' understand, s/he just teach without delivering the information to the students.

- The teacher does not know other strategies of teaching.

In the other hand, we find the percentage of the students who agree with the use of the teacher to different strategies of teaching (32, 72%). According to the students' responses the teacher uses varieties of strategies such as:

- Give handout then explain it.

- Use activities to explain the lectures.

- Making groups or individual work.

- Lecturing and discussing.

- Explanation of the lesson more than one time.

- Ask questions, testing students' background, given varieties of practices, and ask to check the students' understanding.

From this result, we find that there are some teachers who apply some strategies in the teaching.

Section three: Psychopedagogy and its implication in EFL classes.

Item 01: What do you think about the module of psychopedagogy?

Answer	Response	Percentage
Interesting	27	49,09%
Boring	18	32,72%
Neutral	10	18,19%
Total	55	100%
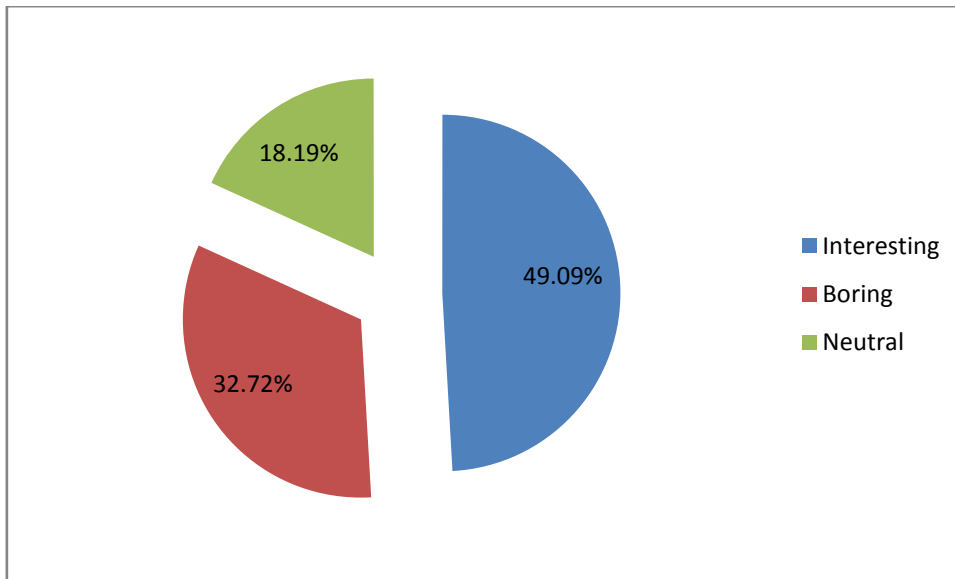
Table 08; Figure 07: Students' viewpoints about the module of psychopedagogy.

According to this table, 27 students (49, 09%) inform that the module of psychopedagogy is an interesting module, and 18 students (32, 72%) think that this module is boring, whereas 10students (18, 19%) think that the module of psychopedagogy has a little importance (neutral). As a result, we deduce that our respondents are aware to a big extent about the great values. This subject has in realizing a successful learning and teaching contexts.

Item 02: What is its main role in both learning and teaching?

Concerning our learners' answers about this statement, the majority of the students agree on the importance of the module of psychopedagogy in both learning and teaching. They claim that psychopedagogy provide both teacher and student with different theories and strategies to facilitate the learning teaching process.

Item 03: **Did you know the most apparent and successful theories and strategies of psychopedagogy?**

Answer	Response	Percentage
Yes	14	25,45%
No	41	74,55%
Total	55	100%
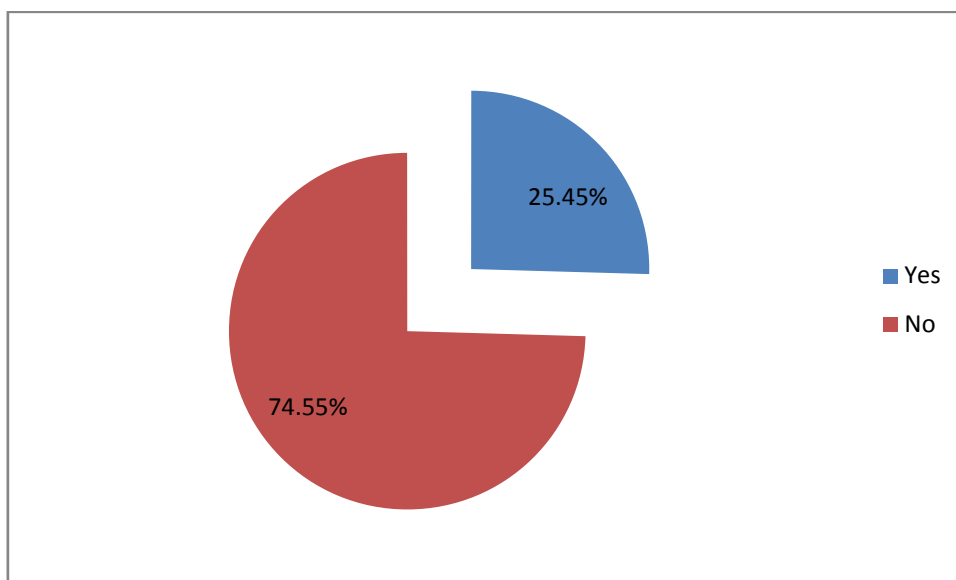
Table 09; Figure 08: Students' knowledge about the theories and strategies of psychopedagogy.

According to the students' answers, we notice that the majority of the students (74, 55%) do not know the theories and strategies of psychopedagogy, and few of them (25, 45%) have an idea about it. This result may reflect the failure of the teacher to make the students knowledgeable with those theories and strategies or to the neglection of the students to the importance of psychopedagogy and its theories and strategies.

Item 04: **If yes, did your teacher apply those theories and strategies in the classroom?**

Answer	Response	Percentage
Yes	10	71,43%
No	4	28,57%
Total	14	100%
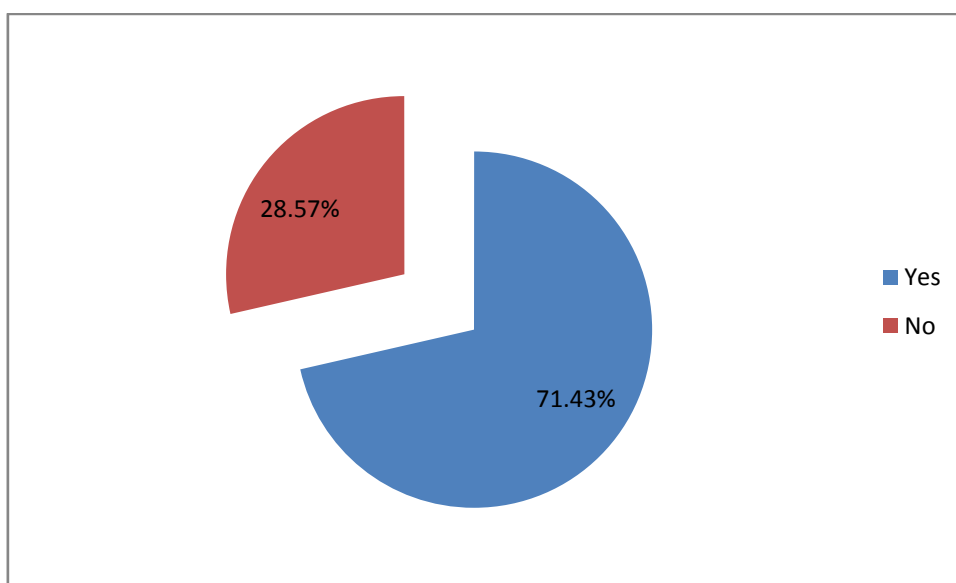
Table 10; Figure 09: Students' viewpoints about the teachers' use of the theories and strategies in the classroom.

Concerning the response on this statement, the majority of the students (71, 43%) say that their teachers apply the theories and strategies of psychopedagogy in the classroom. Few of the students (28, 57%) inform that their teacher does not use those theories in the classroom. At the same time those claiming their teachers to use some strategies and theories without recognizing what are they.

Item 05: **Do you think that this module would be helpful for you?**

Answer	Response	Percentage
Yes	41	74,55%
No	14	25,45%
Total	55	100%
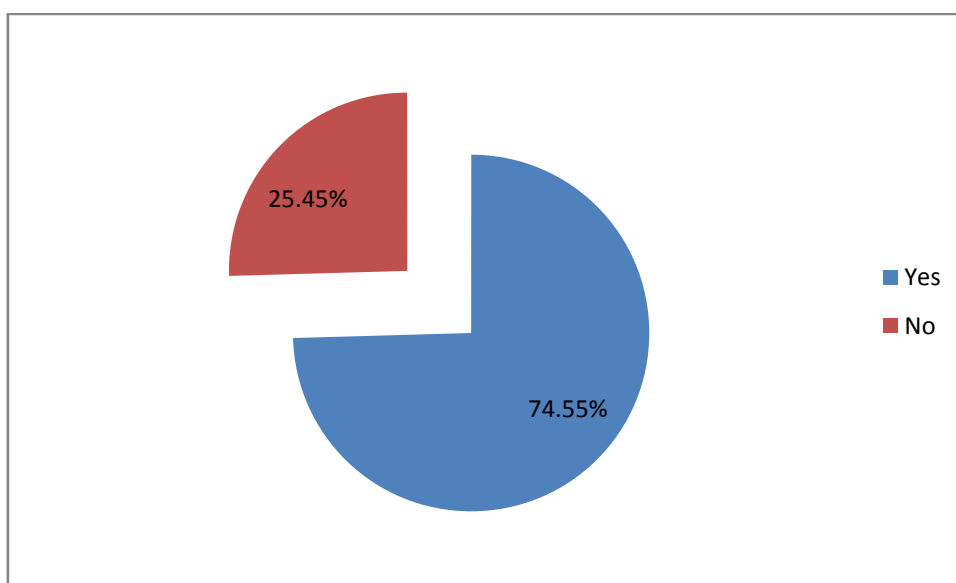
Table 11; Figure 10: Students' attitudes towards the importance of psychopedagogy.

Concerning the students' answers on this question, we find that 41students (74, 55%) inform that the module of psychopedagogy is helpful for them. Their justifications are summarized in the following points:

- It is helpful in both learning and teaching.

- Focuses on the two parts theory and practice in the teaching learning process.

- Prepares us to be good teachers in the future.

- Helps us to know different style of learning and teaching.

- Helps us to face the difficulties in learning and solve them.

- Helps us to build a relationship with the teacher.

- Shows the teacher how to deal with the students' behavior and how to manage the classroom.

- Helps teacher to understand the internal and external behavior of the students.

- Show us how we learn and how we can improve our levels.

These responses show the awareness of the students about the importance of psychopedagogy in both learning and teaching.

In the other hand, 14 students (25, 45%) claimed that they do not benefit from this module because they think that this module is complex, boring, and just a focus on the theoretical subjects.

Item 06: **Are the teachers of psychopedagogy different from the other teachers of other modules?**

Answer	Response	Percentage
Yes	25	45,45%
No	30	54,55%
Total	55	100%
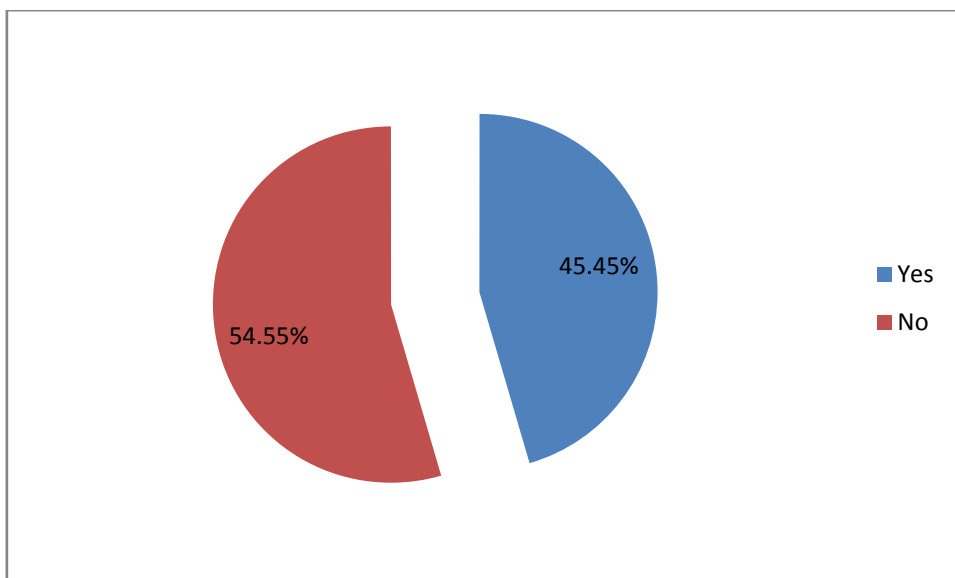
Table 12; Figure 11: Students' attitudes towards the teachers of psychopedagogy.

According to the table, we can notice that there is a certain balance in the responses of the students. The first part of the students (54, 55%) says that there is no difference between teachers of psychopedagogy and the other teachers of other modules. They believe that all the teachers use the same methods, styles, and strategies in teaching; they just give the information without take in consideration the students' understanding, level, style and interest.

The second part of the students represent (45, 45%). They said that there is a difference between the teacher of psychopedagogy and the other teachers. They said that each teacher has a special style and methods of teaching. They also said that the teachers of psychopedagogy are more awareness about the problems, difficulties, behavior, and needs of the students. Teachers of psychopedagogy understand the internal and external needs and behaviors of the students better than the other teachers and knowledgeable about how to overcome all difficulties and help learners.

Item 07: **Do you think that psychopedagogy is different from the other modules?**

Answer	Response	Percentage
Yes	39	70,90%
No	16	29,10%
Total	55	100%
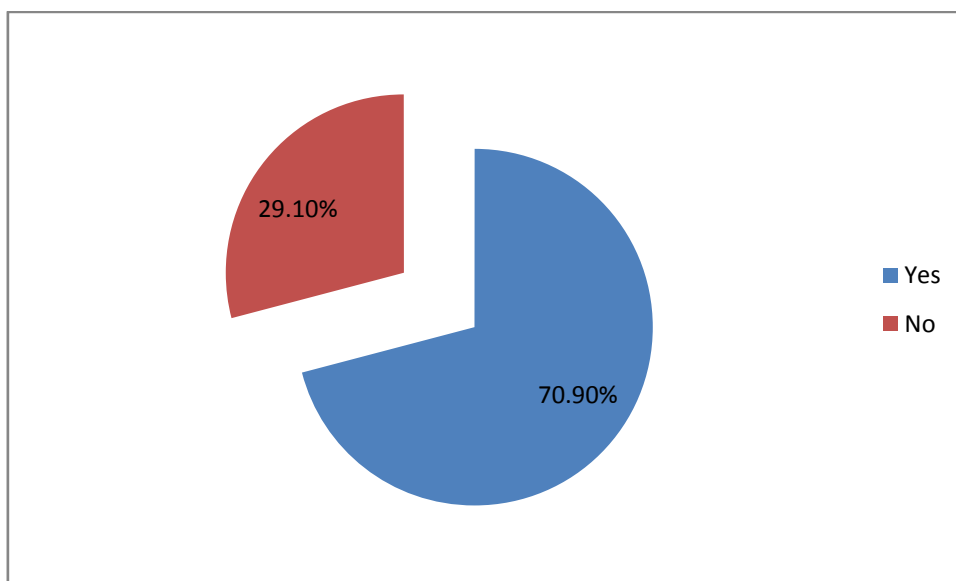
Table 13; Figure 12: Students' attitudes towards the difference between the module of psychopedagogy and other modules.

According to the table above, we observe that 39students (70, 90%) agree on the difference between psychopedagogy and other modules. The students' justifications about their responses are summarized in the following points:

- This module is based on mental and abstract studies.

- It concerns the teaching process in which the teacher may benefit from its theories.

- New lessons and theories

- Unlike the other modules, psychopedagogy discusses all the subjects of education.

- It studies the psychology of the students and their problems.

- It prepares the students to be good teachers in the future.

- It includes interesting topics such as learning and teaching theories, motivation, styles of learning, and other subjects.

- It needs to use both mind and logic for study its theories and assumptions.

In the other hand, we have 16 students (29, 10%) say that there is no difference between psychopedagogy and the other modules. They believe that all the modules are important and have the same way and methods of teaching and presentation.

<u>Item 08:</u> Any comments about the module of psychopedagogy:

According to the last item in the questionnaire, we find the most comments focus on the importance of the module of psychopedagogy and the responsibility of the teachers and educators to develop it. The students consider psychopedagogy as crucial and interesting module which could help them in the future.

Conclusion:

The analysis of students' questionnaire reveals that most of the students agree on the importance of psychopedagogy in the teaching learning process. It confirms that psychopedagogy has a crucial role for helping both the teacher and learner. The results of the study also show that the students are not knowledgeable with the theories and strategies of psychopedagogy and this reflects the weakness of the teachers of psychopedagogy. Furthermore, the results shows that the majority of teachers do not apply the theories and strategies of psychopedagogy in the classroom   may be because they lack the necessary basics to be known about the importance of psychopedagogy in the teaching learning process.

Recommendations

In the light of our finding, we would like to present some recommendations in which may be helpful for improving the teaching learning process. The recommendations could be summarized as follows:

-Teachers need to read more about educational psychology and to be more knowledgeable with its theories.

-Teachers need to make contact with the experienced teachers for help them to improve their ways of teaching and to benefit from their experiences.

-Teachers must link the theories and strategies of educational psychology with their application in the classroom.

-Teachers need to teach psychopedagogy to their students effectively and to make them knowledgeable with its most important theories.

-Teachers should simplify the complex subjects in psychopedagogy to the students to allow them for better understand.

-Teachers should talk with their students and decide what are their problems in the module.

-Teachers need to provide the students with an appropriate setting and atmosphere in the classroom in which they were motivated and interested with the module.

-Teachers should show the role of psychopedagogy in both teaching and learning.

-For better teaching, teachers need to teach small groups of students because the small numbers of students help for better understand to the module.

These are some recommendations for benefit from the theories and strategies of educational psychology, and for make the students aware and motivated in learning psychopedagogy. We hope that teachers and students benefit from our research and recommendation in developing the teaching learning process.

General Conclusion

The present study is based on an investigation of the role of educational psychology in the teaching process within an EFL classroom and the importance of increasing awareness of both teachers and learners towards its application in education.

At the beginning of this dissertation, we tried to make a brief summary on the historical background of educational psychology and its approaches. We tried also to identify the main teaching strategies and techniques that are used by EFL teachers. As far as the module of psychopedagogy is concerned, we have tried to investigate its importance and the role of both teachers' and learners' methods to acquire it. We have also tried to show the relationship between psychology and different subjects in education. In the other words, we tried to prove that psychology has a big impact on education; it shows the importance of educational psychology and its relationship with the teaching learning process. We shed light on proving the great importance of using technology in teaching and its role for promoting and improving the teaching process.

Through two main data gathering tools that investigated both teachers' and learners' awareness and attitudes towards the role of educational psychology and its applications in the teaching process. The findings gathered through this study confirm that educational psychology has a great role in the teaching process. This latter provides teachers with different theories, strategies, and techniques for teaching. They have also shown that the module of psychopedagogy is an interesting and important module in teaching EFL classroom. Moreover, the results of the teachers' interview and the students' questionnaire confirm our hypothesis that educational psychology has a great role in the teaching process.

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Appendices

Teachers' interview

Dear teachers,

This interview is devised to collect information about the role of educational psychology in the teaching process and the importance of teaching the module of psychopedagy at the university.

We would be grateful if you could answer these questions to help us in our research for the Master's degree in Language Sciences.

We would thank You in advance.

1. What do you think about the teaching process?

2. Do you follow a particular way in teaching EFL classroom?

3. How many years have you been teaching English?

4. What are the main subjects you have been teaching?

5. What do you think about the module of psycho-pedagogy?

6. What do you think about the role of Educational psychology in teacher's career?

7. What is the role of the teacher in teaching psycho-pedagogy?

8. What are the objectives of educational psychology?

9. Educational psychology provides the teaching process with theories, strategies and techniques which help teachers in the teaching process. What do you think?

10. Do you apply some of those techniques and strategies in your daily teaching? Do you find it useful?

11. In your opinion what is the more appropriate one among: Instruction-centered or Student-cantered teaching strategies? Why?

12. What is your point of view about the teachers who do not have knowledge about the theories and strategies of educational psychology about the teaching process?

13. Could they be successful teachers?

14. What is your advice for them?

15. What is your advice to the novice teacher of English today?

16. What do you think about the use of technology in the teaching process?

17. Any comments?

Dear students.

   You are kindly invited to fill in the following questionnaire. It is designed to check your attitudes towards the module of Psychopedagogy, its importance and its application in education.

Please, tick the appropriate answer and justify it whenever it is possible.

We extremely appreciate your collaboration.

1. **Background information :**

    a. Age ☐

    b. Gender :

    Male ☐   Female ☐

    c. Why did you choose to study English?

    - Your parents obliged you   ☐

    -Your choice   ☐

    -You just choose it.   ☐

    d. If it is your choice, state the reason.

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2. **Attitude of the students toward the teacher and the classroom.**

    a- What is the type of atmosphere which exists in the classroom?

Friendly ☐   fearly ☐   neutral ☐

b- What is the type of relationship between you and your teacher?

Good ☐   bad ☐   neutral ☐

c-Did your teacher fits all your needs?

Most of them ☐   some of them ☐   not at all ☐

d-What is his role in the classroom?

e-Did your teacher use different strategies in teaching?

Yes ☐   No ☐

f- If yes, what are these strategies?

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g- If not, why did not he do?

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3. **Some questions about the classroom:**

a-what do you think about the module of psycho-pedagogy?

Interesting ☐   boring ☐   neutral ☐

b-What is its main role in both learning and teaching?

c-Did you know the most theories and strategies of psychopedagogy?

Yes ☐   No ☐

d-If yes, did your teachers apply those theories and strategies in the classroom?

Yes ☐   No ☐

e- Do you think that this module would be helpful for you?

Yes ☐   No ☐

-Justify.

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f- Are the teachers of psychopedagogy different from the other teachers of other modules?

Yes ☐   No ☐

-Justify.

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g- Do you think that psychopedagogy is different from the other modules?

Yes ☐   No ☐

- Justify.

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-Any comments about the module of psychopedagogy.

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ملخص

هذا البحث تحقيق حول دور علم النفس التربوي في عملية تدريس أقسام اللغة الانجليزية كلغة أجنبية.يعتبر علم النفس التربوي عنصر مهم في تدريب و تزويد الأساتذة بأهم المبادئ و الأساسيات المتعلقة بطبيعة التعليم. لذلك في هذا البحث حاولنا تسليط الضوء على اهم نظريات و استراتجيات علم النفس التربوي المتعلقة بعملية التعليم. كذلك حاولنا إظهار أهمية تدريس علم النفس التربوي في عملية التعلم والتعليم.في هذا البحث قمنا بالتحقق من وموقف كل من الأساتذة و الطلبة اتجاه دور علم النفس التربوي و أهمية تدريسه في عملية التعلم و التعليم. و لاستبيان هذا الموقف قمنا بمقابلات مع الأساتذة ووزعنا عدد من الأسئلة على طلبة السنة الثالثة.و قد أسفرت نتيجة تحليل كل من المقابلات و الاستبيان أسفرت عن وعي الأساتذة و الطلبة حول أهمية علم النفس التربوي و نظرياته في عملية التعلم و التعليم. هذا البحث يهدف إلى مساعدة الأساتذة في توطيد معرفتهم بنظريات و استراتجيات علم النفس التربوي التي يمكن أن تساعدهم في مشوارهم المهني

Dedication

To the dearest persons to my heart

To my *parents* with love

To my brothers *Lazhar, Abed el-kader*, and *Zakaria*

To my sisters *Hafida, Khalda*, *Fairouze* and *Mona*

To my *grandmother*, my aunt *Dalila*, and my uncle *Razik*

To my precious nephews *Mohsin* and *Takwa*

To my brothers in law *Bilal and Walid,and to my sister in law Faiza.*

To all my friends, especially, *Halima, Randa, Wafa, Siham, Rawia.*

To everyone who stands by me in all moments

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Abstract

This research is an investigation on the role of educational psychology in the teaching process within EFL classrooms. Educational psychology is considered as important elements for training and providing teachers with the basic psychological principles of the nature of teaching. Thus, in this research, we try to shed light on the most crucial theories and strategies of teaching that are provided by the educational psychologists. We also try to investigate the importance of teaching the module of psychopedagogy and the role of technology in the teaching learning process. In this research, we investigate and check the attitude of both teachers and students towards the role of educational psychology and the importance of the module of psychopedagogy in the teaching learning process. It is by the means of teachers' interview and students' questionnaire that we investigate the importance of psychopedagogy and other issues which concern the subject matter. The results from analyzing the interviews and questionnaire have to reveal that both of the teachers and students are aware about the role of educational psychology and its theories in the teaching learning process. The present dissertation aims at helping the teachers to be knowledgeable with the theories and strategies of educational psychology that may help them in their way of teaching.

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List of Abbreviations

EFL: English as a Foreign Language

LMD: License, Master, Doctorate

STM: Short Term Memory

LTM: Long Term Memory

AECT: Association for Educational Communications and Technology

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