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Faculty of Letters and Languages

Department of Foreign Languages

English Division

The Importance of the Use of Methods and Materials in Teaching Foreign Language Classrooms

A Case study of First Year L.M.D Students and Teachers of English Departement at M'sila University

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in 'Sciences of the Language'.

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DEDICATION

The first and the last thanks is to Allah almighty that without his blessing we cannot fulfil this work

To the crown of my head, to the light of my life, to my beloved, to the one who own my life in short to my father

To the my soul, to the sun of my life , to the one who give me life and send me the energy ,in short to my mother .

To the joy of my life, to my dear lovely light hand in this work:

Sara, Dounia, khansa, Rasha, Houda, Mouna, Nouha

To The best people of my life, to my dear sisters Kaouther and Hibba.

To trousers of my life, to my brothers Mohamed Taki Eddine, Omar, Abdelmoneim and angel Othman.

To all my family, one by one, thank you for supporting me.

Especially my supervisor Mr. Laala Youcef

To my clan who share with me the good and the bad time, who help me hard time in both in both university and campus.

To my partner who was like right hand in my life by giving me all the best my lover heart

For the angel who helps me to write this work

Thank you so much

Abstract

This dissertation to offer an insight into the current situation of English teaching material in EFL classes at the level of first year. It investigates the importance an attributed by EFL teachers at department of English teaching material as compared to other language aspects for first year classes. the present work consists of: an introductory chapter on the methodology adapted to conduct the research, and the rest of the dissertation is divided into the two main parts. The first part represent to the literature review of related to the study. In the first chapter the researcher discusses some general consideration on the relationship between language methodologies. And teachers, also provide on overall idea on the major contributions in providing an argument on the need to incorporate material into EFL classroom. In the second chapter, the main aspect related the teaching material such as its developing role in foreign language approaches and method the sole for teaching material as well as the challenges and limit of classroom instructions are deal with. The researchers go further to shed light on the various materials of approaches and activities for teaching material. In the second part which constitutes the field work. The researcher tends to explore teachers, as well as student perspectives and opinion, towards the issue under investigation. It explore the activities , topics, and materials currently used to teach English through designing we rowed to EFL teachers at the English department in order to offer useful ways of integrating teaching material into these classes and supplementary their course book .

الملخص

حاولنا من خلال هذه الدراسة أن نعرض أو أن نوضِّح الرؤية في الحالة المتداولة في تعليم اللغة الانجليزية من خلال الاستعمال التكنولوجي في مستوى السنة الأولى في جامعة محمد بوضياف المسيلة هذه الأخيرة التي تبحث في مدى أهميّة التدريس بالتكنولوجيا لمقارنتها بمختلف اللغات الأخرى ومجالات أخرى في نفس المستوى الذي سبق ذكره آنفاإنّ تقديم هذا البحث يتضمن فصل تمهيد حول المنهجية المختارة لإدارة البحث أما بقية الدراسة فهي تنقسم إلى بابين الباب الأول الذي قدمنا فيه النظرة العامة عن المنهجية وعلاقتها بتعليم اللغة و اكتسابها هذا الأخير بدوره ينقسم إلى فصلين الفصل الأوّل نناقش فيه ماهية التكنولوجيا أنواعها ومدى أهميتها وعلاقتها باللغة عامة وبالأستاذ خاصة أمّا الفصل الثاني يدور حول تعليم اللغة الانجليزيّة باستخدام التكنولوجيا ومدى نجاحها في تمكين الطالب من التحصيل كما تطرقنا إلى عرض أنواعها وتأثيرها على كل من الأستاذ والطالب . يتضمن الجانب التطبيقي الذي قمنا بدراسة البيانات التي جمعناها من الاستبيانين الموجهين للأساتذة و الطلبة و إعطائهم الاقتراحات و بعض الحلول التي من شانها المساهمة في تحسين اللغة الانجليزية بالاستعمال التكنولوجي .

Lists of abbreviations

- **ALM:** Audio Language Teaching.
- **CBT:** Task Based Teaching.
- **CLL :** Communicative Language Learning
- **CLT:** Communicative Language Teaching.
- **DM:** Direct Method.
- **FL:** Foreign Language.
- . **GTM:** Grammar Translation Method
- **L1:** First Language.
- **ML:** Mother Language.
- **S:** Suggestopedia.
- **SW:** Silent Way.
- **TEFL:** Teaching English as a Foreign Language.
- **TL:** Target Language
- **TPR:** Total Physical Response.

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Theoretical part

Chapter one: Teaching Methodologies

Chapter two: Teaching Materials in Foreign Language Classroom

Part Two: Field work

Chapter three: The analysis of the questionnaires

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General introduction

Introduction:

Teaching material is a genetic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support students learning.

Foreign language teaching perhaps more than any other social or human discipline is constantly going under changes in revolutionizing the teaching methodology and producing new teaching techniques and materials.
These changes are primarily motivated by the will of researchers to keep with changing emphasis on what learners are expected to learn.

Literature review

Numerous studies have been conducted to investigate the teaching materials theory and the foreign language into education as well as its role in determining the way by which each teacher should be followed for example, specialist in the domain of teaching foreign language have developed a wide methods which is a specific way of teaching English ; as

(Richards & Willy, 2002, 09) said it is a set soft theoretically unified classroom techniques through to be generalised across a wide variety of contexts and audiences.

There are different kinds of methods such as the grammar translation method (GTM) or the Prussian method (PM) in USA was the product of German scholarship: Seindenstucker, Poltz, Ollendorf, and Meindenger its practice between 1840s and 1940s. It emerged when people of the western world wanted to learn such foreign languages as Latin and Greek. The focus is on learning grammatical rules and memorising vocabulary and language declensions and conjugations. (Raven, 2007) said that grammar translation method is one of the most effective and successful in classroom to develop their minds and build grammar, vocabulary, reading, and translation skills.

The Grammar Translation classes lingered in the west until the 1970s, and it is still used in some schools, especially in less developed countries. However, the system of the Audio lingual method (ALM) or the army method began to replace in Western schools in

1950s by new scientific method known as Audio- lingualism or called also aural – oral methods it gets its name from Latin roots for hearing and speaking.

(Davies & Pears, 2000) identified Audio Lingualism emphasises drills, conversation, and memorisation

According to (Harmer, 2001) Audio lingual attempted through a continuous process such positive reinforcement to engender good habits in language learning in classroom.

The Direct Method (DM) developed against the grammar translation method by Sauver_ a Frenchman who opened a language school in Boston 1869. His became known as the natural method. It is the way to teach foreign language with the help of contrastive nature and target grammar analysis. The basic premise of the direct method is the second language learning should be more like first language learning. (Davies & pears, 2000) stated that the direct method classroom was one of the small insensitive classes which stressed both speech and listening comprehension. The teacher gives instruction in the target language, teaching every vocabulary and sentences, the teacher develops oral communication in a careful progression that organises around questions and answers exchange.

In Western countries many teachers want to improve their commands for English that their students achieve a good command of English and they want to be able to master English to high level of accuracy and fluency. The demand for appropriate teaching methodology is therefore as strong ever. In this case we will discuss the methodology which known as a communicative language teaching (CLT) which developed by Stephen Krashen.

Krashen suggests that learners acquire language through using it for communication. since most learners study language to use it for communication this discovery represents a tidy fit between what works and what learners want . The communicative language teacher uses authentic materials and exercises in the classroom, since this enables his students to more easily take their language learning. According to Richards (2006) it can be understood as a set principles about goals of the language teaching, how learners learn a language the kind of classroom activities that best facilitate learning, and the roles of teachers and learners in classroom.

Total physical Response (TPR) it was developed by James Ashore in the USA from 1960s. (Davies & Pears, 2000) tries to develop listening comprehension before production to associate language with action and to reduce stress in language learning.

(Raven,2007) identified TPR considered to teaching TEFL in class like listening and physical response that are emphasised over production , grammar that are emphasised over other language areas , spoken language is emphasised over written language .

The silent way (SW) is the name of the method of language devised by Caleb Gattegno in the USA in 1970s believed that learning is the best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been thought? (Richards & Rodgers, 1998) assessed that it is based on the promise that teacher should be silent as much as possible in the classroom, but the learner should be encouraged to produce as much as language as possible. (Harmer, 2001) the silent way is when is the teacher is silent for most of time, it just given a signal examples of new sentences than the students try to produce one.

Suggestopedia or desuggestopedia is a method developed by George Lozamov from1970s and then Jame Bancroft in Canada and others. it is   a set of learning recommendation derived from suggesttology which Lozanou describes as a science concerned with the systematic study of non-rational and non-conscious influences.

 (Richards & Rodgers, 1998)   Suggestopedia sees the physical surrounding and atmosphere of the classroom as of importance by ensuring that the students are comfortable, confident , and relaxed, the effective filter is lowered, this enhancing learning .

(Harmer, 2001) said that it is main concern is facilitate a memorisation in foreign language. Learners provided with the first language translation of the text that they have a fain understanding of what they are memorising.

But now teaching language develops by using new materials such as computers and internet (Richard & Renandy, 1998) investigated that computer and internet is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. for example, that electronic discourse tends to be more lexically and syntactically complex than oral discourse, and features a broad range of linguistics functions beneficial for language learning and also it can increase students "motivation"

and creates optimal conditions for learning and suggests that it is not only a matter of using the internet to learn English, but also of learning English or less legitimated than any of the others .However, since there are many ways to integrate the internet into classroom instruction.

Significance of the Study

English language teaching has gained an immense level of importance all over the world; thus special attention is given to the importance of new teaching methods rather than sticking to old methods that have shown appreciation to the teachers and students individuality and uniqueness.

The results of this study will shed more light and give much more importance to the students learning preferences and to help the teacher with teaching materials to provide in creating teaching programs that are efficient in boosting students in foreign language classroom and exploring their strengths and interests .the result will provide further insights on the relationship between teaching materials and foreign language proficiency in classroom.

Aim of the Study

This study aims to help teachers to provide information, ideas and stimulus which will facilitate the application of current thinking and research to the practical realities of developing and exploiting classroom methods and materials. It is also aims to contribute to the continuing development of quality methods and materials.

Statement of the problem

The subject under study is a result of many interests in the domain of teaching foreign language in classrooms, because as a previous student and some teachers at the English department. We always ask ourselves why universities student in general and English learners in particular are not motivated to acquire foreign language and why teachers solve many problems in classrooms to convince information to their students .

We will talk in this research about method that is used in teaching foreign language because ; it plays an important role in teaching . In the first part, we will define method, give its types, objectives in each method according to features and typical techniques, because when teacher selects an effective method, students can understand quickly and information will become easy to understand .

Another part of this research is teaching with materials in foreign language. We will discuss definition and the most important materials are used in teaching by teachers to students to understand more, as well as, advantages and disadvantages of teaching with materials in the classroom.

Research questions and Hypotheses

This study aims to answers the following questions :

- What are the methods used in teaching ?
- What are the effective methods in teaching ?
- What are the materials used by teachers ?
- What are the qualities of good teaching materials ?
- How do materials influence the way the teachers teach in class?
- How do teachers deal with these materials evolution in language teaching ?
- What is the relationship between method, material and teaching?.

Hypotheses

- If teachers use the right methods supported by the right materials, teaching operation would be more effective .
- If a good combination of methods and materials would be beneficial to enhance students learning.

Methodology and research tools

The sample of study

It is necessary to select a sample because of time feasibility and quality . We try to select a representative sample in an objective way. The method used is random sampling in which there are teachers and students from English department of university of Mohamed Boudhiaf in M'sila including 50 students and 10 teachers .

The research method and tools

In this research, we will not proceed through a descriptive method because in this situation we suffer from the lack of time and implication. We will proceed same with a questionnaire method to determine the facts of current situations and to clarify the status of language learning and teaching in universities, we will design many questionnaires for teachers and another to the first year LMD students about this research.

Chapter one
Teaching methodologies

Introduction

Since long time ago, specialists in the domain of teaching and learning foreign languages has developed a wide range of methods for the purpose of teaching a foreign language. In this chapter, we will discuss different methods in teaching foreign language. We present the nature of methods as we tried to explain the kinds of method and how the methods are developed and changed with time into the modern ones such as competency based teaching and task based teaching which are the most important nowadays in teach foreign language . In each method, we can describe the main objectives, features, and its own typical techniques.

I. Definition of a method

There are many definition of methods according to different of views of many scholars or researchers and their theories. "Method is way of teaching based on ideas about language, learning, and teaching with specific indication about activities and techniques to be used". (Davies & Pearse, 2000, 78)

> "Method is the practical realization of an approach, the originators of a method have arrived at decisions about types of activities , roles of teachers and learners. The kinds of materials which will be helpful , and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare".(Harmer, 2001, 78)

Edward Anthony (1963) gave us a definition that has quite admirably with stood the best of time. He notices that method was defined as an overall plan for systematic presentation of language based on selected approach. For most researchers and practicing teachers, a method is a set soft theoretically unified classroom techniques through to be generalization across a wide variety of contexts and audiences. (Richards & Willy, 2002, 09)

In opinion, Method is a specific ways of teaching English. It is an overall plan of lesson preparation at home. A method needs to include some types: defining objectives, select materials, preparing activities, coming up with visual ideas, and finally evaluating.

II. Kinds of methods in foreign language teaching

There are different types of methods; we will talk about it according to beginning of each one and by order these methods which are:

1. The grammar translation : " GTM "

The grammar translation GTM also known as the Prussian method in the USA was the product of the German scholarships. It arose out the traditional Latin and ancient Greek is known as dead languages. It based on the fact no longer speak them for the purpose of interactive communication. When living languages began to be widely taught in the ninetieth century. It was the domination method until the end of the century and has continued to be used in one form or another until the present day. (Davies&Pearse, 2000, 188)

1.1. Objectives

Grammar translation Method is one of the most important from the ancient methods in Greek in teaching English as foreign language. This method has its own effectives and successful in the classroom according to its own effectives and successful in the classroom according to its many objectives that seems: to give learners access to English literature, it works to develop their minds (mentally) through foreign language learning. GTM aims to build in them the kinds of grammar, vocabulary, and translation skills necessary to pan any one of a variety of mandatory written tests required at high school or tertiary level. Finally, it is the most effective way to prepare student for global communication by beginning with the key skills of reading and grammar. (according to Raven , 2007-2009, 03)

1.2.Features

Each method has its important principles as well as its characteristics and features. This method has a specific feature from the other methods that motivate the learners to realize and investigate their acquiring of language early; classes are taught in the mother tongue with little active use of the target language. Much vocabulary is taught in the form of lists of isolated words , reading of difficult classical texts is begun early. This method has a little or no attention is given to pronunciation, and little attention is the content of texts, which are treated as exercises in grammatical analysis. Grammar provides the rules for putting words together and instruction often focuses on the on the form and inflection of words. (Raven, 2007-2009, 04)

1.3.Typical techniques

Now we move to typical techniques of this method that use by teachers. These typical Techniques differ in situation and nature of lesson that can help students to be aware about a translation of literary passage ; translating target language to native languages , reading comprehension questions ; finding information in a passage , making inter and relating to personal experience . GTM focuses on the use of antonyms and synonyms, deductive application of rule: underling grammar rules and their expectations. And the most activities that used in teaching TEFL with this method is fill-in-the blanks " filling" and use words in sentences mean that students create sentences to illustrate they know the meaning and use of new words, as well as student writes about topic using the target language which known as " composition". In this method, learner can acquire language with memorizing vocabulary lists, and grammar roles (Raven, 2007-2009, 04)

2. The direct method: "DM"

The direct method developed as revolution against the grammar translation method at the end of the nineteenth century. It was based to some extent on the new science of the nineteenth century, especially linguistics and psychology. There are important thinkers, notably Lambert Sauveur – a French man – who opened a language school in Boston in 1869. His system of teaching French became known as the natural method. The direct method is the way to teach foreign language with the help of contrastive nature and target grammar analysis. The direct method classroom was one of small intensive

classes which stressed both speech and listening comprehension. The teacher gives instruction exclusively in the target language, teaching every day vocabulary and sentences, the teacher develops oral communication skills in a careful progression that it frequently organizes around questions and answers exchange. The teacher explains new teaching points through modelling and practice. (Davies & Pearse, 2000, 189)

2.1. Objectives

The basic premise of the direct method is that students will learn how to communicate in the target language and how to use the language spontaneously and orally. Also it aims at linking meaning with the target language through the use of pictures or pantomime. Finally, there is a direct connection between concepts and the language to be learned.

(Raven,2007-2009, 05)

2.2. Key features

In this passage, we will describe some main characteristics of the direct method that Richards and Rodgers summarize them in some points that are grammar is taught inductively , correct pronunciation and grammar are emphasized , as well as both speech and listening comprehension are taught. Finally the direct method has a new teaching points are taught modelling and practice , and oral communication skills are built up in a carefully traded progression organised question and answer exchanges between teacher and students in a small intensive classes.

(Raven, 2007-2009, 06)

2.3. Typical technique

These typical techniques make this method more important and effective ; these techniques continue different activities and tasks presented by teachers to explain their lessons with reading aloud ; reading sections of passage , plays , or dialogs out loud and asking questions in the target language and having students answer in the full sentences. Student self- correction: means that teacher facilitates opportunities for students to self-correct using follow_ up questions, tone etc...

By conversation practice when a teacher asks students and a student asks students' questions using the TL. Another particular technique is dictation which means a teacher reads passage aloud various amount of time at various tempos , students writing down

what they hear , after that students write paragraphs in their own words using the TL and various models . (Raven, 2007-2009, 07)

3. The Audio Lingual Method : " ALM"

    The Audio Lingual Method is the way to teach a foreign language through intense repetition of language patterns. The Audio Lingual method is also known as the Army Method. It developed by American linguists and psychologists for the US Army during the Second World War. This method is still used in some schools, especially in less developed countries. However, the system began to be replaced in western school in the mind 1950's by a new scientific method known as Audio- lingualism, also called the Aural-oral method. It gets its name from the Latin roots for hearing and speaking. Audio-lingualism emphasizes pattern drills and conversation practice. There are two of the main activities of the Audio lingual method are dialogue repetition and memorization, and substitution drilling (Davies & pears, 2000, 190)

    According to Harmer(2001): "Audio lingual relied heavily on drills to form these habits substation was built into these drills so that , in small steps, the student was centrally learning and moreover , was shielded from the possibility of making mistakes by the designer of the drill"   (Harmer, 2001, 79)

    So, the Audio lingual method seems to banish all forms of language processing that help student sort out new language information in their own minds. Audio lingualism method is owed its existence to the behaviourist models of learning, using the stimulus, reinforcement, and response model. It attempted through a continuous process of such positive reinforcement to engender a good habits in language learning.(Harmer, 2001, 80)

3.1. Objectives

    The overall goal of the Audio lingual was create communication competence in learners.

3.2.Key features

There are many features of this method that it talks about new material is presented in dialog forms, great importance is attacked to pronunciation, but there is a little or no grammatical explanation include to vocabulary that is strictly limited and learned in context and very little of their mother tongue by teachers is permitted. Another features present memorization of set phrases and over learning and structural patterns that are taught using repetitive drills. (Raven, 2007-2009, 08)

3.3.Typical techniques

We move to another part of this method that is the techniques which are a dialog memorization; students memorize an opening dialog using and applied role playing and complete the dialog by selected words are erased from a line the dialog, students must find and instruct , make question and answer drill whereas, students should answer or ask questions very quickly and their teachers provide sentences that must be turned into something else, for example : a question to be turned into a statement , an active sentence to be turned into a negative statement. Another feature is a repetition drill that means the students repeat teacher's model as quickly and accurately as possible. (Raven, 2007-2009, 09)

4.   Communicative language teaching : " CLT"

Many people today want to improve their command for English or to ensure that their children achieve a good command of English and they want to be able to master English to a high level of accuracy and fluency. The demand for an appropriate teaching methodology is therefore as strong as ever. In this case we will discuss the methodology which known as a communicative language teaching. Richards (2006) notice that "Its origins and evaluation since it was first proposed in the 1970 and how it was influenced approaches to language teaching today". (Richards, 2006, 01)

Since CLT its inception in the 1970, it has served in important sources that have its influence on language teaching, a lot of students and issues shows us the CLT are still relevant today and still work successful level.

Perhaps, many teachers when asked them about the method they follow in present their lesson in classroom; they identify a communicative as a methodology of choice. However whom we tried to explains the nature of communication and give some detail about it , we find it very widely , does CLT means teaching conversation , this method do not focus on grammar in causes or grammar is no important in LT where as it focus of open-ended discussion activities as the main characteristics of the cause when we implore with this method we can learn a language best when using it to do things rather than through studying how language works and practicing rules and many researchers in those method think that we learn language when we communicate with it , and the errors are not important in language speaking . CLT is usually describe as a method of teaching which concerned only with teaching speaking and it focus a both accuracy and fluency are goals . According to Richards (2006) "CLT can be understood as a set of principles about the goals of language teaching , how learners learn a language the king of classroom activities that best facilitate learning , and the roles of teachers and learners in the classroom" (Richards , 2006 , 02) and sets as its goals the teaching of communicative competence , which include the following aspects of language knowledge ; knowing how to wary language according to setting and the participants , and how to understand different types of texts , as well as this method help learners to know how to maintain communicative despite having limitation in one's language knowledge .

(Richards , 2006, 03).

In our opinion CLT play a principal role in developing fluency in language use , and it gives a chance to learner to experiment and try out what they know . CLT is more useful in teaching when it provide opportunities to students to know how they can link between skills such as: listening, reading together since they usually occur together in the real world, also it make a real communication with the most focus of language learning.

5. The four methods

Four methods developed in the 1970 and 1980. They have hard a considerable impact upon language teaching ever if they rarely used exclusively in main stream teaching.

5.1 Total physical response: TPR"

It was developed by James Ashore in the USA from the mide-1960. It aims to develop listening comprehension before production to associate language with action and to reduce stress in language learning. TPL connects language with action by getting the learners to do what the teachers tell those (Davies & Pearse, 2000, 191).

5.1.1. Objectives

TPR as another method has a roles and principles in TEFL. This method shows us it's important in many things. It was the learning needed to become more enjoyable and less stressful. As well as, it was to recreate the natural way children lean their native language. And it encourages learners to respond using right-brain motor rather than left-brain "Processing" (Raven, 2007-2009, 16).

5.1.2. Key features

This method considered to teaching TEFL in class which its own characteristics .It has many features that we need it in learning and teaching like listening and physical response skills that are emphasized over production , also grammar and vocabulary that are emphasized over other language areas , spoken language is emphasized over written language . Another feature is students are not required to speak until they feel naturally or confident enough to do so. Finally, the teacher direct and students "act" in response "the instruction id the director of stage play in which the students are "the actors". (Raven, 2007-2009, 16).

5.1.3. Typical techniques:

We move now to describe some typical techniques of TPR . It use commands to direct behavior and students direct the teacher and follow learners . Other technique that plays important is "action sequence" , it means a teacher gives connected directions which create a sequence as actions (Raven,2007-2009 , 16).

5.2.The silent way: "SW"

The silent way is the name of a method of language devised by Caleb Gattegno in the USA from the early 1970. It is based on the premise that the teacher should be silent as much as possible in the classroom, but the learner should be encouraged to produce as much language as possible .(Richards & Rodegers , 1998,81).

The founder of the method , Caleb Gattegno , believed that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been taught . The lessons should be in the driving seat , in other words not the teacher .(Harmer, 2001,89) . The silent way is when the teacher is silent for most of time. It just given a signal   examples of new sentences than students try to produce once .

5.2.1. Objectives

The important of the silent way we can summarize it in its objectives when teachers use the silent way their students to become highly independent and experimental learners and tries to facilitate activities where by the students discover for themselves to conceptual " rules" gathering the language. Also, he encourages students to work as a group to try and solve problem in the target language together. (Raven, 2007-2009,12)

5.2.2. Key features

This method is consider with the silence of the teacher on the classroom to facilitate to the learner how discover or create rather than remembers are repeats what is to be learned and facilitate learning in both cases by accompanying "mediating" physical object and by problem-solving the materials to be learned .(Raven,2007-2009,12) .

5.2.3. Typical techniques

The silent way involved some techniques about students that are invited to make observation about the day's lesson and what they gave learned , and encouraged to help each other in a cooperative and not competitive spirit. Also about teacher that uses hands to indicate that something is incorrect or need changing for example : using fingers as words then touching the finger / word that it is need of correction . so, these the important features of this method . (Raven, 2007-2009, 12-13)

5.3.Suggestopedia : "S"

It is known as desuggestopedia , is a method developed by George Lozamov from the early 1970 and then by Jame Bancroft in Canada and others else where .It is a specific set of learning recommendation derived from suggesttology which Lozanou describes as a science …concerned with the systematic study of the non-rational and non-conscious influences.(Richards & Rodegers ,1998). Suggestopedia sees the physical surroundings and atmosphere of the classroom as of importance by ensuring that the students are comfortable , confident, and relaxed , the affective filter is lowered , this enhancing learning.(Harmer, 2001, 89)

So,Suggestopedia is main concern is to facilitate a memorization in foreign languages . This method is applied largely to the memorization as well as learners are provided with the first language translation of the text that they have a fain understanding of what they are memorizing.

5.3.1. Objectives:

Suggestopedia has some objectives that we talk about it . It aims to tap into more of student' mental potential to learn and learn to understand and use the target language for communication .(Raven, 2007-2009,13).

5.3.2. Key features

After objectives , we will talk about the characteristics and principles of the third method. It differs from another method ,whereas , students work from lengthy dialog in the target language by using music , drama , and the arts are integrated into the learning process as often as possible . Also, self-perceived and psychological barriers to learners' potential to learn are decongested. Another feature is facilitating in an environment that is as comfortable as possible featuring soft cushioned seating and dim lighting . (Raven, 2007-2009, 14)

5.3.3. Typical techniques

Now , we will talk about its techniques . It plays an important role to teach and learn by students that select a target language name and for occupation that places them "inside" the language they are learning and put aside their scripts and the teacher reads at normal speed according to the content , not the accompanying pre-classical or baroque music -this typical ends -the class for the day. Another techniques is classroom set-up ; emphasis place or creating a physical environment that does not feel like a normal classroom and makes the students feel as relaxed and comfortable as possible . (Raven , 2007-2009, 14)

5.4.Community language learning : "CLL"

This method is name of method developed by Charles Cur van in the USA from themid-1970 , Cur van was a specialist counselling and a professor of psychology at Loyola university, Chicago , CLL represents the use of counselling –learning theory to teach language . CLL draws on the counselling metaphor to redefine the roles of the teacher "the counsellor" and learners "the clients" in the language classroom . The basic procedures of CLL can be seem as derived from the counsellor-client relationship. (Richards& Rodgers, 1998,90)

5.4.1.Objectives

Community language learning has a special objectives and aims. It does not just attempt to teacher student how to use another language communicatively, but also encouraged students to take increasingly more responsibility for their own learn about their learning . (Raven, 2007-2009 ,10)

5.4.2. Key features

When we use community language learning , we find that this method has key features note like another methods which its grammar and vocabulary are taught inductively and there is a relationship of mutual trust and support considered essential to the learning process .As well as , a variety of activities can be induced "for example , focusing on a particular grammar or pronunciation point , or crating new sentences based

on the recording transcripts" . Finally , student are encouraged to be express not only how they feel about the language , but how they feel about the learning process to which the teacher expense empathy and understanding . (Raven, 2007-2009,10)

5.4.3. Typical techniques

These typical techniques are very important. This method help students to chose what they to say and their TL production is recorded for the later listening / dissemination and teacher to produce a transcription of the tape-recorded conversation with translation in the ML including to that teacher takes time during or after various activities to allow student to explain low they feel about the language and the learning experience and student listens to their own vision the tape in a relax and reflective environment . Another feature is that a teacher is a "human computer" for the students to control . (Raven, 2007-2009, 10).

6. Task based language teaching

Task based approach also called task based learning, which was put toward in 1980'sderives its idea from the process syllabus . It can be regarded as one particular . Approach to implement the boards "communicative approach" it is a teaching method that puts task the centre of the methodological linked to curricular.

The concepts of task have become an important elements in classroom teaching and learner assessment and it has influenced educational policymaking in the both ESL and EFL setting.

"Tasks are defined in the terms of what learner will do in the classroom rather than in the world outside the classroom pedagogically", task-based language teaching has strengthened the following principals and practice which we can summarize them in :

- A need-based approach to content selection .
- An emphasis on learning communicates through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only gauge but also on the learning process itself.

- The linking of classroom language learning with language use outside the classroom.

According to Nunan,(2004) when he tried to defined the tasks he draw a basic pedagogical tasks: target tasks , as the name implies , refer to uses of language in the world beyond the classroom ; pedagogical tasks are those that occur in the classroom . And he argue his ideas with definition of Long (1985 ,89) (in his approach to tasks – based language teaching in term of target tasks) :

> "Apiece of undertaken for oneself or oneself or others , or somereward. Thus example of tasks include painting a fence dressing achild , filling out a form , buying a pair of shoes making an airline . reservation , borrowing a library book , taking a diving test ,typing a letter , weighting a patient , sorting letters making a hotel reservation , writing a cheque , finding a street destination and helping some on across a road . In other words , by "tasks" is meant the hundred and one things people do in everyday life , at work at play and in between."

(Long 1985,89; in Nunan, 2004 ,03)

and when they transformed from the real world to the classroom tasks become pedagogical in nature . Here is a definition of a pedagogical tasks :

> "[…]an activities sake or action which is carried out as the result of processing or understanding language (i.e., as a response) .For example , drawing a map while listening to a tap , listening to an instruction and performing a commend may be referred to as tasks . Tasks may or not involved the production of

language . A tasks usually requires the teacher to specify what will be regarded as successful completion of the task .The use of variety of language teaching is said to make language teaching more communicative [....] since it provides a purpose for a classroom activity which goes beyond the practice of language for its own.") (Richard et Al, 1986,289; in Nunan , 2004 , 03)

According to Nunan (2004) pedagogical tasks is a pies of classroom work that involves learner in comprehending manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning ….. The tasks should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end" (Nunan , 2004 , 04)

In our point of view there are two main objectives that aim to make language classroom approximate to the target environment and to develop students' abilities to communicate and communication tasks place through using the grammatical system.

7.Competency –Based Approach

The Competency –Based Approach has become a privileged topic in curriculum discourse as it claims that learners should mobilize their values , knowledge , skills , attitude and behaviours in a personal, independent way to address challenge successfully . It requires a focus not only in input , but also on out comes or results . It is not just skill as opposed to knowledge , but represent a complex articulation of knowledge , attitude and skills that learners can use whenever they are needed not just in examination .According to Chelli . Sand Khaouni (2011):

"CBT curricula fostering learner – friendly teaching and learning strategies , could engender a shift from sheer memorization to the development of higher order intellectual skills and life skills , including communication , social and emotional and other relevant skills" .

CBA it refer to an educational movement that advocated defining educational goals in terms of precise measurable description of knowledge , skills and behaviours students should possess at the end of a course of the study .It has also been argued that the American forces in the 1950s , influenced by Frederick Taylor , one of the founders of industrial psychology , who elevated job analysis to a science . When as there are some comment tours that have argued that CRA developed in ways that were influenced by most that one narrow approach to learning , for example , Harris et al ; like Bowden and master , have argued that in the 1970s there were five related to the design of CBA teaching , these were mastery earning   competence in education and programmed learning .CBA is functional approach to education that emphasises life skills and evaluates mastery of those skills according to actual performance and the most characteristics of the CBA. It seeks to teach language through relation to the social context in which it used, language accurse as a medium purpose it also shares with behaviourist views of learning the notion that language can be informed from language function , that is , certain life encounters call for certain kind of language (Chilli, s & Khaouni 2011 and see Burke,2005)

Conclusion

     Throughout the foregoing chapter, we have tried to present an overall impression of the various methods used in teaching foreign language. We dealt with some of traditional as well as to contemporary methods trying to describe and explain each method, its objectives, its techniques and the importance each of them gave teaching any modules.

Chapter Two
Teaching Materials

Introduction

Teaching materials from an important part of most English programmes , from textbooks, video tape , and pictures to the internet. Teacher rely heavily on a diverse range of modules to support their teaching and their ' students ' learning , however , despite the current rich array of English teaching materials commercially available many teachers continue to produce their own materials for classroom use , Indeed , most teachers spend considerable time finding , selecting , evaluating , adapting , and making materials to use in their teaching . In this chapter, we will present definition , kinds , advantage , disadvantage , and role of materials .

1. **Definition of materials**

There are many definitions and interpretations of materials by many researchers in the foreign language .according to Tomlinson : '' most people associated the term '' language learning materials '' with course books because that has been their main experience of using materials . However, the term s used to prefer to any thing which is used by teachers or learners to facilitate the learning of language . Materials could obviously be can better , video , CD – Rooms, dictionaries , grammar books , readers , work books , or photocopied exercises. They could also be newspaper, food package , live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussion between learners . In other words, they can be any thing which is deliberately used to increase the learners' knowledge and for experienced of the language . Keeping this pragmatic concept of materials in mind can help materials developed to utilise as many source of input as possible and , ever more importantly , can help teachers to realise that they are also materials developers and that they are ultimately responsible for the materials that their learners use'' .

The use of authentic materials in the language classroom present instructor with several challenges . One such challenges is development of effective research skills required to manage the vast amount of information available in written , spoken or multimedia format . An additional challenges is the selection of materials most appropriate to the objectives of the curriculum , a course or even a signal task . a third challenges is the implantation of materials and subsequent demands of flexibility

and adaptation of instruction that may not confined to traditional classroom setting .

(Volume, 2000, 01)

So , in our opinion , materials refers to anything which is done by writers , teachers , and learners to provide sources of language input and exploit those sources in ways which maximise the likelihood of takes : in other words the supplying of information about and / or experience of language in way designed to promote language learning .

2 . The purpose of using visual and audio visual materials

There are many purposes of using visual and audio materials in teaching foreign language . According to Ali Seven that summarize these purposes in : Materials provide economy in time and speech , when the teacher work with material he can convince the information in short time while he explained . Materials simplify the course , and make the course varied and clear , it increase student's interest and motivation , and help teachers to explain complex explanation easily. Create desire of learning , and make abstract concepts concrete . materials provide the chance for practising on subjects that need us to study . (from article Ali Seven) .

3 . Factors to consider when designing materials

There are six key features that teachers need to take into account when embarking on the design of teaching materials for the learners .Howards shows us some of these factors that are very important . The first and the most important factor to be considered is the learner .if the point teacher created materials is relevance , interest , motivation and meeting specific individual needs, then clearly teachers must ensure they know their learners well . Any consideration of syllabus or materials design must begin with a need analysis. This should reveal learning needs with the regard to English language skills in listening, speaking , reading , writing , vocabulary knowledge and grammar .

The second factor sis the curriculum and the context are variable that will significantly impact on decision about teaching materials . Many teachers are bound by a mandated curriculum defining the content, skills and values to be taught . another factor that is very important is the sources and facilities available to be teacher design are also mentioned above as an element of context, clearly teachers must be realistic about what

they can achieve in terms of materials design and production within the limitation of available resources and facilities , access to resources such as computer , a video player and TV , radio , cassette , recorder , CD player , photocopies … will impact on decisions in materials design . Personal confidence and competence are factors that will determine an individual teacher's willingness to embark on materials development . This will influenced by the teacher's level of teaching experience and his or her perceived creatively or artistic skills and overall understanding of the principle of materials design and production . Another factor is copy right compliance that teachers need to be aware of the restrictions that copy right laws place on the copy of authentic materials , published materials and materials down loaded from the Internet for use in the classroom . It is an important when creating course materials that will be used by a large number of classes over time that is another factor . It was discussed earlier as a disadvantage for teachers who wish to design their own materials . It is thus, important to consider ways to make this aspect manageable (Howard, 1988, 103-104)

4 . Guidelines for Designing Effective English Teaching Materials

Teachers designing materials may range from an off- signal use item to extensive programs of woke when the tasks and activities build on each other to create a coherent progression of skills . The guidelines that the teacher can follow may work as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their own teaching situation . The guidelines reoffered are just that _ guidelines_ not rules to be rigidly applied or adhered to while not all the guidelines are not relevant and applicable in all materials designed scenarios . Howard state that the principle guidelines for designing an effective English teaching materials ; firstly , '' the materials should be contextualised to the curriculum they are intended '' (Howard , 1988 , 1-2).

Howard think that these guideline is an important during the designing stage that the objective of the curriculum , syllabus or scheme within the designer's institution are kept to the fore . These means that materials are certainly among the initial consideration . According to Howard materials should also be '' contextualized to the experience , realities and first language of the learners '' (Howard , 1988 , 104) An important part of

this guidelines should involves an awareness on the part of teacher designed of the '' socio cultural appropriacy '' .

(Jolly&Bolittho 1988 , 11)

Materials should link the learners already know , to their first language and culture and it is very importantly , should talents learners to any area of significant culture differences .

In addition materials should be contextualised to a topic and these that provide meaningful uses target language . Then Howard tried to argues his ideas with Hall (1995) who state '' most people learn to communicate fluently in a language which is not L1 do so by spending a lot of time in a situation where they have to use the language for some real communicative purposes '' (Howard , 1995 , 09) . Ideally , language teaching methodology should provide the situation the demand of some situation when learners can create and communicate fluently with each other's '' effective learning frequently contains learners in exploration of new linguistics terrain and in iteration .

It's impossible for teachers to convince all information and language , he need to know in the short time that they are in the classroom . In addition can provide the situation of instruction with give opportunities to '' for self-evaluation by providing the necessary met language and incorporate activities which encourage students to assess their own language and language development. English teaching materials should be attractive ; some aspect of the criteria that are particularly pertinent to materials designer are summarised in : Physical appearance ; initial impression be as important in the classroom as they are in many other aspects of life , Durability , and ability to be reproduced . This final guideline is English language teaching have appropriate instruction ; these applied as much to the instructions that are provided for other teachers who may use the materials as it does for the intended learners .

Richard ; in this task tried to solve in planning a set of materials is to identified an acceptable set of principles to support the instructional designed process which we can summarise theme in ; first , the main principle is to make a real communication with the focus on the language learning , with the ability to provide the opportunities for learners to experiment and to try out what they know and to develop the accuracy , and fluency . Another principle is tolerant of learners ' errors as they indicate that the learners is

building up his communicative competence , finally , linked the different skills such as reading and listening , together since they usually occur together in the real world.

5 . Criteria

According to Bureau of Education and Cultural Affairs each instructor must make a decision on how important authentic material is to a particular program , based on the program's goal . When instructor decide that authentic material will make significant contribution toward meeting a program 's learning objectives , the process describe her may be used starting points in researching identifying and accumulating materials , according to an instructor should be considered at least three basic aspects of the trainees background : linguistics backgrounder influence classroom managements , the selection of tasks , the sequencing and execution of tasks and the focus of micro skill instruction. Second is Conceptual or (knowledge) background determines the need for specify or generality of the information in the selection materials . The third one and the final is Cultural background effects trains – instructor interaction the formality or the informality in the classroom instruction and expectation of traditional instructor and trainee/ students roles .stated that in this final decision two additional factors of what materials to incorporate into specific language tasks which are : Applicability ; which means that the content of materials is more easy to understood and processed by trainees when it is closed related to their field of employment . And adaptability ; which refer to the ease of tasks design and ease of text manipulation . (volume 38 issue 2 April 2000) .

6. Kinds of materials

Materials have different types used in teaching foreign language in order to facilitate teaching according to different abilities and capacities between students which are :

6.1. The board

The board is usually the most basic piece of classroom equipment whether this is of the traditional chalk variety or of the glass board written on with marker pens . Teachers use it as : a note pad to write things up on it , an explanation aid to show and expand detailed information, a picture frame to draw pictures of course , public work book for all students who can go up to and write on , a game board to play games and a notice board to stick on pictures , posters , announcements , maps, charts and even cards. Clear writing

on the board is also a matter of organization and good habits . It is easy to describe which of the boards in this figure what is better organized and clearer for the learners (Davies & Pease , 2000, 154).

6 .2. Course book

Course book is the from the traditional materials that uses from the ancient to nowadays in teaching , it is prepared by the others to offer the coherent syllabus . According to Harmer (2001)'' a course is an assessment of a course book, is an out of class judgment as to how well a new book will perform in class …… '' (Harmer 2001, 301) . One style of a course book is y

That a check list which prepared by the others when they analyses a different component of materials whether it is linguistics, activities or topics (see Cunnings Worth 1984 and 1995, Littejohn 1998) .

The main problems of some assessment of course book is you must be aware about happen when we performed a course book , and when we work the other preparation of chick list we must accept the other points view of which accept without views situations.

(Harmer,2001, 301)

6.2.1 Using a course book

There are many uses of course book foreign language in the classroom ; it depends with the nature of lesson and the situation of the subject which are :

Course books or no coursebooks

The benefits and restrictions of a course books uses can be easily summarised as follows : benefits of agood course book is carefully prepared to offer a coherent syllabus satisfactory language control, motivation texts, tapes and other accessories such as videotape, CD-ROOM ……… and use full web link . And there are restrictions when a teacher uses a course book in his instructions or in teaching foreign languages in classroom should be use appropriately with situation of students in class . And teacher a like to be : '' fiats a complies over which they can have a little control'' .

(Littljohn , 1995 , in Harmer , 2001 , 304)

One way for the previous disadvantage of course book is to be without them all together to use a '' DO IT YOUR SELF '' approaches. (Block 1991, Maley 1998 , In Harmer , 2001, 304)

 Options of course book use : When we plane a lesson around course book , we have a number of possible which is

- **Omit and replace**

The first thing that we must think for is whether we can use a lesson or not. According Harmer (2001) If the answer no there are just two possibilities ; first, is just omit the lesson with own proffered alternative because the student they don't miss it because it's not important and they are not study it or they are study it yet .

- **To change or no changes (fundamentally)**

When the teacher find the appropriate course book lesson, he performed the lesson without making any substantial changes in the way of presentation , but when the materials is not substantial we can add something more important and useful for students. Finally , our students are need to be able to see a coherent pattern to what we are doing and to be aware and understand our reasons for changes (Harmer, 2001, 305).

So , any texts book is based on assumptions about learning , and the design of its activities implies certain roles for teachers and learners and assumes certain dispositions toward learning styles . The use of the texts book materials place emphasis on the learning process, and that this may lead to '' teachers over lead '' and '' learning under involvement '' the content and quality text books will determine the extent to which teachers can make use of insights into teaching and teachers'' (Hedge, 2000, 36).

Finally, the course book may perhaps be dull to look at , with crowded pap rand very few illustration to catch the eye or learners may be off ended by the illustrative styles used in text book (All Wright & Kathleen 1991, 162- 163) .

6.3. Audio cassettes

The most common source of audio cassette texts is the course book .it is important that these recording are clearer , at an appropriate speed for the leaners (natural, but not too fast) , and realistic , preparing the learners for listening outside the classroom , course book recording can also provide models for pronunciation and quitted conversation work . You can supplement your course book cassettes with other materials specially selected for your own learners . Some of it may be authentic , in the sense that itwas not designed for learners of English . It can include exerts from the radio '' for example, the news for adult learners'' , stories '' for example, cassette versions of children's or adults ' books ,

which are now widely available '' , and pop songs , which are particularly attractive for teenagers, if you think a text would ready interest your learners , but it is alittle above their level . You can often still use it successfully with a simple listening and reading comprehension : if the text is above the learners' level , make the task simple ; if the text is below their level , make the task more complex, each with its separate tasks, in order to facilitate comprehension . (Davies & Rodgers, 2000,161).

6.4.Video

These days , there us an increasing amount of video material available ; for example ; most course books now have their own video cassette , and supplementary video material is produced by many English language teaching publishers, in addition , there is an enormous number of films and documentaries on sale to the general public. These usually cost much less then ELT materials since there are sold   to much larger marker then there are television programs and commercials .(Davies & Pearse , 2000 , 163)

In teaching foreign language in classroom teachers play a key role in class in order to success the interaction between learner and subject of the lesson according to the successful of the teacher in the feeler the video used in the language classroom . The video is selected from the teacher who related for the student needs. According to Richards and Renday in his books of methodology in Language Teaching : '' video is an extremely dense medium one which incorporates a wide verity of visual elements and a great rang of audio experience in addition to spoken language '' . (Richards& Willy , 2002 , 364).

6.4.1.Using video in language learning

The use of video types has been existing in large number of features in language teaching for long period of time . It is occurrence for the publisher to create a large or an important sourcebook without adding in their own work the video types and many teachers use in their classed with using materials or types produced for teaching foreign language in classroom . Many people think that teaching with video is just listening with pictures , but n the realer side the use of video in classes has many reasons why video is add an extract dimension to the learner experience. (Harmer , 2001, 282).

- **Seeing language _ in use :** One of the most important reason of the use of the video in teaching foreign language in classroom is the student do not just hear is also see the picture too.

- **Crosse cultural awareness :** The student in these situation be aware about the culture of other countries . Video uniquely allow students a look at situation for beyond their classroom this is also useful when the students see the other cultural in other countries as food , music … etc .

- **The power of creation :** When student use video cameras themselves they are given the potential to create something memorable . The tasks of video making can provoke generally creative and communicative uses of the language with the students finding themselves doing new things in English cooper at all .

- **Motivation :** Another main advantage of video is allot of students have a higher level interest and increased intention when they have a chance to see language as well as hear it (Harmer , 2001, 282) .

6.4.2. Video types

   In teaching foreign languages with video in classroom we have three basic types of video which can use it in classroom '' off- air'' programs '' real-world'' video, and '' language learning '' video :

- Off-air program : It is a programs recorded from a television channel that should be engaging for our students, and of a sensible length .

- Real- World video : It means that there is no reason why we and our students should not use separately published videotapes materials ; such as features fills , exercises '' manuals '' wild life documentaries or comedy provided that there are no copy night restriction for doing this .

- Language learning video : these video have been designed with students at a particular level in mind . They are thus likely to be comprehensible , designed to appeal to students' topic interests and multi- use since they can not only be used for languages study, but also for a number of other activities as well .

6. 4. 3 . Common video teaching technique

There are two common techniques which are :

Viewing techniques :

- Fast forward : when the teacher press the play button and fast forward video taking only few second when it is even ask the students about what the character , are saying .

- B_silent Viewing (for language) : also without a sound and students suggest that what kind of music that we can put behind it .

- Silent Viewing (for language) : also without a sound and a student suggest that what kind of music that we can put behind it .

- Silent viewing (for music) : the teacher play the tap at the normal speed without a sound , and the students suggest what the character are saying and the end the teacher can play it without a sound .

- Freeze fram : at any stage during the planning the tap we can freez when the teacher can stop the sequence to ask the students what they think will happen next .

(Harmer, 2001, 286).

Listening techniques

- Less- listening (language) : when the teacher play the tape cover the screen turn the monitor away from the students. And the students listen to the dialogue after that they suggest that speaker look like and where is takes place .

- What Picture less listening (music) : where an expert has a prominent music , students track can listen to it and then say – based on the mood it appear to convey what kind of scene they think it accompanies and where it is taking place .

- Picture or Speech : teacher can divide the whole class in two parts ; the first part can face the screen and the other take away . The students who can face the video try to describe it to their classmates who cannot see the video . This way is an effective way of mixing reception and production in spoken English .(Harmer , 2001 , 287)

6.4 .4. What to do with a video : The use of the video in teaching has their own Class benefits and effects on students which help them n learning :

- **Class feedback :**when the students show to their classmates the video they create with the video and they try to vote for the best and make suggestions about how it might be improved .

- **Teachers feedback** : video is one of the way of learning process is by responding to the students work with some care that we give written work this means that make a students to saying either face to face or they are written what we liked about it correcting mistakes and making suggestions about how it might be improved .

- **Video installation** : we can arguing a video day in which all of our student's video are shown in an exhibition , with the appropriate technology resources we can also put the video clips on to a student's web sites .

- **Individual and library copies** : if we have coping faculties we can copies of our students work . These can be deposited in the schools video library or given to each students as a memento (Harmer , 2001, 292-293)

  The final or the third type of third type of video is language learning video ; these video have designed with students at a particular level in mind . They are thus likely to be comprehensive , designed to appeal to students topics interest multi-use since they well (Harmer , 2001, 284)

> Video allows students a look at situation beyond their classrooms . It makes them live ,Real life situation . Here , we can say that a great number of students are used to Gain knowledge from Audio- visual means such as television and computers . This Why many teachers exploit such tools to teach oral expression to university students

> (Bentayeb, 58) .

6. 5 Computer and Internet

Everyone knows the importance and the role of using computers and internet in teaching language. It is from the particular technological tools being used , whereas , there are several possible reasons for using the Internet in language teaching . One rational is found in the belief that the linguistic nature of online communication is desirable for promoting language learning . It has been found , for example, that electronic discourse tends to be more lexically and syntactically complex than oral discourse , and features a broad range of linguistics functions beneficial for language learning . (Richard & Renandy, 1998, 368)

Another possible reason for using the Internet is that it create optimal condition for learning to write ; to be able to function well on the internet . So, none of these reasons is more since it provides an authentic audience for written communication . At hired possible, reasons is that can increase students " Motivation" . A fourth, possible is that belief that learning computer skills is essential to students future success; these reason suggests that it is not only a matter of using the Internet to learn English , but also of learning English or less alginate than any of the others . However , since there are so many ways to integrate the Internet into classroom instruction . It is important for the teachers to clarify his or her goals , if , for example , one of the teacher's goal is to teach students new computer skills,   the teacher may want to choose Internet applications which will be the most useful outside of the classroom , with activities structured that students steadily gain mastery of some skills. (Richards & Renandy , 1998 , 369)

7**. Advantages and disadvantages of materials**

7.1. **Advantages of materials** :

Using materials in teaching foreign language in classroom consists oral and written texts or paragraphs that occur naturally in the target language internets . However, in traditional language classroom , the train support materials is generally the text book . Yet many text books create a climate for social isolated learning , moreover, learners in fact need more materials that help them become thoughtful participants in a socially rich

environment for learning a target language. The main advantage of using of materials is as following :

The English heard is real , these makes it more motivating and interesting for students since they are able to understand what genuine English speakers are saying . In this turn (Little et al, 1989 in Boghzon, 2005) mentions two advantages of using materials which is Enhancing motivation and promoting Acquisition. Another advantage of material is provide a link of classroom language learning with language usage out side the classroom and arm student with fact.

The use of materials in teaching foreign language will promote fluency as well as accuracy, accordingly learning seems to be enhanced by introduction of text that has special interest to the learners. (Boghzon, 2005, 74-77). In the other words, using materials in teaching in classroom have their place in language teaching for the following reasons : first, material play a positive or an important role in motivation the learners. Second, the use of materials is show the highlight of status of English language and the use of fullness of language. Third, material can help different abilities and mentalities for understand the lesson. Finally, and the fourth one, the learner can prepared the processes language in real situation. All of these reasons, in addition to others constitute a rational for the use of material in EFL situation. According to Howard an important advantage of using materials in classroom is contextual, this advantage has many aspects context for example is not often mentioned in the literature is the cost of commercially produced resources . The second advantage which teacher- designed materials is that individual needs and personalization , in his 1991 article block argues in favour of " home – made materials say that they add a personal touch to teaching that students appreciate. In conclusion, the advantages of teacher-materials can be summed up in the idea that they avoid the " one _size_ fits approach of most commercial materials (Howard, 1988, 101)

7.2.Disadvantages of using materials

The use of materials in teaching especially with foreign languages that have face many challenges with different capacities of mentalities. First, we should point out the fact that many learners of foreign languages are not satisfied with normal speed conversations of native speakers . From the other side, Richard & Lackhart (1994 in Boghzob, 2005) suggest that " differences in people's cognitive styles reflect the different ways people responded to learning situation". Moreover students that prefer traditional methodology in teaching if they feel it useful when they achieve success in their examinations. Another disadvantage is the fact that the amount of information provided at one time (Baghzou, 2005, 79). Finally, we should not forget to mentioned the role of teacher who choose the use of material. In this case also Howard stat some disadvantage of material these can be designed under three heading ,

> " First of which is organization ; source book are usually organized around The identification principle and follow a discernible pattern throughout. While this can be rather dull and boring it does provide both teacher and Students with the same security , in contrast, teacher-designed materials May lack overall coherence and a clear progression, without some overall Organizing principle . Material can be piecemeal and can result it poorly Focused activities lacking clear direction"   (Harmer, 1988, 102)

8. The role of teacher and students

Teacher plays an important role when use materials in classroom .He should arrange different teaching materials in order to make students remember, their language they learned in FLT. Another role of teachers is to prepare the visual and audio materials that teacher will use while she/ he is preparing her/ his lesson play .Also , she / he has to know how and when she / he will use those materials, because the more she/ he uses visual and materials during the courses. We move to talk about role of students in using materials . Whereas, they have to be connected with the real world and the same time they must be related positively to the aspects of their inner make up such age, level of education, social attitude, the intellectual ability and level of emotional maturity. (Seven. A.M & Engin . A.O)

Conclusion :

       Throughout the foregoing chapter, we have tried to present the definition and various teaching materials ranging from board to the internet activities. Those are resources and accessories often employed by teacher to teach foreign language . Intend to the advantage and disadvantage of materials when using these materials in the classroom .

Chapter Three
Analysis of The Questionnaires

1. **Analysis of the questionnaires** :

1.1 .Description of questionnaire:

The students' questionnaire is designed to obtain data concerning the student options about the learning situations, their attitude towards studying English as well as materials. The questionnaire is made of 20 items. The types of questionnaire are mainly – closed ended (either yes or no questions or multiple choice questionnaire) because student may fail to express themselves using the target language as well as to elicit more precise response. The items in the questionnaire we organized in three sections. Each section is interned to elicit a set of information , student questionnaire includes some common items with the teacher . The aim is to compare between opinions concerning given facts that should be deal with form both sides (teacher and student)

Section one: Background "general information" , this section provides background information about first year students, their sex, their age , as well as their choice of English .

Section two: this section is made of 6 items numbered from one to six. It seeks to investigate the learners' opinions about the current situation of teaching learning English as foreign language .

Section three : this section contains 11 items numbered from one to eleven . It is a set to find out the learners' opinions about the learners with materials in English lesson .

1.2.Administration of the questionnaire :

The questionnaire administrated the first year learners at university in department of English at M'sila during 17th April , 2013. Their exact number is 60 students, 5 students were absent ; thus, the number of copies collected was 55. The questionnaire was directly distributed to students by the researcher and was filled during their classes. The students received oral instruction about how to complete the questionnaire and were provided with clarification of any items. They did not understand the task took 45 minutes for the students to complete the questionnaire in addition to for initial explanation, which was the length of one class time.

1.3.   The results:

<u>Section one :</u> **General Information**

1. Gender:

	Response	Percentage
Female	47	85.45 ٪
Male	08	14 ٪
Total	55	100 ٪

Table 1: students' sex distribution

This table confirms the over representation of female and males. Out of (55) participants, (85,45٪) are females and (14,55 ٪) are males. This high females' representation in the English department at M'sila university shows that females (girls) are more interested in studying language especially English, boys perhaps show that more desire to be involved in scientific and technical streams. The two phenomena are interrupted according to the real future jobs' requirements and consideration.

2. age :

	Response	Percentage
18-20 years	42	76, 36 ٪
20-25 years	10	18,18٪
More 25 years	03	05,45٪
Total	100	100٪

Table2: students' age distribution

According to the table , we noticed that the majority of students between 18-20 years (76,36 ٪). A few are between 20-25 years (18,18٪), and little number more 25 years (05, 45 ٪) Distribution shows that there are different levels of ability and diverse background.

3. Why have you chosen English to study?

	Response	Percentage
To get job	19	34, 55 ٪
To travel	09	16,36٪
Love it	27	49,09 ٪
Total	55	100٪

Table3: reason of chosen English

From the table, we remark that the majority of students are chosen English language . Because the majority of students (49, 09 ٪) love it to express their desire, tendency, and interest to study this language, (34, 55 ٪) they need it for job, others (16,36 ٪) of students to travel for knowing more about English language and the culture of its people .

Section two: Using materials in learning

4. Do you use the internet in English learning?

	Response	Percentage
Yes	35	63;64 ٪
No	20	36,36 ٪
Total	55	100 ٪

Table4: The use of Internet for learning

As it is expressed, almost all students gave a positive attitude towards using the internet in English learning (63,64٪) . Only 20 participants (36,36٪) gave negative response. The reason behind of positive response is the learners' awareness of using internet is importance in facilitating learning process, creating motivation, and making the course easy to be understood.

5. How often do you use it ?

	Response	Percentage
Daily	13	23,64٪
Weekly	21	38,18٪
Monthly	21	38,18 ٪
Total	55	100٪

Table5: students' Internet Use

According to this, we noticed that most of students use internet weekly and monthly (38, 18٪) . But (23, 64٪) of students use it daily.

6. Do you use it for?

	Response	Percentage
Enrich your general knowledge.	12	21,82 ٪
Communication	12	21,82٪
Entertainment	07	12,73٪
Research	24	43,63٪
Total	55	100٪

Table6: Students' attitude of using Internet.

According to this table, we noticed that internet plays important role in many uses. Whereas (43, 63٪) of students prefer use it to research in anything that they need to learn, (21, 82 ٪) of students prefer to use it in both enrich general knowledge and for communication, but a few of students (12, 73 ٪) for entrainment.

7. Do you use internet to prepare your courses?

	Response	Percentage
Yes	35	63,64٪
No	20	36,36٪
Total	55	100٪

Table7: Students' courses by using the Internet.

This question deals mainly with the students' behaviour towards the use of internet as a source of knowledge and data since preparing their courses in any particular module. We noticed that (63, 64٪) of students prefer using it to prepare their courses, but others (36, 36٪) not prefer using it to prepare their courses. because it not has more important than course books.

8. If yes, in which one?

	Response	Percentage
Phonetics	04	11,43٪
Grammar	10	28,57٪
Vocabulary	09	25,71٪
Culture	08	22,86٪
All of them	04	11,43٪
Total	35	100٪

Table8: Courses relied on using materials.

The table revels that there are four modules taught in language learning (Phonetics, grammar, vocabulary, and culture).out of 35 participants (28,57٪) said that Grammar is the most common course which relied on using the internet to prepare their courses. 9 respondents (21, 71٪) added vocabulary as another module taught in language learning. Culture with a proportion (22,86٪) is one from the most courses the students can prepare it. A proportion of students

(11, 43٪) preferred to mention both phonetics and all of them.

9. If yes, which one of the following activities do you practice?

	Response	Percentage
Blog	03	08,57٪
Web quests	01	02,86٪
Google documents	16	45,71٪
e-mail	09	25,72٪
Web sites	06	17,14٪
Total	35	100٪

Table9: use the internet activities.

The table indicates that the majority of students (45, 71٪) find Google documents the important sit to help them in their courses. But others prefer e-mail (25,72٪). Other of students prefer web sites (17,14٪), (08,57٪) of students prefer blogs and (02,86٪) of students prefer web quests. So, there is different of activities are used by students and every one prefer one from theirs.

Section Three: Using materials in the classroom

10.Do your teachers use materials in the class room?

	Response	Percentage
Yes	32	58,18٪
No	23	41,82٪
Total	55	100٪

Table 10: the practice of materials in the classroom by teachers.

In spite of the necessity and importance of teaching materials in the class room from the table that shows the majority of students (58,18 ٪) said their teachers use materials in the classroom in many modules , but others (41,82٪) said that their teachers do not have accessibility and availibity and do not give much importance to these Instructional tools .

11.If yes , which materials ?

	Response	Percentage
computer	11	33,33٪
Images and pictures	06	18,18٪
video	04	12,12٪
Course book	10	30,30٪
Audio	02	06,06٪
Total	33	100٪

Table 11: type of most materials used.

The table indicates that the majority of students (33, 33⁒) find computer is the most materials that use by teachers . this could be explained that it is considered as a means of technology , gathering sound and images are very interesting end attractive way (30, 30⁒) of students said that course book are the most material are used by teachers, (18,18⁒) of students said that their teachers are used images and pictures to explain courses in the classroom , (12,12 ⁒) of student said their teachers use video in teaching language. Audio cassette has not many uses by teachers (06,06⁒   ) of students said Audio cassette.

12.In which module your teacher uses materials?

	Response	Percentage
Phonetics	09	16,36⁒
Grammar	09	16,36⁒
Vocabulary	14	25,45⁒
Culture	10	18,18⁒
All of them	13	23,64⁒
Total	55	100⁒

Table 12: courses relied on materials based language teaching.

The table reveals that there are four modules in language "phonetics, grammar, vocabulary , and culture". The vast majority students (25,45⁒) said that the most modules that teacher uses materials is vocabulary , other students (18,18⁒) said that their teachers use materials in culture . some students said that phonetics grammar also their teacher use materials in these modules (16,36⁒). But there is (23,64⁒) of students said that all of modules (phonetics, grammar , vocabulary, and culture) their teachers use materials in there.

13. If the teacher uses materials in the class room do you feel ?

	Response	Percentage
Normal	25	45,45٪
motivated	29	52,73٪
Anxious	01	01,82٪
Total	55	100٪

Table13: students' feeling.

Using materials in the classroom makes a different feeling from different students according to their different levels .From the table above shows that the most of students like using materials in the class room. They feel motivated (52, 73٪). Whether other students do not motivate from these materials. They feel a normal (not affected) (45, 45٪).There is one of students feel anxious (01, 82٪) this means that this student has a low level in English.

14.In each case, explain why ?

Normal:

Some students feel a normal when their teacher uses materials because

1/ the high schools are used materials .

2/ we like the teacher who explains the lesson without using materials.

3/may be it is nice to use materials in the materials in the classroom , but we prefer do not use it .

Motivated:

Others feel motivated because:

1. it motivates us to understand our lessons easy .

2. it develops our skills audio-cassette " listening skills".

3. it is helpful and leads to make our study and our comprehension easy .

4. it gives us new things and it is a good strategy to learn .

Anxious:

Only one student gives a negative attitude towards his feeling when the teacher uses materials. It means that this student has a low in English.

15. Among the following aides, which one do you prefer ?

	Response	Percentage
Audio-topes	14	25,45℀
Video-topes	34	61,82℀
In both cases	07	12,73℀
Total	55	100℀

Table14: students' preference of teaching aids.

We noticed through the students' responses that the majority of them (61, 82℀) prefer video-topes as teaching aids. This clearly denotes that they strongly believe in the usefulness of such mean. The (25,45℀) have chosen audio-topes and (12,73℀) have chosen the both.

16. in both cases, why?

There is (12, 73℀) have chosen the both cases " audio-topes and video-topes" to understand more and they will improve their listening, speaking, and reading skills?

17. Do you like English songs as a way of learning?

	Response	Percentage
Yes	48	87,27℀
No	07	12,73℀
Total	55	100℀

Table15: students' apparition of English songs.

As shown in the table above, the majority of students (82, 27℀) like English songs as a way of learning in their subjects are keen on English songs. But others (12, 73℀) do not like English songs as a way of learning.

18. Explain why?

Some students like songs as a way of learning, because:

- Songs might be to discover new vocabulary.
- Lessons as a song will be easy to learn.
- It helps us to improve our language.
- Known us how to speak (pronunciation) and listen well.
- We can understand language of native speakers without problems.

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- But other students do not like songs. They said that:
- Language of songs is not clear.
- They do not show the real pronunciation.
- Songs could be a waste of time.
- They hate music.
- It is not easy to understand all what had being sung by the singer .

19.How can you asses your level in using computer?

	Response	Percentage
Week	16	29,09٪
Beginner	17	30,91٪
Intermediate	15	27,27٪
Advanced	07	12,73٪
Total	55	100٪

Table16: computer technology experience.

The aim of submitting such a question is to guess to what extent the students are willing to cooperate honestly. It also allows us to have a clear view about their experience in the field of computer. As the table mentions the results are quite the same. (29, 09٪) of students said week. (30,91٪) of students said beginner.(27,27٪) of students said intermediate, and (12,73٪) of students said advanced.

20.If you have any suggestion about using materials in the classroom, please
State it?

At the end of the questions we wished to give our students free space to suggest what they think is better for them to improve their level in using materials in the classrooms in teaching English. Here are obtained suggestions:

1. Want to say to teachers and department use materials in order to make us better understanding and motivate us to work.
2. Use the computer and the internet in the classroom.
3. I suggest use materials in the classroom because I think that a good way to learn language of native speakers especially in the oral expression.
4. I suggest use data show, computer, the laboratory in phonetics.

5. Materials are very important in learning process, our classrooms must require it e.g. computer, video, data show weekly or once in two weeks.

6. Teachers do not use computer so much as materials, we need that a lot.

Conclusion

   The student questionnaire was designed with the purpose to explore the student's perceptions of the learning situation, their attitude towards studying English and its related with materials. The analysis of questionnaire allowed the researcher to come out with the following finding,

The population estimated is characterized by a female over representation their overage age in 18 years old. These learners show a positive and negative attitude towards these items.

However, they seemed dissatisfied with the current classroom activities since they qualify their little apportions for real life, communication students revealed facing many difficulties in using materials either in the classroom or outside such as in limited knowledge of using materials or lack of materials or they do not understand better as well as explanation of the teacher. As far as the learning of using materials is concerned student revealed their positive attitude towards the issue and showed their interest to learn more about English teaching materials. The above mentioned reveals necessity for teachers to give more importance to teaching materials and spending more time and including materials related activities so as to satisfy the student's interest.

2. Analysis of teachers' questionnaire:

2.1. Description of the teacher questionnaire:

The teachers' questionnaire was designed with the aim to find out how many important teachers of English at first year attitude to teaching materials. The way materials are taught as well as the main source for teaching materials. The type of questions in the questionnaire are twofold ; open ended questions in which teachers are asked to give full statement ; closed ended questions requiring from teachers either a "yes" or " no" answers or to choose between per formulated responses (multiple choice question). The aim behind this was to provide a variety in data in every questionnaire it is often beneficial to adopt a Compromise between open responses questions provide information in the strict sense or facts about reality, which open responses questions provide the opinion description suggested by the questions in which the aim of the research is stated . The teachers are requested to tick in the boa they find appropriate or make full answers.

The questionnaire includes items organized in three sections, each section intended to investigate and provide a particular of information:

Section One: General information obtains four items.

Section two: teaching methodology obtains five items.

Section three: Using materials in Teaching Foreign Language obtains ten items.

2.2.Administration of the questionnaire:

The questionnaire was distributed to ten teachers- currently working at university of M'sila in April 2013.

2.3.   Analysis of the questionnaire:

Section one: General information

1. How many years you been teaching English as a foreign language?

For this question, we noticed that our teachers' teaching experience scope varies between three (03) years till thirty (30). Two teachers who reported having six years till thirty years of experience. So, there are different levels of experience in teaching English as a foreign language.

2. How many years have you been teaching English at university level "English department"?

For this question, we noticed that our teachers' teaching experience varies between three (03) years till thirty (30) years. Two teachers who reported having two and three years of experience at university have recently obtained their license. Eight teachers who reported six years till thirty years of experience at university have recently obtained their magister. So, there are different levels of experience in teaching English at university level.

3.   What are the modules have you been teaching during this period?

This question seeks to cover the modules which had been taught by our teachers during their teaching' experience. The different courses teachers provided are cited in the following table:

Participants	Modules
Teacher 1	Grammar, oral expression
Teacher 2	British civilization, American civilization, methodology of research writing.
Teacher 3	Written expressions, oral expression, general culture, American civilization, grammar, linguistics.
Teacher 4	American literature, British literature, oral expression, written expression, American civilization, British civilization .
Teacher 5	Written expression, oral expression, phonetics, culture of language, grammar.
Teacher 6	Oral expression, written expression.
Teacher 7	American literature, grammar, written expression, literary texts.
Teacher 8	Oral expression, phonetics, grammar, didactics.
Teacher 9	All of them.
Teacher 10	Oral expression, linguistics, phonetics.

Table17: The modules taught by teachers during their teaching period

Oral expression course is among the modules that the majority of our teachers had experienced in their teaching in addition to different modules. This fact helps us to go in their various points about the teaching of this module.

4. Qualification :

Response	Participants	Percentage
License	02	20٪
Magister	07	70٪
Doctorate	01	10٪
Total	10	100٪

Table18: teachers' qualification.

The table shows that out teachers' qualification differ to include two teachers (20 ٪) who hold a license degree. Whereas remaining teachers (70٪) hold a magister degree (more qualified) .only one teacher has a doctorate diploma .These results indicated the diversity of the educational level among our teachers .

5. If a master or doctorate in which speciality?

	Response
Language and linguistics	01
Applied linguistics and t e f l	03
Language and civilization	02
Language and literature	02
Total	08

Table 19: Teacher' specialist

The table reveals that there are four specialists in the magister, doctorate language and linguistics, applied linguistics and TEFL, language and civilization, language and literature) Three teachers have specialist of applied linguistics and TEFL.

- Two teachers have specialist of language and civilization.
- Two teachers have specialist of language and literature.
- Only one teacher has specialist of language and linguistics.

Section two: teaching methodology

6. Do you follow a specific method of English teaching?

	Response	Percentage
Yes	03	30٪
No	07	70٪
Total	10	100٪

Table 20: teachers with method

According to this table that shows us the majority of teachers (70٪) do not follow a specific method that depend to the nature of the lesson , different level of student , and other situations . While (30٪) of teachers use a specific method when they present their lessons.

7. If yes, which one and why?

From the percentage of teachers of teachers' answers (30 ٪) who have used a specific method in teaching English with different methods:

▪ One teacher said that he had used an eclectic method, but without explaining.

▪ Two teachers follow a communicative teaching method, because it tends a learners' centred one.

It gives the students the chance to share the task of his learning with teacher and to develop language skills.

8. Do you think technology (e.g.: video, computer…) plays a central or principle role in second language teaching?

	Response	Percentage
Yes	09	90٪
No	01	10٪
Total	10	100٪

Table21: the attitude of teachers towards the role of technology.

From the table reveals, we noticed that the biggest number of teachers (90٪) show their attitude towards the important of technology in teaching second language in the classroom. This means that our teachers aware about the role which technology is play in teaching at the classroom. Only one teacher shows us a negative point of view for the role.

9.   In each case, explain why?

The most of teachers think that technology plays a central role in teaching because of :

▪   There are motivational factors for learners.

▪ We have to use materials to facilitate the technique process.

▪ Technology can afford a better presentation of language situations, because it helps students and teachers to slain time with better assimilation of lesson, up dating and up dated knowledge.

▪ In fact teaching with materials will help the teachers assert students.

▪ It helps a lot the foreign language learners to see real life situations of native speakers.

In other hand, the teacher who shows his negative attitude towards the role of technology. He thinks that it is not forcibly and it is necessary but not sufficient.

10. What are your objectives in using materials?

Teaching with materials has its objectives. We asked this questions to different teachers according to different levels and they give us their objectives about using materials as follows

▪ To practice the target language in its real context.

▪ To enable my learners to meet authentically.

▪ To introduce them to be more opened to the outside context.

▪ To facilitate the teaching process.

▪ To improve their communicative competence.

▪ To develop their awareness.

▪ To develop their knowledge about the culture of the target language.

▪ The better illustrate and contextualize devices.

▪ Better assimilation of lesson.

▪ Better handling of knowledge.

▪ Mastery of language.

▪ To provide the student with authentic, update information about the courses.

▪ To assert that student these materials can be helped to tinge out new thing where they use their knowledge with the new one to communicate to think credibly.

11. What are the principles that guide you in using teaching materials?

When teachers use materials in the classroom, they have some principles that guide them in using materials which are:

▪ Learners are a real source that needs efforts and creativity from the part of teacher for the successful investment and good learning (teaching materials are among the creativity).

▪ We have to use the suitable materials in the suitable time.

▪ Authenticity.

▪ Their efficiency in developing learners' communicative competence.

▪ The materials should be appropriate to the students.

▪ Efficiency.

▪ Pragmatism .

▪ Didactics.

Section three: using materials in teaching foreign language:

12. have you ever attended any training to use materials?

	Response	Percentage
Yes	01	10 ٪
No	09	90٪
Total	10	100٪

Table22: teachers 'experience in training to use materials

According to this table that shows us the most of teachers do not have a chance to attend any training to use materials (90٪).Whether, we find one teacher who has attended training to use materials.

13. If yes, where and when?

Only one teacher answers that he has attended training to use materials in 1988 in four (04) owned with using pictures, films, and songs.

14. What are materials you use in teaching foreign language?

When we asked our teachers about the type of materials (video, computer, pictures and images, audio- cassette, course books) that use teaching foreign language, they give us different answers:

- Three teachers use all of them to present their lessons according to nature of lesson different abilities of students to acquire language, for example: some lessons appropriate with computer, someone else with video …

- Three teachers prefer to use course book , audio-cassette , and sometimes pictures and images.

- Two teachers prefer to use only course book in teaching foreign language.

- One teacher uses video.

15. Do you replace the book by a computer during teaching your lessons to your students?

	Response	Percentage
Yes	03	30٪
No	07	70٪
Total	10	100٪

Table23: Teachers' experience in using computer

Computer is one of the most used teaching aids in English as a foreign language, classes and almost all teachers experienced it in their teaching. The present question aims at confirm this fact. The table reveals that most of teachers (70٪)

can replace course book by a computer as a teaching aid in English foreign language, but others prefer book on computer.

16. If yes, in which subjects:

- First teacher answers that he can replace book by a computer in culture and vocabulary.

- Second teacher answers in phonetics.

- The third teacher answers he replace book by computer in vocabulary.

Each teacher with his point of view, when can replace a book with appropriate and useful situations.

17. Do you use internet activities?

	Response	Percentage
Yes	06	60٪
No	02	20٪
Sometimes	01	10٪
No answers	01	10٪
Total	10	100٪

Table24: the use of internet activities

As it is expected, almost all teachers gave a positive attitude towards using the Internet in English teaching (60٪). Only (20٪) gave negative response. Both sometimes and no answer (10٪).

18. If yes, which one the following?

Teachers	**Sites**
Teachers1	Google documents
Teacher 2	Google documents
Teacher 3	All of them.
Teacher4	All of them.
Teacher 5	Blogs, web sites , Google document
Teacher 6	Google document , E-mail.

Table25:teachers'use of internet sits.

Many teachers believe that Internet activities are very usefulness in teaching foreign language. It helps students and facilitates the acquirement language by learners.

- Two teachers use different internet activities (all of them) in presenting their lessons (Blogs, E-mail, web quests, web sites, Google documents).
- Two teachers think that Google document is the most important internet activities that help them.
- One teacher uses blogs, web sites, and Google documents.
- Other teachers sometimes use Google document and E-mail.

19. If No, is it because of:

Teachers who answer that they do not use Internet activities when they present their lessons in the classroom. They argue that their answers with numbers of students and

lack of times. Some teachers confirm that the absent of internet activities, because lack of materials and lack of knowledge. This shows the low level of teaching foreign language.

20. When using materials, do your students work?

Teachers	Response
Teachers1	In group
Teacher 2	In pairs
Teacher 3	In group
Teacher4	Individually
Teacher 5	No answer
Teacher 6	No answer
Teacher7	Individually, in pairs
Teacher8	In group, individually
Teacher 9	In group, in pairs
Teacher10	In pairs, individually

Table 26: students' work with materials

By using this question, we wanted to know which type of activities that teachers prefer to work during using materials in the classroom to understand better .There opinions were given "group work, pair work, and individual work". The response that reveals in the table shows that :

- Two teachers prefer work in group.
- Two teachers prefer work sometimes pairs and individual work.
- Two teachers no answer.
- One teacher prefers work individually.
- One teacher prefers work in group.
- One teacher prefers work sometimes in group and individually.

21. In the circumstance do not allow you to use technology in the classroom; do you use strategies to guide your students to use it outside the classroom?

   All teachers use some strategies to guide their students to use technology outside the classroom which are:

- We rather advice them to go to university libraries and cybercafés.

- We encourage students to work alone or in pairs outside.

- Students are encouraged to have their computers and we provide them with files or guide them to get them from the web sites.

- We advise them to get long expirer to the target language through these aids especially Audio-visual aids and the internet.

- We have to use materials inside and outside the classroom.

- A teacher should work with what he has between hands and be guide inside and outside the formal context which is the classroom.

- Direct students to helpful web-sites.

- It is essential in our time because we feel that teachers are no longer the main source of knowledge.

Conclusion:

The analysis of the teacher questionnaire through its different sections allowed the researcher to get insight into the current situations of English language teaching with methods and materials. Teacher' responses to the different items of the questionnaire come to confirm the hypothesis set by the authors.

All the teachers declare enormously their emphasis on developing the learner in the classroom hence the learning of using mediate does not happen regularly in their classes .Moreover, despite their dissatisfaction of the material within getting through text book teachers. Although our teachers have realized how important necessary of using material in classroom and helpful audio-visual are in teaching / learning English language. That questionnaire also showed that the major problem associated with crowded groups, insufficient time, and the absence of an effective teaching technique for teaching English.

3. The result of data analysis:

Our research allowed us to emphasising some points which is resulted from the data analysis to start with student's difficulties to acquire language as their teachers reported in their questionnaire .As their teacher reported in their language in its native spoken form. When a teacher cannot follow one method to present his work, teacher's moderate mastery of native language English in the absence of teaching materials inhibits theme to make the most advantage to learn.

Therefore, as a research requirement we suggest that introduction of the audio-visual through the language teaching with material as one of the best technique and an important instructional material to develop learning language. What we should mention is the importance of the use of internet activities in teaching / learning English.

The integration of types of material such as video, computer …etc, with the language teaching can make a suitable teaching aid in the language classroom to effectively improve students their language. Also according to the data analysis we notice that students they are not satisfied.

4. Suggestions:

Teaching materials are key component in language programs. They are means used to help the teach language learners. They can be in a form of textbook, CDROM, computer and Internet. That is why we find it necessarily to suggest some recommendations to the powers that be to bear in mind some factors:

- First, administration must diminish the luck that exists in these materials. It should provide students and teachers with them.
- Second, teachers and administers should be a wear of students number in grouping them.
- Third, teachers should introduce students and make them familiar with these materials.
- Fourth, teachers should manipulate the course by using methods and materials .

- Fifth, teachers should pay a great attention while using these materials. Example, when teachers tend to use the board; they have to pay attention to the division of the board.

- Six, it is remedial for teachers to have a training period for the sake of having notions about these materials and how to use them.

- Seven, students should have some knowledge about these materials and how to use them by practicing them outside the classroom.

General Conclusion

General conclusion

Actually, the different methods of teaching foreign language for foreign students; methods however should be made more practical and applicable to real context and situation , the matter which should stipulates developing methods for teaching English. These eventually pedagogical dimensions strategies developed to cop with teaching material are may each is however, designed to satisfy a specific end. This strategy used to establish an effective study habits when intensive reading is sought among learners. Accordingly, teaching method, approaches models and their relations hip with TEFL must be known in order to match them appropriately and then given English courses a theoretical framework depending on the situations in which a foreign language being taught.

In teaching materials programs which allows learners to study both English and practice of using materials in classroom as in the case of university , it becomes a necessary to take in it consideration foreign language approaches and methods. Teaching English with materials in TEFL classes should not be regarded are treated in isolation end per se, but a required tool among many imparted into FL classes, to reinforce and enhance learners linguistics, culture …etc material in fact exposes learners to more authentic material and provide them with more opportunities of reading and seeing the real life of other countries.

The major due of due of the present study is to suggest some pedagogical procedure to allow teachers of FL develop intensive lesson plane based in the most renowned teaching strategies. Moreover the course they taught they can not provide learning from work for learners they can very effective teaching methods; when teachers delivered literary concepts and their theoretical issue.

 After the conclusion research for the finding of the questionnaire carried out at M'sila English department with first year students, some pedagogical implications will be suggested to English teaching and in the confines of our general conception of teaching methods to provide some practical procedures that might help them to hold more successful literature intensive session in case they planned and integrated in the programs. But the way of teaching or the method of presentation of the lesson, lack of material in classroom, difficulties in understanding and acquiring language. And in the

other hand, we find that teachers try to convey their information by different strategies but we don't forget the absence of the use of teaching aids to facilitate teaching/ learning.

Teachers and learners do not seem to grasp of teaching material. To theme, and so we agree, introducing the teaching foreign language by using the chalk-board or with the course book is an old fashioned that Algeria is seeking access to the community along with the requirement of globalization.

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Appendices

Student's questionnaires

Dear students:

This questionnaire is part of research work; it aims at exploring the role of teaching materials in foreign language. Your answers are so helpful and useful for our research.

Section one:

1. Why have you chosen English to study?

    a. To get a job ☐   b.To travel ☐   c.Love it ☐

2. Sex: a. Female   ☐   b.Male☐

3. Age: a. 18-20   ☐   b. 20-25   ☐   c. More 25 ☐

Section two:

4.Do you use internet in learning English?

    a. Yes ☐   b. No ☐

5. . How often do you use it?

    a. Daily ☐   b. weekly ☐   c. Monthly ☐

6. Do you use it for:

    a. Enrich your general knowledge ☐   b. Entertainment ☐

    c. Communication ☐   d. Research   ☐

7. Do you use Internet to prepare your courses?

    a. Yes ☐   b. No ☐

8. If yes in which one?

a. phonetics ☐   b. Grammar ☐   c. Vocabulary .☐ d. Culture ☐

9. If yes which one of the following activities do you practice?

    a. Blogs ☐   b .web quests ☐   c. Google documents ☐

    d. E-mails ☐   e. web sites ☐

Section three :

10. Do your teacher use materials in the classroom?

    a. Yes ☐   b. No ☐

11. If yes which materials ?

    a. Computer   ☐   b. Image and picture ☐   c. Audio cassette ☐

d. video   ☐   e. course book ☐

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12. If the teacher use materials in classroom do you feel:

        a. Normal   ☐   b. Motivated ☐   c. Anxious ☐

13. In each case explain why?

………………………………………………………………………………………………

………………………………………………………………………………………………

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1. In which module do your teachers use materials :

a. phonetics ☐   b. Grammar ☐   c. Vocabulary .☐ d. Culture ☐

15. Among the following aids, which one do you prefer ?

      a. Audio tapes ☐   b. Video tapes ☐

16. In each cases, why?

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17. Do you like English songs as a way of learning?

      a. Yes ☐   b. No ☐

18. Explain why ?

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19. How can you assess your level in using computer?

    a. Week ☐   b. Beginner ☐   c. Intermediate☐   d. Advanced ☐

20. If you have any suggestion about using materials in the classroom, please state it :

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………………………   Thank you for your collaboration

Teacher' questionnaire

Dear teachers:

This questionnaire is part of research work; it aims at exploring the role of teaching materials in foreign language. Your answers are so helpful and useful for our research.

Section one: General information

1. How many years have you been teaching English as a foreign language?

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…………………………………………………………………………………

2. How many years have you been teaching English at university level "English department " ?

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3. What are the modules have you been teaching during this period?

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…………………………………………………………………………………

4. Qualification

    a. License   ☐

    b. Magister ☐

    c. Doctorate ☐

5. If a master or doctorate in which speciality

d. language and linguistics ☐

    e. Applied linguistics and TEFL ☐

    f. Applied and civilization ☐

    g. Language and literature☐

Section two: teaching methodology

1. Do you follow a specific method of English teaching?

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2. If yes, which one and why?

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3. Do you think technology (e.g.: video, computer) plays a central or a principle role in second language teaching?

      a. Yes ☐   b. No ☐

4. in case , why ?

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5.What are your objectives in using teaching materials?

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6. What are the principles that guide you in using teaching materials?

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Section three: Using materials in teaching foreign language :

1. Have you ever attended any training to use materials?

      a. Yes ☐   b. No ☐

2.If yes, where and when ?

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………………

3.what are materials you use in teaching foreign language?

      a. Video   b. computer ☐   c. Course book ☐

      d. Pictures and images ☐   e. Audio-cassette ☐

4. Do you replace the book by a computer during teaching your lesson to your students ?

      ■ a. Yes ☐   b. No ☐

5. If yes, in which subjects?

      a. Vocabulary ☐   b. Grammar ☐   c. phonetics . ☐ d. Culture ☐

6. Do you use Internet Activities ?

      a. Yes ☐   b. No ☐

7. If yes, which one of the following :

      a. Blogs ☐ b .web quests ☐   c. Google documents ☐

      d. E-mails ☐   e. web sites ☐

8. If no, is it because :

a. lack of materials ☐   b. number of students ☐

b. lack of knowledge ☐   d. lack of time ☐

9. when using materials, do your students work ?

a. in group ☐   b. in pairs ☐   c. individually ☐

10. If the circumstance do not allow you to use technology in the classroom , do you use strategies to guide your students to use it outside the classroom?

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                Thank you for your collaboration