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**The Effects of Educational Psychology on
Promoting Teaching- Learning Process within
EFL Classrooms**

***“Case study of third Year LMD students-University
of Laghouat”***

*Dissertation submitted in partial fulfillment for the requirement of “Master Degree” in
Civilization, Literature and English Language teaching*

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Academic Year: 2016/2017

Dedications

To the dearest people to our heart

To our parents with love

To our sisters

To our brothers

To all our teachers

Special gratitude is due to all those extraordinary People who have stood
by us in very hard moments.

Acknowledgements

Our deep and sincere gratitude and thanks are due to our teacher and supervisor Mr. BENREDDA Djamel for his valuable direction, without whom this work could not see the light.

Also we would never forget to address our most sincere thanks to the members of the jury and all those who have been our teachers throughout our university studies at the department of English at University of Laghouat.

Abstract

This research is a study on the effects of educational psychology on the teaching process within English as Foreign Language (EFL) classrooms. Educational psychology is considered as a significant part for preparing and providing teachers with the essential psychological main beliefs of the nature of teaching. We hypothesize that educational psychology can provide the teaching process with theories, concepts, and recent development in psychology that may help teachers to understand better the learning process. It can also provide effective strategies and techniques to put these theories in practice within classroom context. Thus, in the first chapter, we try to shed light on the most vital theories and strategies of teaching that are provided by the educational psychologists. We also try to examine the significance of teaching the module of psycho-pedagogy and the role of technology in the teaching learning process. In the second chapter, we investigate and confirm the attitude of both teachers and students towards the role of educational psychology and the importance of the module of psycho-pedagogy in the teaching learning process. It is by the means of teachers' interview and students' questionnaire that we investigate the significance of psycho-pedagogy and other issues which concern the subject matter. In the third chapter the outcomes from analyzing the interviews and questionnaire have to reveal that both of the teachers and students are conscious of the effects of educational psychology and its theories on promoting the teaching learning process. The present dissertation aims at helping the teachers to be well-informed with the theories and strategies of educational psychology that may help them in their way of teaching.

List of Abbreviations

EFL: English as a Foreign Language	1
LMD: License Master Doctorate	3
STM: Short-Term Memory.....	8
VVS: Visuo-Spacial Sketchpad.....	9
ELT: English Language Teaching.....	13
AECT: Association for Educational Communications and Technology	18
MA: Masters of Arts.....	27
PhD: Doctor of Philosophy.....	27

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General Introduction

Educational psychology is the branch of psychology focused on the improvement of effective teaching techniques and the evaluation of learners' skills and development. In other words, educational psychology is the examination of the behavior, social, ethical, and cognitive development of students during their growth from children to adult learners. Educational psychologists develop and apply theories of teaching, learning, and human development to find out the most effective ways for educators to teach students (Cherry).

The present research is an investigation on the effects of educational psychology in the teaching process within English as a foreign language classroom (EFL). The purpose of this study is to bring out the strategies, techniques, and methods that are improving and developing the teaching-learning process. The plan of this work is to investigate to what extent educational psychology helps teachers for achieving the objectives of teaching and increasing their efficiency (Cherry).

The Statement of the Problem:

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

As teachers, they might understand the individual differences of students regarding their ability, interests, attitudes and needs at different levels of growth and development. The teacher needs to know and understand better the ways in which the learners learn and should know the appropriate principles and approaches of educational psychology to improve the teaching-learning. Teachers need to know how educational psychology can help them to solve and to cope these challenges. The question that is raised in this research is how educational psychology helps teachers of EFL classrooms in the teaching process?

Research Questions:

Our research seeks to answer the following questions:

- What are the main theories and strategies of educational psychology that are relevant to the teaching process?
- How do these theories and strategies help teachers in an EFL classroom?
- What are the effects of the module psycho-pedagogy in improving teaching-learning process?

Hypothesis:

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

The Aim of the Study:

Our aim in this research is to shed light on the impact of educational psychology in the teaching process and to make teachers and students aware of the theories and strategies that are provided by educational psychology to develop teaching and to understand learning. The main objective of our study is to determine the effective strategies, techniques, and methods that can help teachers of EFL classrooms. That is to say, we want to show the real contribution of educational psychology for helping and increasing the efficiency of teaching.

The Significance of the Study:

Educational psychology is an extremely interesting field. This research will shed light on the significance of educational psychology in the teaching process within an EFL classroom. In this work, we are going to investigate how educational psychology provides and develops strategies and techniques that are responsible for developing the teaching-learning process. This research may help teachers of psycho- pedagogy and others modules to know the different strategies and styles of teaching for increasing the teaching efficiency and developing the learning process. In educational psychology, the student learns about how other students learn, and in turn will learn about how they themselves learn (Cherry). Students will also learn about the different teaching strategies and different types of learning styles and

the psychology in general. Our aim in this research is to show teachers that the knowledge of these theories and strategies is not sufficient, but the most important is how to use them.

Review of Literature:

Many researchers have considered the importance of educational psychology and each researcher has approached collocations from a different dimension. In 1990 Kaplan defined “as the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning.” (Qtd in Williams and Burden 6). In 2005, Williams, Marion and Robert L. Burden had provided a book entilted *Psychology for Language Teachers* which gives educational instructions to teachers of languages. In 2007 Al-Salmani, A. has focused in his Master thesis on the role of educational psychology in improving learning styles. In 2010 Bakia, Mariem has dealt in her License thesis with the importance of psycho-pedagogy as a branch of educational psychology. But none of the researchers has tried to deal with educational psychology within EFL context. This research has approached the effects of educational psychology within EFL classrooms by trying to give the most effective theories of educational psychology to promote the teaching-learning process.

Research Methodology:

Choice of the Method:

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

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

Population of the Study:

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

In addition to the teachers, we have the students of third year LMD¹ at the department of English in which we choose randomly sixty students to submit them the questionnaire. The

¹ License Master Doctorate.

main reason for this choice is that the students of 3rd year are supposed to be the most suitable population to check their degree of awareness towards the importance of teaching psycho-pedagogy and its implementations. They have been introduced to the module and awarded about the relationship between them and their teachers.

Data Gathering Tools:

Along the present study, we will adopt two main research tools; a questionnaire and an interview. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information and data from respondents then evaluating them. In this study, we would make a questionnaire and an interview with all teachers of psycho-pedagogy and other teachers of different modules to investigate their views on the role of educational psychology during the years of teaching and observation of learners' needs and difficulties. Students' questionnaire would be directed to third year LMD students at the department of English at the University of Laghouat. It aims at investigating the students' attitudes towards the module of psycho-pedagogy and its values. We also used interviewing as tool of data gathering. Through interviewing we directed various question to different teachers to check their awareness the most vital theories of educational psychology as well as the significant of teaching the module of psycho-pedagogy.

Structure of the dissertation:

The present research is basically divided into three chapters. The first chapter is devoted to the theoretical study and the second chapter is concerned with the field work and the third chapter is concerned with findings, analysis and results.

The first chapter divided into two parts. The first part is a glimpse of the history of educational psychology and its approaches to the teaching process. It tends to investigate the methods, models, strategies, and techniques of teaching that are offered by educational psychology. The second chapter describes the relationship between Psycho-pedagogy as a discipline and the recent context of the teaching process including the implementations of those theories and strategies in teaching within an EFL classroom.

The second chapter includes the field work. It is concerned with methodology design. In this chapter we explore the main research tools we used in data gathering as well as the various procedure to conduct our research. The third chapter is devoted to presents the analysis of the teachers' interview and the students' questionnaire results.

Chapter One:

Theoretical Concepts:

1.1 Introduction

In this chapter we attempt to have an overview on the growth of educational psychology and its theories and approaches. First, we try to have a glimpse on the historical background of educational psychology. Then, we show the most important approaches and theories of educational psychology, as well as its relationship with both learning and teaching. Then, we shed the light on issues related to the development of teaching then moving to the importance of the module of psychopedagogy. Furthermore, we tackle the relationship between psychology and different issues in education, and the role of using technology in teaching.

1.2 Historical background of Psychological Education:

The term educational psychology has emerged from the period of ancient Greek philosophy and developed through time to become the most important discipline in education. Different theories and approaches appeared through the development of educational psychology to deal with distinct issues a teacher or a learner may face during the teaching learning process. These issues obviously have relationship with education as well as psychology. The different theories and approaches have various views and sights on the teaching learning process (HOY).

The discipline of educational psychology has its own respected and admired history. This field emerged with ancient Greek philosophy. Nowadays, educational psychology has grown to introduce the most effective methods and strategies that may help teachers increasing their efficiency as well as to introduce the best solution to problems a teacher or a learner may face during the teaching-learning process (HOY).

In 1500s, John Luis Vives , a Spanish philosopher focused on the importance of putting teaching methods into practice regarding the mental and the physical age, previous knowledge, and learners' level of interest.

In 1600s, the Czech John Amos Comenius, an educator, believed that the major goal of teaching is to understand not to memorize. The 1700s is well-known with several European philosophers such as Jean-Jacques Rousseau, Johann Friedrich Herbart, and Friedrich Wilhelm Froebel. They emphasized on the value of activity, previous knowledge of students,

and interest. All these thoughts are consistent with current work in educational psychology (HOY).

In the 1890s, the philosopher William James wrote the textbook *principles of psychology* then he provided American education psychology with a huge number of lectures for educators called “*Talks to Teachers about Psychology*” which was about the use of psychology in education (HOY).

John Dewey, the student of Hall, is considered to be the father of the progressive education movement. Edward Lee Thorndike was also one of James’s students and went on to start the Journal of Educational Psychology in 1910 (Reynolds and Miller 3) . In the 1960s, modern educational psychology was characterized by the works of Jerome Bruner and David Ausubel. Jerome Bruner stressed on the research into inductive reasoning and discovery learning, whereas Ausubel opposed because he believed that the learning process must occur deductively (HOY).

In the contemporary study of educational psychology we found three views which are: Cognitivism, Behaviorism, and Constructivism. Cognitive psychologists see that learning is a result of mental operations and the focus is not on behavior or behavior change, instead the focus is on the mental process. Behaviorism is an approach which was developed by B. F. Skinner. It sees learning as formation of habits (Williams and L.Burden 8).

Constructivism is a type of learning theory in which the concern is placed on the agency, past knowledge and experience of the learner, and often on the social and cultural determinants of the learning process (49).

1.3 Educational psychology:

Educational psychology is one of the most exciting fast growing and dynamic field in psychology today. Kaplan (1990) defined it “as the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning.” (06).

1.4 Approaches to Educational Psychology:

Educational psychology has passed through series of changes and in the course of changing many approaches appeared. Most of these tackled the educational psychology in different ways the most famous approaches are: behaviorism, Cognitive, constructivism and

humanism. Each one of these approaches deals with educational psychology from his own perspective and point of view (HOY).

1.4.1 Behaviorism :

Behaviorism, also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. This approach is developed by well-known psychologists and theorists such as B.F. Skinner, Ivan Pavlov, Edward Thorndike, John B. Watson (Williams and L. Burden 8).

Skinner and Thorndike were the first who introduced the Operant Conditioning. Skinner is regarded as the father of operant conditioning but his work was based on Thorndike's law of effect. Skinner introduced a new term into the law of effect reinforcement. Behavior which is reinforced tends to be repeated; behavior which is not reinforced tends to be extinguished (Eloff and Ebersohn 395).

There are two major types of conditioning:

Classical conditioning is a technique frequently used in behavioral training in which a neutral stimulus is paired with a naturally occurring stimulus. Eventually, the neutral stimulus comes to evoke the same response as the naturally occurring stimulus, even without the naturally occurring stimulus presenting itself. The associated stimulus is now known as the conditioned stimulus and the learned behavior is known as the conditioned response (394-395).

Operant conditioning (sometimes referred to as instrumental conditioning) is a method of learning that occurs through reinforcements and punishments. Through operant conditioning, an association is made between a behavior and a consequence for that behavior. When a desirable result follows an action, the behavior becomes more likely to occur again in the future. Responses followed by adverse outcomes, on the other hand, become less likely to happen again in the future (395).

1.4.2 Cognitivism :

In contrast to behaviorism, Cognitivism is related to the way in which the human mind thinks and learns. Cognitive psychologists are therefore show interest in the mental processes that are involved in learning. This includes such aspects as how people build up and draw upon their memories and the ways in which they become a part in learning process (Williams and L.Burden 13).

Cognitivism has two main approaches of cognitive learning psychology which are the information processing approach and the cognitive constructivism approach. The first approach focuses on how human perceive information by the senses then store it and process it by the brain. The second approach adopts the concept of constructing knowledge by the mind (13).

1.4.3 Information Processing:

This approach is based on the idea of that the human mind is like computer or information processor rather than behaviorist basics that people merely responding to stimuli. This theory considers thought mechanisms to that of computer, in that it receives input, processes, and delivers output. It argues that information is gathered from the senses (input), stored, and processed by the brain, and as result it brings out a behavioral response (output) (15).

The general model of information processing theory includes three components:

a) Sensory Memory:

In sensory memory, information is gathered via the senses through a process called transduction. These memories are usually unconscious. The stimuli are initially last for a short amount of time before being passed into short - term memory (15).

b) Working Memory / Short-Term Memory:

Baddeley and Hitch (1974) developed an alternative model of short – term memory. They argue that the picture of short- term memory (STM) provided by the Multi-Store Model is far too simple. According to the Multi-Store Model, STM holds limited amount of information for brief amount of time with relatively little processing (47).

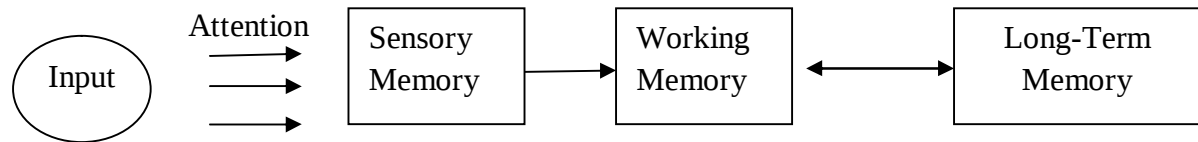


Figure 01: The Working Memory Model¹ (Baddeley and Hitch).

- **Central Executive:**

Drives the whole system and allocates data to the subsystems: the phonological loop and the visuo-spatial sketch pad. It also deals with cognitive tasks such as mental arithmetic and problem solving (Baddeley and Hitch 49).

- **Visuo –Spatial Sketchpad:**

It Stores and processes information in a visual or a spatial form. The VVS is used for navigation (49).

- **Phonological Loop:**

This part of working memory is related to spoken and written materials. It can be used to remember a phone number. It consists of two parts:

- **Phonological Store:**

It is related to speech perception and holds information in a speech-based form for 1-2 seconds.

- **Articulatory Control Process:**

It is linked to speech production. Used to practice and store verbal information from the phonological store (50).

¹This figure is adopted from (Baddeley and Hitch). It demonstrates the working memory model.

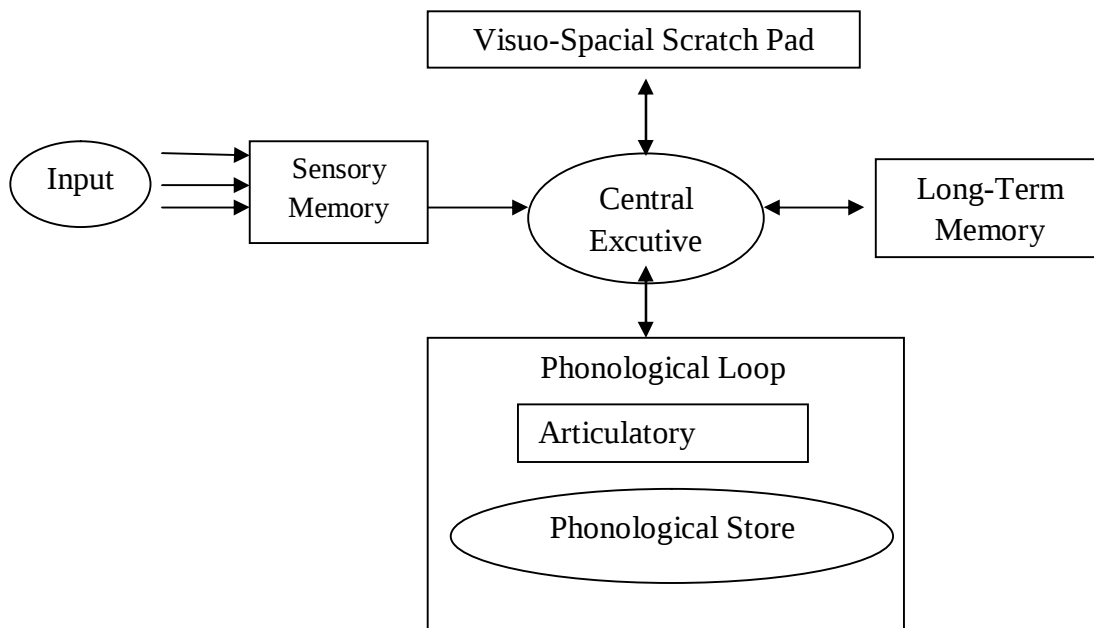


Figure 02: The Working Memory Model Components ¹(50).

1.4.4 Constructivism:

Constructivism is a theory merely based on observation and scientific study about how people learn. Constructivists argue that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience .in any case we are the creators of our own knowledge .to do this we should ask questions ,explore, and asses what we know(51).

Constructivist approach gives some suggestions to teachers which help them in the teaching process as Von Glasersfeld said “*Constructivism cannot tell teachers new things to do, but it may suggest why certain attitudes and procedures are counter-productive, and it may point out opportunities for teachers to use their own spontaneous imagination.*” (qtd in Williams and Burden 51)

1.4.5 Humanism:

Humanism is mainly concerned with change that happens in the inner world of the learner. This approach is based on the theory that learning occurs primarily by the interaction and reflection on the personal experiences of the human. Humanism

¹ This figure is adopted from (Baddeley and Hitch).

studies the human's thoughts, feelings, and emotions which are very complex issues. From a humanistic psychology perspective, the job of the teacher is to try to make a kind of link between the learner's insights and his experience. On the other hand the learner is responsible to choose (Eloff and Ebersohn 398).

The most famous humanistic psychologists are Erik Erikson, Abraham Maslow, and Carl Rogers. The most notable among these psychologists is the work of Erikson, who made a great effort to draw together Freud's views concerned with human development in a theory based on stages of development throughout a human's life with important implications for personal, social, and emotional development. Erikson's theory is best summarized in this quotation:

It provides a life-span view of psychology which helps us to recognize learning and development as lifelong, rather than restricted to a particular phase of one's life. At the same time, by focusing on important tasks at different stages of a person's life, it enables us to see that real-life learning involves challenges which often require a particular kind of help from others who are in the position of providing this help, if we are to meet them successfully. (Williams and L.Burden 33)

Abraham Harold Maslow's theory is about human motivation. He classified human needs as a hierarchy and divided them into two parts, deficiency needs and being needs. The first is related to person's psychological and biological balance, which include such psychological requirements as food, water, sleep, and the absence of pain. (33)

The second, being needs, is concerned with the fulfillment of individual potential, as Williams and Burden said "These are related to the fulfillment of individual potential, in terms of cognitive and aesthetic development and the attainment of self-actualization(realizing one's full potential)."(34)

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



Figure 03: Maslow's Hierarchy of Human Needs¹ (34).

Carl Rogers is also one of the most important psychologists whose contribution to this approach is prominent. Rogers put forward that humans have a natural potential for learning and this process will not take place unless the subject has a personal importance to the learner and the learner was an active participant. Rogers stated: "Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive." he also stressed on the importance of learning about the process of learning itself. Besides, this kind of learning is better when it takes place in an atmosphere of 'unconditional positive regard'. (35)

Humanism helps both the teacher and the learner in teaching-learning process. It recommends that the teacher should be aware of the diversity of his learner's needs. Besides, it provides help and guidance to the learners to choose the best ways to learn. The teacher's awareness of his learners as individuals has a significant value in terms of helping them to realize themselves. This what Hamachek means in his sentence "Humanistic education starts

¹ This figure explains Maslow's hierarchy of human needs. Being needs are represented by the top three levels.

with the idea that students are different, and it strives to help students become more like themselves and less like each other.”(qtd in Williams and Burden 36)

Humanistic approaches have had a great effect on teaching English language (ELT) methodology. Stevik (1976) confirms that there is an urgent need for a humanistic approach to language teaching as a response to what is noticed as alienations which were behind the failure in modern language teaching¹ (37).

1.5 The Development of Teaching and Learning in EFL classroom:

Teaching has seen prominent changes. These changes affected the teaching learning process; it affected the ways, skill, methods, attitudes, and style of teaching. This made challenges and difficulties to the teachers and the teaching process. Four trends have emerged from these changes in teaching which are: increased diversity, increased instructional technology, greater accountability in education, and increased professionalism of teachers (Seifert and Sutton 10).

1.5.1 Increased Diversity:

The students' diversity in the classroom means the diversity in their ways of learning, thinking, behaving, and acquiring knowledge. It also comprises the variety of their levels, background, language, and personality. Unlike in the past, teachers nowadays became more interested in those differences and they give more importance to the students from different language background and individual education needs. Teachers attempt to cover all the increased diversity in the classroom and to solve the problems which may appear from those differences. Today teachers are facing more challenges than in the past therefore they should work hard with the help of educational psychology.

1.5.2 Increased Use of Technology:

In a more developed world, the use of technology has been given much importance to the extent that all teachers, students, and schools use computers, internet, and every tool which could help them in the teaching learning process. Those tools are more helpful for both teacher and student. With the use of internet, it is easy to gather information in different subjects with pictures, video clips, and audio records. Internet and computer may facilitate the

¹ Stevik means the alienation of learners from materials, from themselves, from the class and from the teacher.

learning process and delivering information to the students in an interesting and motivating manner (Seifert and Sutton 13).

Technology is a fundamental factor in the development of the teaching learning process, but it also makes a several challenges for the teachers. The teachers are responsible for helping the students in using the internet and choosing the right tool for teaching. Another challenge is that those materials are not available in all schools. In many situations classrooms have only one or no computers. This creates a big challenge for the teachers which is how could they benefit from this limited materials in their classrooms (13).

1.5.3 More Accountability in Education:

These days, educators give more attention to the quality of the good teachers and their ways of teaching. They aim to improve the levels of both students and teachers. Therefore, they are expecting teachers to be responsible for applying and completing particular curricula and goals, and students to be responsible for learning particular knowledge (14). This emphasis on the affectivity of the teachers obliges them to practice teaching more and to pass one or more examinations of knowledge. The educators focus much on the teachers and students to be more responsible for their role in the teaching learning process.

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

1.5.4 Professional Teaching :

Seifert and Sutton put forward that teaching is a profession “if its members take personal responsibility for the quality of their work, hold each other accountable for its quality, and recognize and require special training in order to practice it.”(14).This means that the teachers should take responsibility for their work and be able to improve themselves for their students. Nowadays, it is very necessary for teachers to be more professional than in the past. The students are developing every day, so teachers should cope with this development. They also must develop and improve their methods and strategies accordingly.

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

1.5.5 Teaching the module of psycho-pedagogy:

Psycho-pedagogy is taking a crucial and interesting part in language teaching. It is significant for both teacher and student since it provides the best theories and strategies that can help them in the teaching learning process. Psycho-pedagogy as a module can help students to identify their learning styles and select the most appropriate among them.

1.5.6 The Role of the Teacher in the classroom:

There is no single role for the teacher in the classroom. He has various roles such as controller, facilitator, prompter, resource, tutor, organizer, and assessor (Harmer 57). While teaching psycho-pedagogy, the teachers seek to do the best efforts for conveying the principles of this module to their students. The teachers try to be good teachers not only in teaching psychopedagogy, but also with the other modules (57).

1.5.7 The Role of the Learner:

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

1.6 Relationship between Education and Psychology:

1.6.1 Education and Psychology:

Psychology and Education are interdependent. Psychology is a large area in which Education functions and practices its theories within the teaching learning process. Psychology gives education the theory of individual differences that every child has different mental ability and learns with different pace. According to Mohammad Psychology has a great impact on the most subjects of education, especially; the teaching learning process (Muhammad).

The most effects of psychology on the teaching learning process can be shown as follows:

- Psychology introduces new theories of learning in education.
- Psychology emphasis on activity base teaching learning process.
- Psychologists insist on using different methods in teaching learning process to achieve better result.
- Educational psychology deals with educational problems.
- Psychology teaches teacher why a Child behaves in a certain situation differently than other.

1.6.2 Psychology and Teacher:

Psychology puts the emphasis on the role of the teacher in the teaching learning process, for that reason; teachers should be well-informed with psychology to know how to manage an educational situation. They should know how to meet the learner's needs and solve their problems. Psychology helps the teachers to understand and to solve the complex problems of the learner. Psychology and educational psychology make clear to the teacher the ways and means in which learning can take place in the best possible manner (Muhammad).

Muhammad believed that the most effects of psychology on the teacher can be summarized in the following points:

- Psychology enhances the teachers' awareness to understand the mental status of his students.
- Psychology helps the teacher to evaluate his students' achievements.
- Psychology helps the teacher to understand the weakness of his students and help him he finds a solution for that problem.
- Psychology makes the teacher know how to modify the behavior of students.

1.6.3 Psychology and Curriculum:

A good curriculum should cover and be prepared to meet the learner's needs. The curriculum should be according to the mental level of the learners .The curriculum should account the subjects of teaching, the way, the needs of the learner and society, complexity, and the individual differences of the learners (Muhammad).

1.6.4 Psychology and Evaluation:

Educational psychology has provided the teacher with different types of tests and examinations. Besides, it derived scientific measurement for intelligence, Personality, and education. These tests reveal the weak points of the learner's aptitude. Thus, statistical principles have been taken. Psychology brings new methods of evaluation in education (Muhammad).

1.6.5 Psychology and Methods of Teaching:

The awareness of teachers of the psychological characteristics of their learners helps them to develop such methods and techniques of teaching. Those methods and techniques are chosen according to the level and needs of the learner. The teacher should apply different teaching methods that suit all the learners' needs (Muhammad).

1.6.6 Psychology and the Development of the Learner:

By means of psychology, the teacher knows his learners' development and selects the most appropriate methods and techniques according to their level of progress. In other words, the learner passes through different stages, for instance; childhood and adulthood are not the same. Thus, the teacher chooses a variety of teaching methods in each stage (Muhammad).

1.7 The Role of Technology in the Teaching-Learning Process:

As defined by Carliner et al to the Association for Educational Communications and Technology (AECT) as “the study and ethical practice of facilitating learning and improving performance by creating, using, managing appropriate technological process and resources,” (J.salkind 313).

Educational technology involves the application of the essential ideas from different sources to realize a good environment for the learners. The examination of the use technology in the teaching process proved that it can increase the efficiency and motivation of the teachers as well as the variety and diversity of learning opportunities (313)

1.8 Conclusion

In this chapter we started with the first part which is a general idea about educational psychology, and then presented its main approaches. We began with the positivism which is the roots of the behaviorist approach. This was followed by a study on Cognitivism which includes the Information processing and constructivist approach. Then, we considered the constructivist views on teaching. Finally, we moved to the Humanism approach and its contribution to education. Those approaches have a great contribution to the teaching-learning process and education in general. The teachers should know those theories and approaches, and their application to achieve the goals of education and the teaching-learning process. He also should be aware of educational psychology to deal with a complex educational situation. If the teacher is not aware of the theories of educational psychology and how to apply them, he never could be an effective teacher. We tried to demonstrate the development of teaching including the increased diversity of learners and the use of technology, the increased accountability of teaching, and the professionalism of teaching. We also tried to carry out the importance of the module of psycho-pedagogy and the teachers' and students' role in teaching this module. We examined the relationship of psychology with education which showed that variety of relationships between psychology and different issues of education. These relationships prove the degree of the importance of psychology in education. The investigation on the use of technology in the teaching process showed that it can increase the affectivity and motivation of the teachers and the variety and diversity of learning opportunities.

Chapter Two

Methodology Design

2.1 Introduction

This chapter gives an outline of the research method followed in the present thesis to investigate the effect of educational psychology in the teaching process within an EFL Classroom setting offered by the Departments of English at Laghouat University. It starts with a restatement of the research enquiries. A discussion of the research design used to explore the aims of the study will then follow. The discussion will include a description of the general setting of the research with particular focus on different methods of data collection and analysis. It then moves to describe the method used in collecting the data with particular focus on the research instruments used. A justification for the research design adopted will be provided and a full data analysis will then follow.

2.2. Restatement of the Research Aims:

As aforementioned, the primary concerns of the present research can be summarized as follows:

- To shed light on the role of educational psychology in the teaching process.
- To make teachers and students acknowledgeable with the theories and strategies those are provided by educational psychology to develop teaching and to understand learning.
- To determine the effective strategies, techniques, and methods that can help teachers of EFL classroom.
- To show the real contribution of educational psychology for helping and increasing the efficiency of teaching.
- To confirm the affective role of psycho-pedagogy module in promoting the teaching-learning process.

2.3 Research Design:

In any research study, the researcher usually goes through a series of interrelated phases which together make up the design of the research. A research design therefore refers to the general plan of data collection and the procedures used in the analysis of data in order to shed light on the problem(s) under investigation. The aim is to obtain data which will serve to answer the research questions. Thus a research design, in this sense, can be defined as “the

procedures for conducting the study, including when, from whom and under what conditions data were obtained. Its purpose is to provide the most valid, accurate answers as possible to research questions (Millan and Chumacher 31).

We designed our research according to Millan and Churmacher point of view about research design. First, we managed interviews with different teachers from English department. Some of interviews were held in classrooms and some of them were on face book using the webcam. Then we distributed a questionnaire devoted to third year LMD students form department of English at University of Laghouat.

As far as second / foreign language research is concerned, it is now common practice among researchers that data collection is handled using two different types of approaches: the qualitative (descriptive) approach and the quantitative (experimental) approach. The two are sometimes combined in one single study despite their apparent differences.

2.3.1. Qualitative Research:

The qualitative approach is described as the method of analysis that provides results not arrived at by means of numbers (Strauss and corbin 4) . McMillan and Schumacher (1993) agree and add that it is a method which does not make use of statistical procedures in the examination and interpretation of observations; it makes use of words rather than numbers, i.e., it is narrative and non experimental in character. A qualitative approach, as asserted by (Nunan 20), uses textual analysis and is very effective in the exploration and interpretation of participants' beliefs, opinions, attitudes and motivation. The steps to be followed in this type of research are not planned in advance. The approach is context sensitive and the researcher usually involves himself in the situation / subject under investigation. According to (Bogden and Biklen 121), the general characteristics of qualitative research are:

- The natural setting is the direct source of data and the researcher is the key instrument.
- Data are collected in the form of words.
- The process and the product are important.
- The data analysis is inductive, and the theory is constructed from the data.
- The perspective of the subject of a study is very important to the researcher.

2.3.2. Quantitative Research:

According to Goodwin and Goodwin, a quantitative approach uses statistical data in the description of observations (Goodwin and Goodwin 34). Millan and Chumacher expressed the same idea and added that the quantitative approach “adopts a positivist philosophy of knowing the emphasized objectivity by using numbers, statistics and experimental control to quantify phenomena” (Millan and Chumacher 31). This approach is context free and makes use of deductive methods. The relationships between different variables are stated in tabular and statistical forms. The researcher’s population model, according to McCracken, is of a definite size and type and his conclusions will be generalized to a larger population (McCracken 134).

We conducted this research according to the outlined steps provided by (Goodwin and Goodwin 34) . First, we identified the target population. Then, we selected the type of instruments needed. After that, we chose the needed measures to start collecting and analyzing data. Finally we reported the results.

According to (Frankfor-Nachmias and Nachmias1992), we believe that a quantitative approach would serve better the aims the present research sets itself to achieve. This is motivated by the fact that this kind of approach allows us to state the research problem using very specific and definable terms which in turn help to follow the set research aims. The use of this method allows us to enjoy high reliability of data collection and contributes to the objectivity of the conclusions reached. More importantly, this kind of method helps to determine whether the predictive hypothesis underlying the present research holds true (Frankfort-Nachmias and Nachmias 54).

In the light of the above, it would now be appropriate to turn to the research instruments, the sample and the sampling procedures used in this research.

2.4. Research Instruments:

The quality of research depends to a large extent on the quality of the data collection instruments used. The present research makes use of two research instrument. The researcher is also aware that the research instruments neither guaranties the research validity nor its objectivity. Rather, it gives insights into the teachers’ and the learners’ conception and understanding of educational psychology as an important factor in teaching/learning process and thereby a necessary component of foreign language teaching.

The research instrument used for gathering information to investigate the effects and the importance and the role of educational psychology in the Departments of English is:

- A questionnaire.
- An interview.

The nature of this instrument, the advantages and disadvantages of it and the reasons behind its choice are described in the sections below.

2.4.1. The Questionnaire:

A questionnaire is an instrument for collecting data in the form of a series of questions about a particular subject or related groups of subjects. According to Tuckman (1994), through these questions the researcher aims to gather information about the subjects' opinions, attitudes, interests and background. Brown also defines a questionnaire as "any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers" (qtd in Dornyei 6). The obtained information is presented in the form of descriptive and explicatory studies. The questionnaire usually involves an impersonal approach in the sense that the subjects are given the questions and asked to write their answers on paper.

2.4.1.1 Questionnaire: Advantages and Disadvantages:

The use of questionnaires, along with other instrument types such as surveys, interviews, and role plays, in foreign language teaching research has now become a common practice. This is because of their perceived advantages as instruments for collecting information. The use of questionnaire helped us to reach a large number of people easily. By using questionnaires, we found that data are accurate, relevant, and easy to code and analyze, this saved time and financial resources.

However, questionnaires also have their own shortcomings. These usually stem from the following:

- When faced with difficulty, the informants tend to guess answers especially if the questionnaire includes questions of the closed-ended type.
- The data generated by questionnaires may be interpreted differently by different researchers.

2.4.1.2 Description of the questionnaire:

The questionnaire is mainly based on the theoretical part of the present research which is related to: teacher's use of different strategies in teaching, educational psychology and its

relation between teaching and learning, and testing students' knowledge about the main theories of psych pedagogy.

The questionnaire is addressed to students and makes use mainly of the technique of direct questions. There are cases where students are allowed to provide their own answers. Very briefly, the respondents are given various response options to choose from by ticking one or more of them.

All in all, the types of questions used are the following:

- Numeric question items: these questions ask for specific background information such as age, work experience, and opinions about the subject of study...etc.
- Open ended questions are those that allow respondents to answer in their own words. These are mainly meant to seek free responses and aim to determine the respondents' opinions of the subject under study
- Close ended questions (multiple-choice – one answer or multiple answers): one type of close-ended questions is a “dichotomous” question which allows respondents to choose one of two answer choices (e.g. ‘Yes’ or ‘No’). The second is the multi-choice questions which allow respondents to choose one of many answer choices.

As explained above, some questions are in the form of clarification questions in the sense that they constitute a follow up to the previous question. Questions of this type are in the form of ‘please justify’.

The choice of this type of questionnaire is motivated by the desire to involve the participants fully and avoid any superficial engagement with the topic. In addition, being aware that the task is difficult and time consuming, care was taken to ensure that the questions be phrased and ordered in such a way that enables the students to express their views as they wished . The students' questionnaire consists of 17 questions. Each question is related, sometimes indirectly, to a specific aspect (part) of the present research.

However, the questionnaire is divided into three sections. The first section (question item 1 through 4) meant to gather some information about the students' age, gender, and why did they choose to study English. The second section (question item 5 through 11) is about attitude of the students toward the teacher and the classroom. Question item 5 asks about the type of the atmosphere that exists in the classroom. Question item 6 investigates the relationship between the student and his teacher. Questions item 7, 8, and 9 are about the teacher. They target the teacher's fitness of his students' needs, his role in the classroom, and explore whether he uses different strategies or not. The third section (question item 11 through 19) is some questions about the classroom. Question item 11 aims to highlight the

students' point of view about the module of psych pedagogy. Question item 12 is a direct question and tries to clarify the role of psycho-pedagogy in both teaching and learning. Question item 13 investigates the students' knowledge of the theories and strategies of psycho-pedagogy. Question item 14 is more practical and explores teachers' use of those theories and strategies in the classroom. Question item 15 investigates if the module of psycho-pedagogy would be helpful for the student. Question item 16 and 17 deal with the teachers of psycho-pedagogy and the module itself respectively to see if they are different or not. The last question is an open ended question inviting the participants to make any comments.

Taken together, this questionnaire aims mainly at correlating student thinking and practice. The students' perception of theories and strategies of psycho- pedagogy is important for a full understanding of the relationship between educational psychology and learning. All in all, the totality of the questions included in the present questionnaire is intended to help the researcher gain insights into the following concerns:

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

At the end, it is worth specifying that the questions which make up the present questionnaire were largely conceptualized on the basis of the theoretical part of the present research.

2.4.1.3. Questionnaire Administration:

As far as the questionnaire final administration is concerned, it was handed directly to sixty students chosen randomly from the third year LMD from the department of English at the University of Laghouat during the academic year 2016/2017 with a total of sixty copies of the questionnaire, fifty five of which were returned. This personal contact with the participants permitted to explain the purpose of the study, to answer enquiries made by the respondents and to encourage cooperation.

2.4.2. The Interview:

Needless to say, research methods in social science research are an essential part of any research project as they determine its success, validity and reliability. As noted by Dornyei, qualitative data are 'most often' collected by researchers through interviews and questionnaires (Dornyei 132). However, Cohen and Olshtain add that interviewing is "a

valuable method for exploring the construction and negotiation of meanings in a natural setting” (Cohen and Olshtain 33-56). That is, the value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to “speak in their own voice and express their own thoughts and feelings” (58).

2.4.2.1 Interview: Advantages and disadvantages:

The use of interviews is particularly useful for getting the story behind a participant’s experiences. This interview was useful in terms of collecting data because it pursues in-depth information around the topic and is easier for respondent, especially with what are sought as opinions or impressions. As well as it allows us to ask more detailed questions. Interview achieves a high response rate. Besides that ambiguities can be clarified and incomplete answers followed up. Interviewees were not influenced by others in the group.

However, this interview also has its own shortcomings. It was very time-consuming because of setting up, interviewing, transcribing, analyzing, feedback, and reporting. Different interviewers may understand and transcribe interviews in different ways.

2.4.2.2 Description of the interview:

This interview is devised to collect information about the role of educational psychology in the teaching process and the importance of teaching the module of psychopedagogy at the university. The interview is addressed to teachers and makes use mainly of the technique of direct questions. The interview includes 13 questions. These questions concern teachers’ points of view about the teaching process and the role of psycho-pedagogy as module. This interview investigates the role of psycho-pedagogy, its importance, and its implications in the teaching process. In this interview, we give a space for teachers to give advice and instructions for the other teachers, and to add comments about psychopedagogy.

2.4.2.3. Interview Administration:

The interview was with four teachers in the Department of English at Laghouat University. Two teachers are teachers of psycho-pedagogy, while the others are teaching other subjects. The teachers were very cooperative the sense in that they answered all the questions of the interview with pleasure and showed a real interest to do that.

2.5 Analysis Procedure:

Upon collection of all the questionnaires and interviews, each respondent is assigned a code and his/her answers were stored on a computer with the help of a computer sciences

specialist. The data were then converted into Excel spreadsheet format and analyzed. The analysis included mainly descriptive statistics. The way the data was stored enables the researcher to highlight the different correlations between different answers to different questions.

2.6 The Participants:

Participants in the present study are English teacher from English department at Laghouat University and third year students the same department at the same university. Taking into consideration the purpose of the present study, the choice of this type of informants is motivated by the following. First, teachers in this institution have better chances to practice the different theories of educational psychology within EFL classroom. Second, all the teachers hold postgraduate degrees Magister (MA), Doctorate (PhD), a necessary requirement to get a teaching position in any Algerian university, and therefore it is safe to say that their linguistic and didactics competence as far as the teaching of foreign language is concerned.

For The selection of the students' population, all of them are third year students at the department of English. Their educational background is more or less the same in the sense that they all sat for and passed a number of exams during their first and second years at the university. We chose to carry out the test on third year students for two main reasons. First, third year students are believed to be linguistically speaking at ease in expressing themselves in English and therefore will have no problem in performing the different speech acts included in the test. Second, we believe that they can offer a better picture of the situation of teaching psycho-pedagogy in this institution. Being third year students suggests that they have already had enough practice in the use of English in different social settings. They are all Algerians; most of them are females and come from different socio-economic backgrounds. Students at the Laghouat University are learning English with the purpose either to follow postgraduate studies (MA or PhD) or to get a job in such fields as teaching, translation, tourism, marketing...etc. All the participants remain anonymous.

2.7 Limitations of the Study:

To explore the teachers' views and conceptions of the research subject, the use of a questionnaire was judged adequate. It can be assumed that the insights gained from the study and analysis of the responses, are things which can be established as certain. The answers provided by the informants reflect their views about the subject of study. Admittedly, the number of respondents is reasonably small, which may raise the question of whether a larger

group would have generated different results and a different set of answers. This was not easy to tell.

With respect to the teachers and students questionnaire, it is believed that the collected data is highly reliable and reflects the informants' real behavior. As far as the size of the informants is concerned, one can assume that it was large enough to be considered a representative sample of the English language teachers and learners in the Departments of English at the Laghouat University.

2.8 Conclusion

In the light of the above discussion and taking into account the nature of the present research, we adopt a quantitative method using a questionnaire survey as well as an interview to obtain the needed data information. We first made a questionnaire divided into three sections to be in touch with the different levels of students' background and to test their awareness of the module of psych pedagogy. Then, we explored the various teachers' views about the teaching-learning process and the importance of teaching the module of psycho-pedagogy. Using the interviews and the questionnaire helped us to collect the needed information to carry out the rest of our work. The gathered data were accurate and relevant to our work. To achieve this end, it is deemed necessary to chart the teachers' and students' views and attitudes towards educational psychology and its role in promoting teaching and learning process. These will be the main concerns of the following chapter

Chapter Three

Results, Findings and Interpretations

3.1 Introduction

Now that the research method, the research instruments and procedures are highlighted, this chapter gives a full analysis and discussion of the data generated by two of the research instruments used in the present thesis which are teachers' interview and the questionnaire survey. The interview is used to explore the attitudes of the teachers towards psycho-pedagogy and its importance in the teaching process. This interview is designed to check the teachers' degree of awareness about the main principles of psycho-pedagogy and its implementations in the classroom. The aim of this questionnaire is to assess the students' attitudes toward the module of psycho-pedagogy, its importance and its theories application in education.

3.2 Analysis of the Teachers' Interview:

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

-Teacher one: it is an essential procedure. It is a dynamic procedure. It needs a lot of inspiration, 2energy and diligent work.

-Teacher two: it is a significant process which includes two central fundamentals teacher and learner.

-Teacher three: it is exciting and hard process.

-Teacher four: it is interesting and troublesome work.

All those teachers are of the same mind on the significance of the teaching process and describing it to consist of a teacher and a learner as fundamentals. It needs inspiration, commitment and energy since it has various challenges.

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

-Teacher one: yes, I do. I use the communicative approach in which I raise the question and receive the reply then assess the students' contribution and share information.

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

-Teacher three: yes, I do. I use the communicative approach because I believe that it is the suitable one for teaching.

-Teacher four: yes, I do.

The greater part of the teachers applies the same approach of teaching which is the communicative approach. The teachers have the same opinion on the value of this latter as a extraordinary way in teaching.

Question 03: How long have you been teaching English?

-Teacher one: 15 years.

-Teacher two: 7 years in the university and 13 years in the high school.

-Teacher three: 20 years.

-Teacher four: 9 years.

Those teachers are experienced in teaching which mean that they are skilled teachers and knowledgeable and they seem to be a suitable model to give us the desirable information about psychopedagogy and the teaching process.

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

-Teacher one: different modules.

-Teacher two: all modules.

-Teacher three: almost all modules (exception for grammar and didactics).

-Teacher four: two modules (literature and methodology).

This question makes us know that the teachers are teaching various modules in their careers which make them experienced teachers and knowledgeable in the different modules.

Question 05: What do you think about the module of psycho- pedagogy?

-Teacher one: it is a very significant course.

-Teacher two: valuable module which makes students ready to be good teachers

-Teacher three: an exciting module.

-Teacher four: its importance lays on helping in the teaching and learning process.

All the teachers put the emphasis on the significance of the module of psycho-pedagogy and the role of the learners for knowing its principles because they will help them in the future.

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

-Teacher one: educational psychology is crucial in the teacher's career.

-Teacher two: The teacher who has knowledge about educational psychology can face the different situations in his career.

-Teacher three: it gives a hand in making teachers deal with class issues.

-Teacher four: we cannot speak on teaching without psycho-pedagogy. It helps teachers to understand the psychology of the students and how to interact with them.

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

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

-Teacher one: to prepare the students to be teachers.

-Teacher two: help the students to understand and to deal with the different subjects in psycho-pedagogy.

-Teacher three: make the students understand and explain the various issues in educational psychology.

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

Each one of the teachers answered the question according to his believes. The first teacher believes that the role of the teacher is to prepare the students to be teachers. The second assumes that it can help students to understand different subjects of psycho-pedagogy .The third one thinks that the teacher's role is guide future teachers in their teaching task. The last one puts the emphasis on the help of the teachers to guide future teachers in their teaching task.

Question 08: What are the objectives of educational psychology?

-Teacher one: to recognize all those special effects of human psyche or learning new information and to know the personality development and psychological problems.

-Teacher two: it makes it easier to both teacher and learner to realize better the teaching learning process and to develop them.

-Teacher three: bridging the gap between theory and practice.

-Teacher four: to prove that there is different ways of learning and teaching and differences between the learners.

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

- To recognize the special effects of human psyche.
- To know the personality development and psychological problems.
- To make it easier to understand better the teaching and learning process.
- To bridge the gap between theory and practice.
- To prove that there is different ways of learning and teaching.
- To prove that there are differences between learners.

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

-Teacher one: yes, I think that educational psychology provides the fundamental theories as well as strategies in order to promote the teaching-learning process. These theories should be taken into consideration by teachers to enhance the level of both teachers and learners.

-Teacher two: yes, of course. No one denies that.

-Teacher three: yes. I assume that educational psychology has a great influence in promoting teaching and learning since we are dealing with EFL classrooms.

-Teacher four: yes. I think that those theories and strategies have a great contribution in the development of the teaching process.

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

Question 10: Do you apply some those techniques and strategies in your classroom?

-Teacher one: Yes, I do.

-Teacher two: of course, I do.

-Teacher three: yes, I do. I think it is necessary.

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

The teachers' responses confirm that all the teachers use the techniques and strategies of educational psychology because they find them helpful. This reveals the significance and the great positive effect of educational psychology in the teaching process.

Question 11: What is your point of view about the teachers who do not have knowledge about the theories and strategies of educational psychology within their teaching process?

-Teacher one: I think that they are not real teachers. A real teacher should be aware of those theories and strategies.

-Teacher two: it is a total failure.

-Teacher three: we cannot classify them as teacher.

-Teacher four: we cannot rely on them to teach our children. They will find it difficult to manage the classroom.

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

Question 12: What do you think about the use of technology in the teaching process?

-Teacher one: I think it is a very innovative way to teach.

-Teacher two: I think that using new methods or ideas in the teaching process may be a great challenge.

-Teacher three: using different materials of technology would be helpful in the teaching process.

-Teacher four: I think it makes the teaching process easy, fast, and exciting.

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

Question 13: Any comments?

The most comments of the teachers were:

- Every teacher should learn about educational psychology.
- Educational psychology is important module. We should give it an importance.
- Teach the principles of educational psychology to the students.
- The educators should give an importance to the module of psychopedagogy and make specialist in teaching this module.
- Raise students' awareness towards the importance of psychopedagogy.

3.3 Analysis of the students' Questionnaire:

Section One: Background information

Item 01: Age distribution

Age	19	20	21	22	23	24	25
Response	8	12	16	10	7	3	4
Percentage	14,55%	21,82%	29,09%	18,18%	12,73%	5,45%	7,27%

Table 01: Students' Age Distribution.

As we observe according to the table our population is young. We find that third year LMD students age range is between 19(14.55%) and 25(7.27%) with the superiority of the percentage of students aged 21(29.09%). Few students represent (21.82%) are 20, and fewer students represent (18.18%) are 22 years old. The rest represent (12.73%) aged 23 and (5.45%) with 24 years old .From this table we notice that the students of our department have no problem with age in studying English.

Item 02: Gender distribution

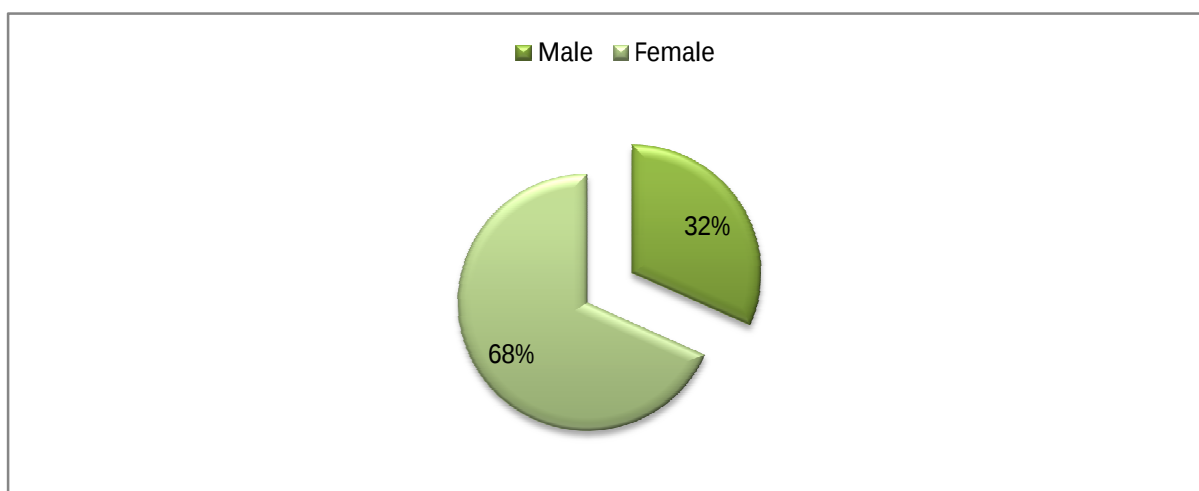


Figure 04: Students' Gender Distribution.

According to this table, we notice that the majority of the students are females (68%) and the male represent just (32%). Females have a remarkable interest in studying English more than males do.

Item 03: Choice of study English

Answer	Response	Percentage
Your choice	44	73,33%
You just choose it	12	20,00%
Your parents' choice	4	6,67%
Total	60	100,00%

Table 02: Students' Choice of Study English.

According to this table we make out that the most of the students chose to study English (73.33%) because they love English language and believe that it is international language. Few of the students are obliged by their parents to study English (6.67%). The rest chose English language just for study any subject in the university.

Section Two: Attitude of the students towards the teacher and the classroom.

Item 01: which type of atmosphere does exist in your classroom?

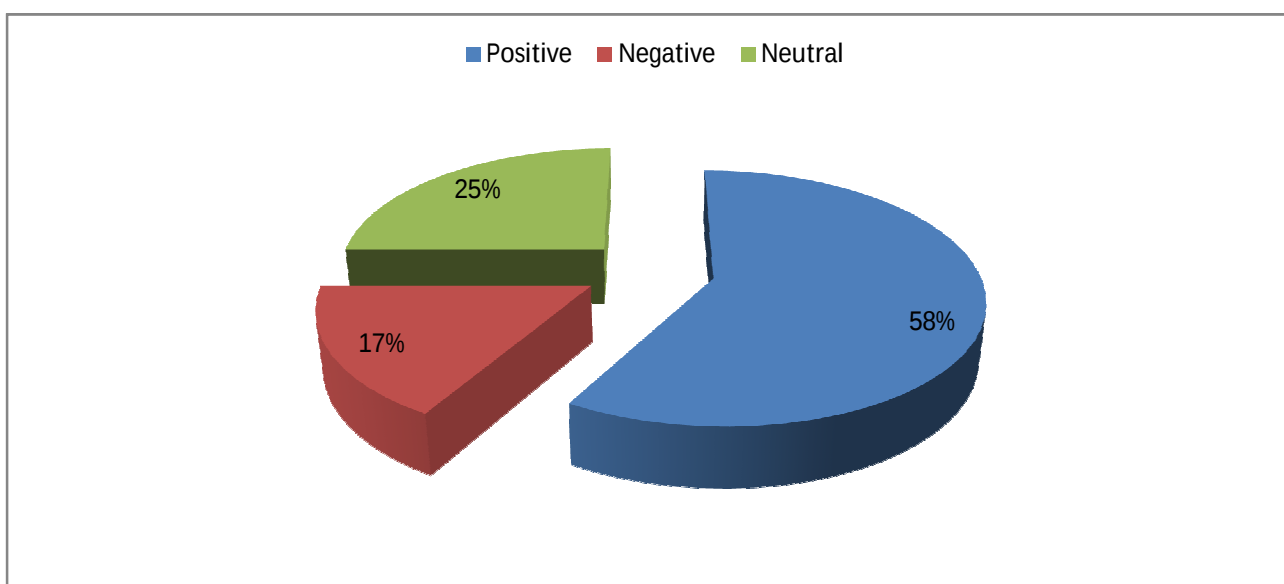


Figure 05: Students' Point of View about the Classroom's Atmosphere.

In this table, we observe that there is an appropriate atmosphere in the classroom which could help for a better teaching and learning. According to the table we recognize that the most of students agree on the existence of positive atmosphere in the classroom (58%) and (25%) of them agree on that there is neutral atmosphere. Few of students (17%) feel that there

is a negative atmosphere in the classroom may be because of their personality or their relationship with the teacher.

Item 03: Does your teacher fit all your needs?

Answer	Response	Percentage
All of them	20	33,33%
Some of them	33	55,00%
None of them	7	11,67%
Total	60	100,00%

Table 03: Students' Viewpoints about the Teacher's Role to Fit their Needs.

According to the students' point of views in this table, we notice that the teacher fits just some of the students' needs (55%) which means that the teacher attempts to face all the difficulties and needs of the students but with certain failure due to many reasons. In the other hand, we find the percentage (33.33%) which represents the students who said that the teacher fits all their needs. This result reflects the affectivity and the important role of the teacher in the teaching process. The fewest number of students said that the teacher does not fit their needs (11. 67%).

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

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

- Trainer
- Controller
- Instructor
- Facilitator
- Observer
- Examiner

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

Item 05: Do you think that your teacher makes use of different strategies in teaching?

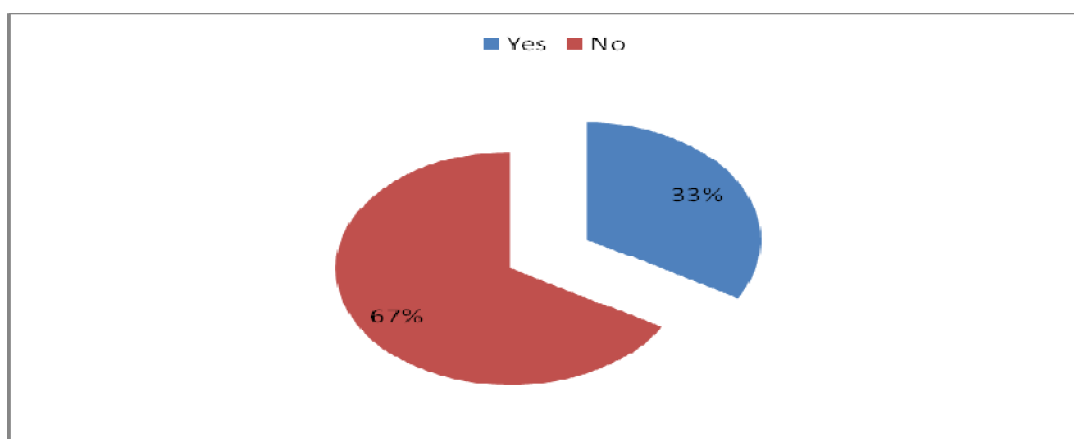


Figure 06: Students' Viewpoints about the Teacher's Use of Teaching Strategies.

According to this table, the most of the students (67%) do not have any idea about the use of the teacher to the teaching strategies in the classroom. This result means that the teachers do not use different strategies.

Section Three: Psychopedagogy and its implication in EFL classes.

Item 01: What is your opinion on the module of psychopedagogy?

Answer	Response	Percentage
Exciting	30	50,00%
Mind-numbing	20	33,33%
Neutral	10	16,67%
Total	60	100,00%

Table 04: Students' Viewpoints about the Module of Psychopedagogy.

According to this table, 30 students (50%) said that the module of psychopedagogy is an exciting module, and 20 students (33.33%) believe that this module is mind-numbing, whereas 10 students (16.67%) inform that the module of psychopedagogy has a little importance (neutral).

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

According our learners' answers about this question, the great number of the students agrees on the significant of the module of psychopedagogy in both learning and teaching. They declare that psychopedagogy provides both teacher and student with different theories and strategies to promote and facilitate the learning teaching process.

Item 03: Did you know theories and strategies of psychopedagogy?

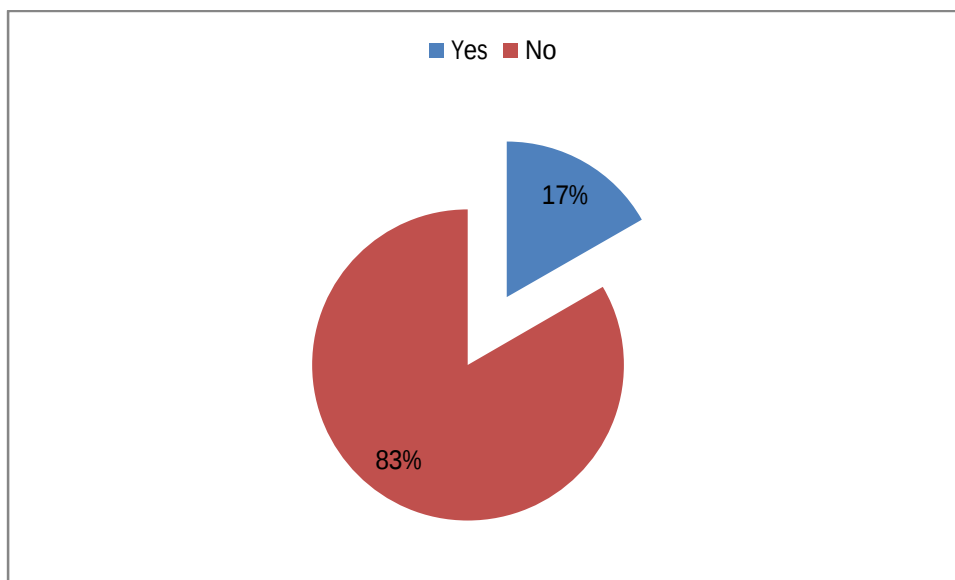


Figure 07: Students' Knowledge about the Theories and Strategies of Psychopedagogy.

According to the students' answers, we notice that most of the students (83%) do not know about the theories and strategies of psychopedagogy, and just few of them (17%) have an idea about it. This result may reveal the failure of the teacher to make the students aware of those theories and strategies.

Item 04: If yes, do your teachers apply them in the classroom?

Answer	Response	Percentage
Yes	7	70,00%
No	3	30,00%
Total	10	100,00%

Table 5: Students' Viewpoints about the Teachers' Use of the Theories and Strategies in the Classroom.

In relation to students' answers to this statement, the majority of the students (70%) say that their teachers put into effect the theories and strategies of psychopedagogy in the classroom. Few of the students (30%) reveal that their teacher does not use those theories in the classroom.

Item 05: Do you think that this module is a helpful one?

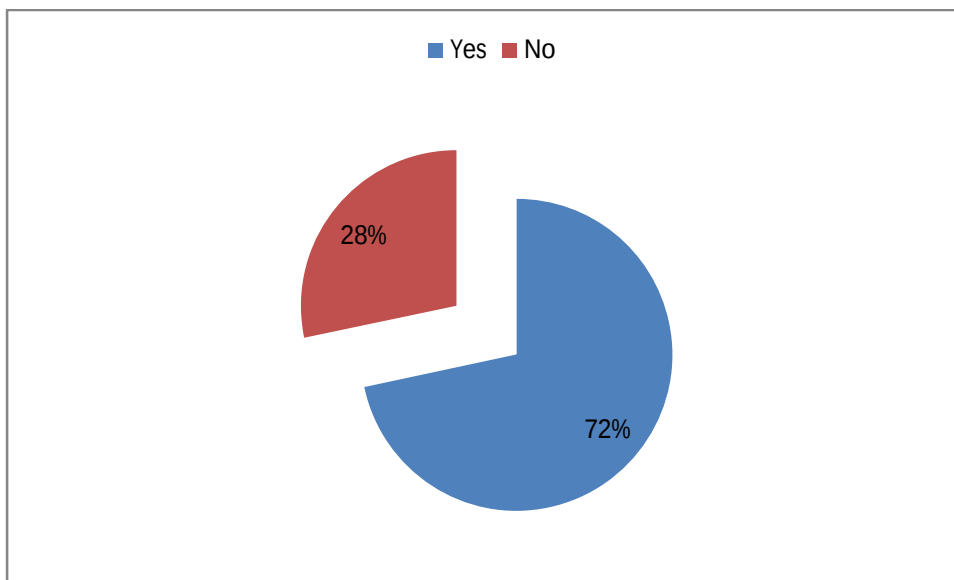


Figure 08: Students' Attitudes towards the Importance of Psychopedagogy.

According to the students' answers on this question, we find that 43 students (72%) say that the module of psychopedagogy is helpful for them. Their justifications are summarized in the following points:

- It is helpful in both learning and teaching.
- Bridges the gap between the theoretical and practical parts in the teaching learning process.
- Helps us to be aware of different styles of learning and teaching.
- Helps us to overcome the difficulties in learning and solve them.
- Helps us to break the ice between the teacher and his students.
- Provides the teacher with ideas of how to how to manage the classroom.

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

In the other hand, 17 students (28%) claimed that this module is not helpful. According to their responses, this module does not focus on the practical part.

Item 06: Do you assume that psycho-pedagogy is different from the other modules?

Answer	Response	Percentage
Yes	32	53,33%
No	28	46,67%
Total	60	100,00%

Table 6: Students' Attitudes towards the Difference between the Module of Psycho-Pedagogy and other Modules.

According to the given data, we observe that (53.33%) agree on the difference between psycho-pedagogy and other modules. The students' point of view is strongly proven by the following justifications:

- This module is focuses on the mental and abstract studies.
- It concerns the teaching process in which the teacher may benefit from its theories.
- Psycho- pedagogy takes into consideration all the subjects of education.
- It prepares the students to be good teachers in the future.
- It includes interesting topics such as learning and teaching theories, motivation, styles of learning, and other subjects.
- It helps in improving the teaching and learning process.

In the other hand, we have 28 students (47%) declare that there is no difference between psycho-pedagogy and the other modules. They argue that all the modules are important and have the same way and methods of teaching and presentation.

Item 08: Any comments about the module of psycho-pedagogy:

According to the last item in the questionnaire, we can say that the most comments focus on the significance of the module of psycho-pedagogy and the responsibility of the teachers and educators to develop it in order to enhance the teaching and learning process. The students consider psycho-pedagogy as decisive and motivating module which could help them as future teachers.

3.4 Conclusion

In the light of the above discussion and taking into account the nature of the present research, the researcher adopts a quantitative method using a questionnaire survey to obtain the needed data information. To achieve this end, it is deemed necessary to chart the teachers' and students' views and attitudes towards educational psychology and its role in promoting teaching and learning process. These will be the main concerns of the following chapters. The gathered data show that the teachers are aware about the fundamental effects of educational psychology in the teaching process. Most of the teachers used the theories and strategies of educational psychology in their classroom. Their answers show that the teacher who does not know about the theories and strategies of educational psychology is not a teacher at all. The analysis of students' questionnaire reveals that most of the students agree on the considerable significance of psycho-pedagogy in the teaching learning process. It ensures that psycho-pedagogy has a fundamental role in helping both the teacher and learner. The results of the study also reveal that the students are not aware of the theories and strategies of psycho-pedagogy and this confirms the failure of the teachers of psycho-pedagogy. Furthermore, the results show that the most of teachers do not apply the theories and strategies of psycho-pedagogy in the classroom.

General Conclusion

Educational psychology is the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instructions that can help lifelong learning. Educational psychology has been built up on theories of Behaviorism, Cognitivism, Constructivism and Humanism. Educational psychology informs a wide range of specialties within educational studies including teaching curriculum, evaluation, and methods of teaching and development of the learner. The field of educational psychology involves the study of memory, conceptual processes, and individual differences.

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

At the starting point of this dissertation, we started with the theoretical part which is a general idea about educational psychology, and then presented its main approaches. We began with the positivism which is the roots of the behaviorist approach. This was followed by a study on Cognitivism which includes the Information processing and constructivist approach. Then, we considered the constructivist views on teaching. Finally, we moved directly to the Humanism approach and its contribution to education. Those approaches have a great contribution to the teaching-learning process and education in general. The teachers should know those theories and approaches, and their application to achieve the goals of education and the teaching-learning process. He also should be aware of educational psychology to deal with a complex educational situation. If the teacher is not aware of the theories of educational psychology and how to apply them, he will never be an effective teacher. We tried to demonstrate the development of teaching including the increased diversity of learners and the use of technology, the increased accountability of teaching, and the professionalism of teaching. We also tried to carry out the importance of the module of psycho-pedagogy and the teachers' and students' role in teaching this module. We examined the relationship of psychology with education which showed that variety of relationships between psychology and different issues of education. These relationships prove the degree of the importance of psychology in education. The investigation on the use of technology in the teaching process showed that it can increase the affectivity and motivation of the teachers and the diversity of learning opportunities.

In the second chapter and taking into account the nature of the present research, we adopt a quantitative method using a questionnaire survey as well as an interview to obtain the needed data information. We first made a questionnaire divided into three sections to tackle the different levels of students' background and to test their awareness of the module of psych pedagogy. Then, we explored the various teachers' views about the teaching-learning process and the importance of teaching the module of psycho-pedagogy. Using the interviews and the questionnaire helped us to collect the needed information to carry out the rest of our work. The gathered data were accurate and relevant to our work. To achieve this end, it is deemed necessary to chart the teachers' and students' views and attitudes towards educational psychology and its role in promoting teaching and learning process. In the light of the above discussion and taking into account the nature of the present research, we adopted a quantitative method using a questionnaire survey to obtain the needed data information to achieve this end.

The gathered data show that the teachers are aware about the fundamental effects of educational psychology in the teaching process. Most of the teachers used the theories and strategies of educational psychology in their classroom. Their answers show that the teacher who does not know about the theories and strategies of educational psychology is not a teacher at all. The analysis of students' questionnaire reveals that most of the students agree on the considerable significance of psycho-pedagogy in the teaching learning process. It ensures that psycho-pedagogy has a fundamental role in helping both the teacher and learner. The results of the study also reveal that the students are not aware of the theories and strategies of psycho-pedagogy and this confirms the failure of the teachers of psycho-pedagogy. Furthermore, the results show that the most of teachers do not apply the theories and strategies of psycho-pedagogy in the classroom.

Recommendations

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

- Teachers need to read more about educational psychology and to be more proficient with its theories.
- Teachers need to make contact with the experienced teachers for help them to enhance their methods of teaching and to benefit from their experiences.
- Teachers must associate the theories and strategies of educational psychology with their application in the classroom.
- Teachers need to teach psycho-pedagogy to their students effectively and to make them knowledgeable with its most main theories.
- Teachers should talk with their students and decide what their problems in the module are.
- Teachers need to provide the students with an appropriate setting and atmosphere in the classroom in which they were motivated and interested with the module.
- Teachers should show the role of psycho-pedagogy in both teaching and learning.
- For better teaching, teachers need to teach small groups of students because the small numbers of students help for better understand to the module.

These are some recommendations to gain benefit from the theories and strategies of educational psychology, and for make the students aware and motivated in learning psycho-pedagogy. We expect that teachers and students benefit from our research and recommendation in developing the teaching learning process.

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Appendices

Appendix A

Teachers' interview

Dear teachers,

This interview is devised to collect information about the effects of educational psychology on promoting the teaching process and the importance of teaching the module of psychopedagogy at the university.

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

We would thank You in advance.

1. What do you think about the teaching process?

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

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3. How long have you been teaching English?

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

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

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

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

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8. What are the objectives of educational psychology?

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9. Educational psychology provides the teaching process with theories, strategies and techniques which the teaching and learning process. What do you think about that?

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10. Do you apply some of those techniques and strategies in your classroom?

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

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

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13. Any comments?

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Appendix B

Students' Questionnaire

Dear students.

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

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

We extremely appreciate your collaboration.

1. Background information :

a. Age :

b. Gender:

Male ☐

Female ☐

c. Why did you choose to study English?

- Your parents' choice. ☐

-Your choice. ☐

-You just choose it. ☐

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

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

a- Which type of atmosphere does exist in your classroom?

Positive ☐ negative ☐ neutral ☐

b- Which kind of relationship between you and your teacher?

Good ☐ bad ☐ Neutral ☐

c- Did your teacher fit all your needs?

Most of them ☐ some of them ☐ none of them ☐

d- What is his role in the classroom?

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.....

e- Do you think that your teacher makes use of different strategies in teaching?

Yes ☐ No ☐

f- If yes, what are these strategies?

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.....

g- If not, why did not he do?

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.....

3. Some questions about the classroom:

a- What is your opinion on the module of psycho-pedagogy?

Exciting ☐ mind-numbing ☐ neutral ☐

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

.....

.....

.....

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

Yes ☐ No ☐

d- If yes, do your teachers apply them in the classroom?

Yes ☐ No ☐

e- Do you think that this module is helpful one?

Yes ☐ No ☐

- Justify.

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f- Do you think that psycho-pedagogy is different from the other modules?

Yes ☐ No ☐

Justify.

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-Any comments about the module of psycho-pedagogy.

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ملخص الدراسة:

هذا البحث هو دراسة حول دور علم النفس التربوي في عملية تدريس أقسام اللغة الانجليزية كلغة أجنبية. يعتبر علم النفس التربوي عنصر مهم وفعال في تزويد الأساتذة بأهم المبادئ و الأساسيات المتعلقة بطبيعة التعليم . حاولنا في الفصل الأول من هذا البحث تسليط الضوء على أهم نظريات و استراتيجيات علم النفس التربوي المتعلقة بعملية التعليم . كذلك حاولنا إظهار أهمية تدريس علم النفس التربوي في عملية التعليم و التعلم. كما قمنا في الفصل الثاني من هذا البحث باستظهار موقف كل من الأساتذة و الطلبة اتجاه دور علم النفس التربوي و أهمية تدريسه في عملية التعليم و التعلم . لاستبيان هذا الموقف قمنا بمقابلات مع الأساتذة ووزعنا الاستبيان على طلبة السنة الثالثة من قسم الانجليزية بجامعة الأغواط للسنة الجامعية 2017/2016 اللذين اتخذناهم كعينة للدراسة. قمنا في الفصل الثالث من هذا البحث بتحليل نتائج المقابلات مع الأساتذة وكذا نتائج الاستبيان الذي وزعناه على الطلبة. و قد أسفرت نتيجة تحليل كل من المقابلات و الاستبيان عن وعي الأساتذة و الطلبة حول أهمية علم النفس التربوي و نظرياته في عملية التعليم و التعلم . يهدف هذا البحث إلى مساعدة الأساتذة في تحسين وإثراء معرفتهم بنظريات و استراتيجيات علم النفس التربوي التي يمكن تساعدهم في مشوارهم المهني.