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DEPARTMENT OF ENGLISH



**The Role of Teachers In Promoting Conductive  
Teaching and learning Environment  
Case study: The Secondary School of “Arab  
Messouad” Chechar**

*Dissertation Submitted to the Department of English in Partial fulfillment of the  
Requirements for the Degree of Master in language and cultures*

Candidates

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*and*

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August, 2020

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**STATEMENT**

**We hereby certify that this dissertation is entirely the results of our  
own  
investigation. The various sources to which we are indebted, are  
clearly indicated  
in the text or in the references.**

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## Dedication

*I dedicate this work to :*

*My dear father Lhassan*

*My lovely mother.*

*My tender family ; my sisters and dearest brothers who have been a constant source of knowledge and inspiration*

*All my special friends and colleagues who have contributed directly or indirectly comments and illuminated discussions and warm encouragement .*

*I am truly grateful to all of you*

*HIBA Saidani*

## Dedication

*I dedicate this work:*

*To my dear father Mahmoud, who has been my source of inspiration.*

*To my beloved, my beautiful mom who used to provide me with her constant spiritual.*

*For my lovely family who never stops encouraging me to reach this point.*

*And finally to all the friends and everyone contributed and helped me accomplish this work.*

*To my man, my husband has always stood with me, Ismail.*

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### **LIST OF ABBREVIATIONS**

CE: Conductive education

CE: Conductive environment

CTL : Conductive Teaching and learning

ICT: Information and Communication technologies

b

## **Abstract**

The following study aimed at exploring the role of EFL teachers in enhancing conductive teaching in an ultimate learning environment for their students and at uncovering the difficulties facing them .

Only one hypothesis was set to conduct the research:

" If the teachers played vital roles in conducting their teaching in an ultimate environment, then the learning would incredibly improve"

To confirm the validity of this hypothesis, the researchers opted for a descriptive method since the nature of the topic needed more descriptions.

After a careful analysis of the data, the above hypothesis was confirmed and the results showed that the majority of EFL teachers played vital roles in building conductive teaching and learning environment .

This dissertation consisted of Three major Chapters:

1- A general introduction

2-A Review of the related literature

3-A data analysis section

The following findings and recommendations were formulated:

A- Recommendations:

set of recommendations is needed basically :

- Designers should enhance the role of teachers , government should set clear standard of practice ensuring high quality initial teacher preparation programmers , it must attract better candidates, professionalizing the recruitment , it should select and evaluate teachers ;and must link teachers and their professional development more directly to school's needs.

- teachers should work on strengthening leadership and management requires setting clear school director standards , providing training , professionalizing recruitment , supporting with stable sources of funding that respond to their specific needs .

-Teachers have to set clear goals , related to students outcomes , that focus not only on quality but also on equity

B- Findings:

1/EFL teachers play an important role in building more conducive teaching and learning environment.

2/most of the EFL teachers are aware of their roles and responsibilities to great extent.

3/Algerian secondary schools do not prioritize building conducive teaching environment unfortunately.

4/Algerian syllabus designers do not really spread the American pedagogy of "No learner is left behind "

5/ the study results in the reality that the more teachers play their roles and responsibilities the better education will be .



# **Introduction**

## **1-Statement of the problem**

The current study aims at discovering the real role of teachers in making conducive Teaching/Learning environment, that is to say, it highlights teacher's role in building CE. Doubtlessly, education is a shared commitment between dedicated teachers, motivated learners and enthusiastic parents with high expectations. Arguably, the most basic issue a teacher can consider is what he or she will do to establish and communicate learning goals, track student's progress, develop competencies, celebrate success and therefore build a conducive educational environment.

Unquestionably, diagnosing the real role of teachers in the didactic triangle ( knowledge, teacher, learner) has become an outstanding important educational issue. As far as teaching/ learning processes are concerned, the target role of the teacher in modern pedagogy and in the twentieth century education is not only to impart content-based conceptual knowledge through memorizations, lecturing and spoon-feeding process, but the teacher had better acts as monitor, guide, initiator, and facilitator in the educational environment and in effective collaborative process of knowledge transfer and development, and to deal with net generation who are highly equipped with information communication, related knowledge, and effective modern skills

Actually, the problematic issue confronting educationists today is that it is believed that learners are the core variable and active agent in education; they clearly highlight the role of active learners in the learning process, neglecting the effective role of teachers in building conducive learning/ teaching environment. Hence, the present research work focuses on the effectiveness and the importance of teachers in enhancing and building comprehensive conducive teaching/learning environment.

## **2-Objectives of the Study**

The objectives of this research are:

- To highlight the effective role of teachers in building Conductive Learning/ Teaching environment.
- To discover the factors that influence teaching' environment.
- To check out whether the expectations attached to the role of teachers in making conductive teaching/learning environment are realistic or not.

### **3 Assumptions**

It is assumed that EFL teachers play vital outstanding role in building conductive teaching / learning environment.

### **4-Hypothesis**

In the light of the above questions, this study is designed to test the following hypothesis, thus, it is hypothesized that:

“If teachers have an effective role in promoting conductive teaching environment, the students' education will foster”

### **5-Methodology (Means of Research)**

So as to accomplish the research proposal aims and to clearly test the hypothesis, obtain the necessary information for our topic, a questionnaire for EFL learners and a test for EFL teachers are administered in the forms of scientific texts to be analyzed, worth noted that both tools attempt to verify the unparalleled role of teachers in building conductive teaching and learning environment, in addition to that an interview with an educational expert; inspector of English language in Secondary Education in Khenchela would take place to show us real examples of the role of teachers in implementing modern pedagogies in order to build conductive effective teaching/learning environment in classrooms.

The results will be henceforth tabulated, described and analyzed. The population of this study consists of EFL learners, EFL teachers in Secondary Schools, (Arab Messoud Secondary School - Chechar) wherein we will randomly choose a sample of 40 secondary school learners, collect data about their attitudes about the real role of teachers in making supportive conducive teaching and learning environment.

## **6-The sample**

The population of this study consists of EFL teachers in Secondary Schools of chacher Arab Messouad Secondary school , teachers as a case study ; wherein we have randomly chosen a sample of 20secondary school teachers, collect data about their attitudes ,opinions ,and the techniques of building conducive learning and teaching environment during their career in general and the academic year 2019/2020 specifically

## **7- Research Design**

Any research paper follows a number of interrelated stages that make up the design of the research therefore a research design bears on the overall structure that describes the process of collecting data , in this research paper , the research opts for mixed research methods : a combination of qualitative observational method and quantitative method ; teacher's questionnaires research .

The choice of mixed methods is motivated by the nature of the research questions that dictates the use of multiple approaches to reach the desired results .

## **8- Data Gathering tools**

### **8-1-The Description of the Questionnaires**

The Teacher's Questionnaire began with a small introduction that explained the aim of the study . It consisted of 16 questions .Some questions of multiple choice type where learners are asked to put a tick in the corresponding choice .The other

questions required teachers to give their own answers and justify them where necessary .

The following section was a brief description of each section of the questionnaires.

The Teachers' questionnaires purposefully used to mirror the role of teachers while implementing modern pedagogy in building conducive teaching and learning environment ; to enhance the learner' s skills and to foster their abilities to learn .

**Section One** :(Question 1to Question3 ) Teacher's background and Information .The first section contained three questions about the teacher's personal information , their years of teaching , their degree , and the levels they teach .

**Section two:**( Question 4 to Question 16) Conducive Teaching Learning Environment

This section aimed at investigating the teacher's attitudes to words building conducive teaching learning environment including their own definition about what is a conducive teaching , in addition to the implementation of conducive education in their teaching , the importance of CTL environment and the techniques used to achieve CTL .It also pinpointed the importance of thestudents' skills to resolve the challenges encountered .It was clouded with a set of recommendations. These were provided to build an effective CTL's environment.

Administration of The Questionnaires The teacher's questionnaires was distributed to Twenty teachers of secondary school in Checher .The distribution took place during the academic Year :2019 -2020.

**Chapter one:**  
**Literaturereview**

**The role of teachers**

*Chapter One: Literature Review***Introduction**

Teachers play vital roles in building conducive teaching /learning environment. In fact the classroom is a dynamic environment bringing together learners from different backgrounds with so many abilities and various responsibilities. building a conducive teaching/learning environment employs being an effective teacher therefore requires the implementation of innovative teaching strategies, methods and regarding learners needs promoting small group works, solving difficult puzzles and acting role-plays and short drama sketchers are just few illustrations of how conducive teaching /learning environment can be incorporated thus teachers had better encourage learners to learn , to ask questions and investigate their own ideas , help improve their critical thinking skills and problem solving skills . Teachers need careful thoughts about their real roles in the educational pedagogical domain .

### I-1- Didactics

Didactics is about the teaching and learning science in the classroom. It is based on a variety of traditions and theories in the educational domain. The traditional distinction between general didactics and subject matter didactics is known to all. Didactics tool into consideration :the learner, the teacher and the syllabus.

These are the main parts in didactics. Didactic studies according to **Hudson (2007)** like the ones in this research, have an interest in understanding the complexities of classroom teaching and learning. The main interest of didactics is always the classroom studies, the classroom practice, and making the educational goals of teachers and the syllabus visible and achievable by all learners. In simple words, didactics is about the teacher in the classroom, and the learning process and content.

The interaction between the three is articulated highly by educators. In didactic classroom studies the specific context is of large importance. Identifying clear framing of teaching in the classroom is the main interest of didactics (Gottingen, 2016). It is worthy noted that people are using didactics and pedagogy as almost synonyms however this is not academically true. Pedagogy is the general term, the biggest of the two as it covers why /how education is taking a place in reality including the syllabus, the curriculum, the values, as well as the visions on educational environment.

While didactics focuses on the honor, it is therefore more specific , more mechanic , and eases to research .General didactics is basically the science about teaching , the instructional process with all its connected features and factors, pedagogy is focusing on how to support the individual learning process towards deep learning , it covers the interaction between teachers and learners and the choices about how information is transmitted and presented .

### **I- 2-Teachers Importance**

Teachers are extremely important feature in the educational environment .Without teachers education seems to be a mass .In modern pedagogies , learners are the active agent in the learning process .This does not really mean that teachers have no role in making the educational experiment a success .

Teachers play an essential role in learner's career to become successful in careers and business. A good teacher helps learners to become good human being in society and effective citizen of the world .They know well that learners are the future of any nation , thus the future development of nations is in the hands of teachers .

Learners do not only need information or knowledge ,but they look up to teachers for advice and guidance .Academic lessons seem to be not enough in modern times ,life lessons are really enough , the only providers of life lesson are teachers.

### I-3-the role of teachers

Interestingly enough , teachers play outstanding roles in making education a better conductive environment . In traditional educational approaches, the role of teachers is just to spoon-feed learners, impart knowledge or present some lectures .Nowadays, teacher acts out as a patient facilitator, a full -time guide , an expert monitor ,and a competent coach.

**Brands (2010)** *stated that teachers had better be excellent listeners , help providers and feedback ,gives their role listeners motivating and inspiring learners , their role lie's in making positive differences in learner's career -noticeably , teachers should cherish qualities , competencies and skills to both design and implement the pedagogic effectively both* **Feldbusen and Treffinger (1980, p32)** argue that teachers role is to reinforce the new ideas and responses of learners , manage time for learners to develop their abilities , and build a supportive climate of mutual respect and acceptance between learners, peers and teachers; getting learners involved and demonstrating the value of involvement .**Crikszentmihaly (1996)** added that a teacher should monitor risk-taking skills adapt materials wherever it is possible and motivate learners to do things creatively.

#### **I-4-Competence of teachers**

Teachers must have a group of competencies to effectively make the educational experience a total success .Therefore , it is worthy known the general framework of teacher's competencies .Mainly :research competencies , curriculum competencies , lifelong competencies , social -cultural competencies , emotional competencies , communication competencies , as well as information and communication technologies competencies and the environment of teachers is related to the development of the competencies of learners .Competencies are the set of knowledge , skills , and experience necessary for future , which manifests in activities **(Kotare et .al .44).**

Same scholars argue that the three main competencies of teachers are : the professional competence , the pedagogical competence and the cultural competence **.(James et al .113).**It is clear that competencies are related to the question : what should a school teach? according to **Niemen ,sihovenen , (2006)**

Research competencies involve research methods , research techniques , and they are of great importance for learners especially in projects .The curriculum competence contain the knowledge about the curriculum and the target skills to teach the knowledge (the what and the how) .Without the curriculum competencies , it is a tall-order to procedure an effective education service in classrooms .

Whereas lifelong learning process are the target skills that learners need to solve real life problems. lifelong competencies are what learners need in the whole life continuing such as responsibility .Emotional competencies are related to the values of both learners and teachers , morals , anxieties ,empathy ,motivation ,stress, and all the psychological aspects related to the educational staff .

The knowledge about the social -cultural background is also important communication competencies are important for successful interaction in the social educational environment ;such competencies are like :writing ,speaking , questionin....etc .

ICT competencies are about information and communication technologies , it is related to all the equipment's for the technological domain that really serve learners in communicating , producing or storing data .Environmental competencies are clearly linked to ecology and environment safety .According to **Avery(1980)** teachers must care for the proficiency development as well as the development of above mentioned competencies , teachers need to acquire new competencies to cope with modern-time changes .

### I-5- Teaching qualifications

The global demand for foreign language learning with an emphasis on the need for communication skills necessitates certain teaching qualification .(Cameron 2003)the NR(2010) underlines transferable knowledge and experience -based teaching qualifications (p.16)which include :

- ❖ Natural enjoyment of communication
- ❖ Capacity and desire for intercultural communication .
- ❖ Capacity for analytical , problem oriented thought
- ❖ Competence in identifying, mediating and implementing learning strategies .
- ❖ Endorsement of lifelong learning as a principle for oneself and all learners .
- ❖ Ability to inspire openness to new ways of thinking and learning .
- ❖ Ability to cooperate as harmoniously and productively with colleagues as with children.
- ❖ Constant up grading of own media competence .
- ❖ Constant up grading of own media competence
- ❖ Self -confident and intelligently purposive approach in fulfillment of own professional role and responsibilities together with maintenance of critical perspective

- ❖ Unfailing readiness to cooperate with all involved in upbringing of children and in education .

(WR,2010) P.16.(Goethe -Institute, 2010)additional qualifications can be :

- ❖ Patient teacher.
- ❖ Creativity.
- ❖ Enjoyable /Cheerful teacher.
- ❖ Energetic teacher .
- ❖ Self -confident .
- ❖ Having classroom management skills .
- ❖ Staying up to data .
- ❖ Ability to use technology and the internet .
- ❖ Ability to use body language and gestures .

### **I- 6-the role of teachers in 21st century**

Teachers role in the 21st century necessities an educational utopia .A school where there is a feeling of warmth upon entering , where administrators , teachers and learners feel a sense of ownership, in a shared vision , a real conducive teaching / learning environment .

The climate is inviting and friendly , and learners work cooperatively. They are so supported in this supportive environment that you can feel the engaging conducive climatic .The role of teachers in 21st century education is to design new projects on a continuous basis because risk-taking is applauded ,it is also to make the classrooms

hives of activity ,with learners preparing for discussion exercise in which all voices are heard and accountable .teachers in the 21st century encounter various type of learners , teachers role is to foster multiple intelligences as **Gardner (1985)** suggested- they had better be coaches, motivators and innovative , they should be creative and adaptive in choosing the appropriate teaching /learning approach and method. Teachers also ought to correspond to all differences among learners .

They should develop a relationship of trust , based on a sense of security in a risk-free environment learners need to feel that they can make new leaps thus teachers need to offer assignment that are intellectually challenging , but not over challenging .Their primary role is to motivate learners through guidance and activity and then to tap the motivation curiosity .

According to **Dutton(1997)** teachers role in the 21st century education is to develop responsibility and choice to relieve stress and make a real contribution .When learners reflect on the coaching model, they feel more comfortable with the teacher's role as someone who is caring for building a supportive , stress-free teaching /learning environment. To quote **O'Neil and Hopkins (2002)**, "Allow the student-teacher relationship to develop on a deeper level....and provide an opportunity for the teacher to step out of the expert mode and engage with the students in a process of co-inquiry "p.407.As a result , teachers act various role in modern education starting from planning , guiding ,assessing, monitoring , coaching and others.

**I- 7-The teacher as part of didactics**

The teacher is the major participant in the field of didactics. No education can occur without the help of teachers. In trying to define teaching, the etymological roots of this concept from a Nordic perspective of the Middle English term "learner" can mean both to learn and to teach.

Teachers have an extremely important role to play in leading to effective growth and development of learners, both teachers and learners are important active agents in the field of didactics therefore, to perform their job-duties up to the required standard, this is vital for them to enhance their skills and abilities. **Beckman(2004)** added that the teachers have an outstanding role to play in not only achieving the learning objectives of the educational institution, but also in ensuring the welfare of the environment and the community.

Teachers have an important role to play in imparting knowledge to learners. The major significance is focused upon the importance of training, with the main objective of meeting the desired target academic outcomes. As a major agent in the field of didactics, the teacher has an important role in leading learners to effective growth of their personalities.

**Grillo(2002)** identifies that interactive conductive teaching is the process by which learning is actuated by the interest of the learner and the procedures for reviewing .(**Grillo,K.2002.p.304**).According to **Meyers and Fours (1993,p.7)**the teacher should offer possibilities to learners the four skills have full meaning an ought to reflect on the contents, ideas and problems of one specific academic subject .

According to **Bard hylMusai (2014)** the teacher is the person who have a main , functional and professional task to help others in gaining knowledge and acquiring habits as well as new ways of conduct .In his famous book "**Methodology of Teaching**"**Brad hylMusai (2003)** mentioned that a teacher is a person assigned with the task to help others to learn and behave in a certain way of work and at the same time possess a high level of proficiency development-thus the teacher is the main basic instigator of interaction with learners. All in all , the teacher is a direct participant in the process of learning teaching.

### **I- 8-Duties and function of teachers**

Worthy noted that the role of teachers defined by some cultural and social event , as well as by the environment .Teachers according to **Adams (1970)**affect the learners behaviors .(**p121**).

In addition to that the role of the teacher in modern pedagogies is not only educational and vocational role however the facilitator has to be a designer , programmer, diagnostician ,researcher, organizer, innovator , manager ,advisor as well as educator .(**Illic,1999,pp.140-141**).

Furthermore **William Glaser** identified the role of the teacher in achieving high quality education, **Glaser (1994,pp .24-25)** the role the teacher is to manage to make all his/her learners be active during the teacher should meet the learners needs, interests , he ought to create positive conducive environment in the classroom to meet learners curiosity to learn .He added that a good teacher is the one who respects all the learners , listens to them and helps them to solve problems by themselves in active learning , and exchanges good ideas and encourages good attitudes and behaviors .

An interactive teacher is the one who knows the principles related to know the learner , the glossary of education by **Kosma** .Within the educational program , the teachers are regarded as the most necessary key element ,who are obviously responsible putting into practice all the theoretical assumptions of didactics of education in general and the programs specifically the other aspects that are linked to didactics are the who(teacher-educator), the whom(learner ,teacher), the what (content-program-syllabus),and the how(teaching methods and strategies ).the quality of education,therefore is dependent upon the quality of teacher educator.

The teacher need to train the learners in a manner that they learn to apply the academic knowledge within their daily life in a real context .Teacher quality in didactics is viewed as one of the most important determinants in leading to improvements in the quality of education. The teacher is one of the most important factors determining student achievement quality .(**Assam, Kingdom,2014**).Therefore, lack of quality f teachers signify that they merely lack the quality of education.

### **I- 9-Expectations of teachers**

The teaching/learning environment expect a lot from teachers .Generally ,teacher's for most role is intellectual creative development of the students, and to impart technical knowledge to learners ,furthermore the learners (motivation ,character , self-esteem , civic responsibilities and motivation .Education expect that teachers teach learners respect for individual ,cultural and religious differences ,he must go global ,while textbooks are really sufficient , thus teaching learners how to use the modern devices and tools in the pedagogical part is highly recommended ;organizing teaching resources and activities on one's own website and integrating technology bring students learning experience to a different level. As new ways and new technology keep emerging ,learning and adapting is really essential.

### **I-10-Cooperative Environment in Modern Teaching**

According to **Robert John Meehan** ,the most valuable resource that all teachers have is each other .without collaboration teacher's growth is limited to his /her own perspectives .It is extremely important to create cooperative learning /teaching environment in modern teaching learning in groups plays an increasing role in recent pedagogy , there is strong evidence that learners working in group teams outperform learners working individually in several key areas, social abilities and course

satisfaction (**Barley ,Major, and Cross ,2014,Johnson and Johnson ,1994,Stroebel and Van Barneveld ,2009**).

This is what is meant by collaborative cooperative environment in modern teaching .It is important to mention that cooperative environment in teaching have roots social constructivism and the cognitive development theories of **Vygotsky (1978)and Piaget (1951)**.Both of them argue that learners are active agent in learning process while **Vygotsky (1978)** emphasizes that the learning environment should be cooperative , and that the learning environment should be cooperative , and that learning is not an individual construction but a cooperative environment construction.

**Davidson and major (2017)** added that the etymological roots of (cooperative)are Latin (Cooperating )to mean togetherness to work in a similar way (collaborative) from the Latin verb (collaborate )to mean together to work .

Recent research has proved positive effects of cooperative environment in modern teaching as well as on academic achievement , the development of higher -order thinking skills (**Major,2014**)and the development of the competencies of learners . To conclude, teachers ought to play a vital role in building cooperative collaborative environment in modern classrooms.

**I-11- Conclusion**

No one can deny the essential role that teachers play in the educational domain. To a mind of flint , the monitor have to be iron and strike sparks .To the empty pitcher, the facilitator becomes a well. to the follow mind, a planter of seeds. To the cluttered mind , a gardener to weed , shape and clear a space for growing .To the lens , the guide is light ,and the mind of light , a lens .Therefore teachers play a vital role in making quality teaching , this necessitates having a lot of enthusiasm for teaching , a caring attitude toward learners .All in build a conducive teaching /learning environment

**Chapter Two:**  
**Conductive Education**

### Introduction

Rationally, more and more educators around the world both in and out of the classroom ,believe that building conductive teaching /learning environment is an important instructional approach that enables learners to master fundamental academic skills and content knowledge , develop skills necessary for future success and build their personal agency needed to tackle life's and world's challenges .As **John Meehan** said that the most valuable resource that all teachers have is each other without conductive education the educational pedagogical growth is limited to personal perspectives .and yet in recent time , there is a lack of agreement about what makes the role of teachers in building conductive teaching /learning environment experience truly high quality .

Therefore the aim of chapter two is to shed the lights on conductive teaching /learning environment .This include its equipment's ,principles, objectives , and the role of teachers in building it .

### II-1-Definition of Conductive Education

Conductive education is an educational pedagogical approach for learners in modern education. It highlights the learning environment where the reaching processes take place; including the program, group setting and the impact on motivation. It was developed by professor **Andres Petro (1893 -1967)** in **Budapest , Hungary** in **1948** where in CE provided and education for learners (**Cot tam and Sutton ,1986**) .

The CE has expanded after that internationally mainly as a result for the demand of caring of the educational environment where learners develop their skills and competencies .Outside **Hungary** , CE programs have been modified to set the arterial , social ,educational and medical systems ,programs based on CE have been established in classroom in a regular schools to meet all the needs of all the learners with different learning styles.

(**Darrel ,Watkins , Chen &Boniiim, 2004**) .It is delivered as a group program .The aim for participants is to enable the development of all the capacities for adaptation on learning which enables learners through have their real life to adjust more and more to their natural /social environment (**Hari &Akos , 1971,p.141**).

Worthy noted that the learning environment in a Conductive Education program is really important for the self-development of all the competencies of learners. The teacher is the responsible for creating a stimulating /conductive and supportive atmosphere that necessitates enjoyment ,participation and cooperation .

The love of cooperation and the spirit of group team is created by both the teach the teacher and the learner , the use of all necessary learning materials for learners

are grouped together according to age and background , abilities ,needs and rates of progress .( **Bairst on Coherence & Hurr,1993,p.28**).The cooperative spirit provides a source of support ,motivation, camaraderie , and competition for each learner. The focus is on teaching learners that they have positive impact on the learning environment and life in general .This develops a sense of self-responsibility and environmental /social responsibilities .

**Hari and Akos (1971)** declare that the group team is an essential part of the practice of conductive education **p.205**.the teacher in CE use the facilitations that support the active achievement of learners ,according to **Hari (1971)**this facilitations are condition for success of learners examples include songs , audio-visual materials , presentations , games .....etc. The conduction in this approach is the teacher.

The conductor teacher leads the group of learners through the various educational activities , he must be aware of every learner's needs , interests and style of learning ,and incorporates all learners into the activities .A good example of the role of the conductor can be the use of rhythm , songs , games and direction of the team-group (**With hall & Cotter , 1997**).The primary motivation for conductive education is that it supports learners in their own constructive thinking , allows them to transcend their cognitive limitations , and engages them in cognitive operations they must not have been capable of otherwise .it fosters higher order thinking skills in a conductive learning environment , where classroom management issues are assumed to have been addressed .

Conductive education is the result of effective classroom management that establish and maintain work systems for learners to engage in their learning.

According to **Sanford ,Emmer , & Clements , 1983** A conductive education is one that is task-oriented and predictable approach , where learners know what is expected of them and how to succeed .Research studies have shown a very positive relation between the located time ,the tasks , the learning objective ,rationale , appropriate academic activities ( **Brophy , 1979,Good ,1982;Brophy and Good ,1986**)

## **II-2-The Theoretical Assumption Behind Conductive Education**

Conductive **Education** and conductive environment are educational instructional approach which are rooted to **1940**.It is therefore a special pedagogical system of teaching and learning for learners in general and for children with motor disorder specifically. Motor disorder can be cerebral palsy , and motor dysfunction .In this process the conductor is the teacher , he acts as a facilitator , as well as therapist .The main theory behind conductive education is that new abilities of learners are created out of teaching , and that problems can be the starting point of the learning process .Thus conductive education can be created and implemented in many different ways .Permanente disabilities can never be long -life disabilities .The conductive teaching environment compete all motor disabilities and difficulties .(**Hari and Akos ,1971**).As a result conductive teaching environment is a complex educational system designed to meet learning needs in all areas of development .

The main focus of conductive education is on the practical work , with conductive observation as the main key tool for planning .Conductive teaching have been practiced for many years in some European countries .

Teachers pedagogues , conductors , therapists and also trained professionals from different fields work together in the different school and project teams , to secure

the student's development to words sustainable integration into society .Worthy noted that the National institute of conductive Education is a leading UK charity transforming the lives of disabled learners and adults who have movement disorders such as cerebral palsy , is one of the institutions that follow the conductive educational approach in their schools. Conductive education was developed forty years ago by a **Hungarian** physician , **Dr .AndrasPeto** .It is a system which has its ultimate goal the establishment of motor disorder learners .

As **Hari and Akkkos (1988)** said : "dynamically developing and progressive process of adaptation which considers the changing biological and social requirements of the individual ".

Conductive education highlights two major components .First the word conductive suggests the complex notion that the individual is guided to perform what he chooses to realize his own will, second "education" refers to the educational philosophy that provides the framework upon which all pedagogies build around .Conductive education places great emphasis on achieving one's maximum potential and independence .The main aim of developing learner's full potential and striving for maximum in dependence is evident in a concrete form at the most basic level of conductive teaching processes . Conductive education recognizes .The practice of working in groups and teams .

As **Cot tam and Sutton (1986)** mentioned that working in groups is an important feature .They argued that the use of the group as a pedagogic tool is much more highly developed .It develops the learners skills and meets all their needs .within conductive education the group is seen as the principal vehicle for interpersonal relation

(Hari and Akos 1988) .It is a powerful motivating tool and assists in fostering feeling of wellbeing , group spirit and a sense of responsibility for others.

### **II-3-Importance of Conductive Education**

Conductive education came to being to meet the demands of modern pedagogic 21st century skills and the critical thinking and problems solving skills .The most important ones according to Cassel and Kolstad(1998) .Are the following :

\* Solving complex , multi disciplinary , open-ended problems .

\*Cognitive skills .

\*Entrepreneurial thinking .

\*Communicating and collaborating with teams .

\*Finding solutions to disable abilities of learners .

\*Engaging learners in supportive environment .

\*Flexibility and adaptability.

\*Initiative and self-direction .

\*Social and cross-cultural skills .

\*Leadership and responsibility.

**II-4-Conductive Education and competencies**

The conductive teaching and learning environment fosters learners skills and competencies .The receptive and productive skills .conductive environment has demonstrated its effectiveness and efficiency in many ways .

**Thomas (2000)** argues that CTL environment can efficiently support learning and may be more effective than other approaches and modes of instruction due to its being remarkably interdisciplinary -consequently , it fosters learner's fundamental competencies .

The receptive skills ( listening and reading ) can be developed through group team learners are guided by the monitor's instruction to listen attentively to read a particular material ( as example ) .Then they develop reading and listening strategies they are going to gain authentic language skills this will help them to be communicative competent in the target language (**Miller , 2010**).

Conductive education develops all the four skills (reading , writing ,speaking , listening ).It highlights the importance of integrating the four skills .

Learners in CE interact with their teacher and with each other to enhance their grammatical competencies , fundamental competencies as well as 21st century competencies.This occurs mainly as they discuss and accumulate the information needed for their learning , they would be able to processing and interpreting verbal and non-verbal information in order to respond appropriately .

According to **Cassel and kolstad (1998)** , CE meets the demands of modern pedagogies .It develops:

- Cognitive skills .
- Social and cross-cultural skills .
- Leadership and responsibility .
- Flexibility and adaptability .
- Communicating and collaborating with teams .
- Solving open -ended problems .
- Grammatical competencies .

### **II-5-Conductive Education Teaching Objectives**

Teachers need to increase the process of building conductive teaching and learning environment in education .for it is a fruitful strategy to foster learners level , capacities and competencies ; and to make learning an invaluable process .It is conductive teaching and learning environment which enables learners to develop all their abilities , they are modern pedagogies are required to activate the role of the teachers and to provide solutions to the challenges they faced during building conductive environment .

### **II-6-The role of teachers in promoting conductive teaching and learning environment**

Building conductive teaching and learning environment in modern education is an important task to make education a better experience .teachers are strongly advised not limit assignments, instructions and tasks to only one single format .they need to

consider variety and to open a room of freedom for learners to express themselves and towards an effective change from a learner with disabilities to a didactics .

The teacher should inspire the learners with disabilities , and ask learners to imagine a completely different end , teachers also are advised to adapt , and to use ICT's and modern digital technologies to best involve learners in interactive productive and conductive environment .Additionally , rewarding creative ideas may increasingly foster building conductive education and fuel curiosity and problem solving .

### **II-7-Pedagogical Recommendations from Experts**

Building conductive teaching and learning environment becomes the educator's concern .both Feldbusen and treffinger (1980,p32) suggested useful recommendations for building conductive education and for implementing climate that is more conductive , these recommendations , include :

\_Reinforcing the new ideas and response of learners .

\_Accepting errors of learners , correcting errors with feedback .(positive one )

\_Accepting errors and helping learners realize their own errors and meet acceptable standards in a supportive collaborative environment .

\_Adapting learners to the learner's needs , interests , and ideas in the classroom whenever adequate and possible .

\_ Managing time for learner's to develop their disabilities .

\_Greeting a supportive climate for mutual respect and acceptance between learners , peers and teachers .

- \_Encouraging divergent learning tasks .
- \_Encouraging learners to be decision makers .
- \_Encouraging learner's self confidence .
- \_Getting learners involved and demonstrating the value of involvement .
- \_Motivating learners to do tasks in their own way.
- \_Celebrating learner's success.
- \_Reviewing syllabus design .
- \_ Raising thoughtful concern .
- \_Checking for extra alternatives .
- \_ Using varied inspiring strategies / approaches .
- \_Reflecting upon things from different perspectives .
- \_Encouraging willingness to take sensible tasks by all learners .
- \_Providing learners with positive feedback to foster their abilities .
- \_Scaffolding practices carefully .
- \_Motivating learner's thought proving questions .
- \_Providing learners with feedback to meet the learning objectives . Feedback tasks generally three forms : T-L (teacher to learners ) , L-L (learners to learners ) , and L-S (learners to self ).

**II-8-Conductive teaching and conductive learning**

Overall, conductive CTL environment is now regarded as the best pedagogy for facilitating the learner's attainment, of fundamental and high-level competencies and skills. It provides learners (with disabilities ) with the opportunity to explore their own ideas and opinions exercise voice and choice and choice and make decision that affect their learning .Monitors had better use the key ideas and principals underlying building more conductive teaching and learning environment in classrooms .encouraging collaborative work is a practice that yield benefits for all learners .

In short , building CTL environment is a fruitful reform , however it meets some challenges that educators need to contemplate .

**II-9-Examples of activities that promote conductive teaching and learning environment**

Teachers need to follow ascertain activities that promote building conductive environment such as :

-group team

-projects

-pair works activities

-role-plays

-debates

-songs

-think -pair -share

-interviewing

-conversations

-letters

-dialogues

-find some one who game

-spider web activities

-a sample example :synthesis questions in jigsaw

-round table or really table

-cooperative graffiti .

**II-10- Conclusion**

, the study indicated that teachers play vital roles in building more conducive teaching and learning environment. Also building a conducive T/L environment needs to activate the implications of certain strategies, methods, techniques as well as activities by teachers, such as group team, debates, discussions, conversations...etc.

Syllabus designers therefore ought to think and over thinking about how to conduct conducive supportive teaching and learning environment and promote the education pedagogy of no learner is left behind, with all the whatever disabilities, one have to reach the bridge from a learner with disabilities to a learner with abilities, educators have to optimistic about learners outcomes, they should encourage them to fulfill the target learning environment, do not overestimate your learners however think about building learners with 21st century skills and abilities, mainly team work, analyses and problem solving, creativity and cooperative work.

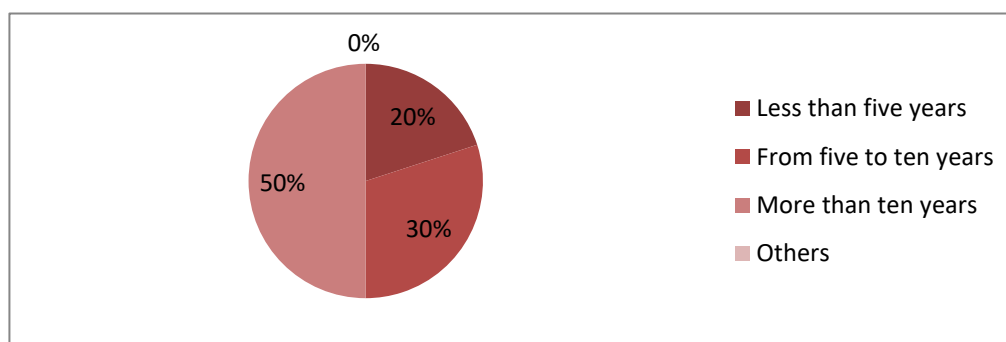
Nowadays, students must be aware of the importance of introducing conductiveeducation in their learning's environment.

**Chapter Three:**  
Data Analysis and Interpretation

**III-1-Introduction**

The following Chapter intends to investigate the role of teachers in how they could contribute in developing a conductive teaching approach in order to build a satisfactory learning environment in a modern style at “Arab Messaoud “Secondary School of Chechar.

**Question one: How long have you been teaching ?**



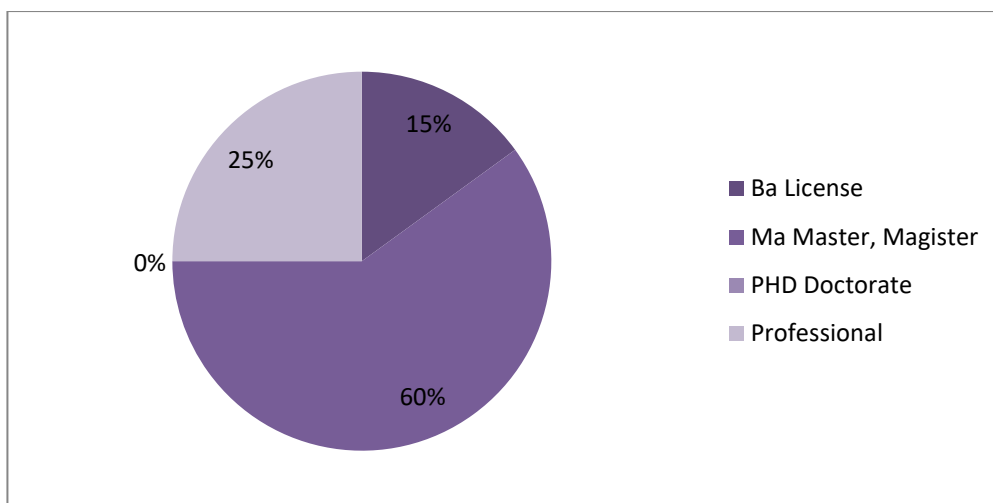
**Figure 1: Teachers 'Experience in Teaching English Language**

Options	Number	Percentage
Less than five years	04	20%
From five to ten years	06	30%
More than ten years	10	50%
Others	00	00%

**Table 1: Teachers ' Experience in Teaching English Language.**

This question's objective was to stress the teaching's experience of the respondents. The majority of the population investigated had more than Ten Years (10 ) of experience. The remaining proportion had less than ten Years. This suggests that the majority of the teaching staff were experienced staff.

**Question two: What is your degree?**



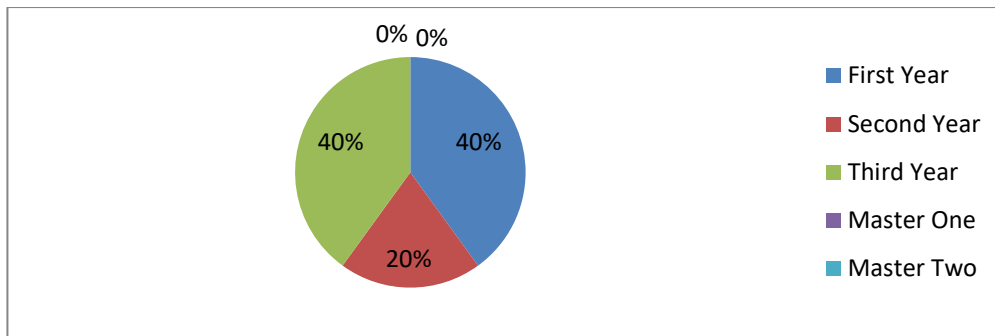
**Figure 2: Teachers' Degree**

Options	Number	Percentage
Bac license	3	15%
Ma Master, Magister	12	60%
PHD Doctorate	0	0%
Professional	5	25%
Other	0	0%

**Table 2: Teachers' Degree**

The results from the table and figure demonstrated that the majority of teachers (12 ) held a Master or “Magister” degree while a tiny minority possessed a B.A “ license” .Only five teachers (5) had a professional(ENSC )degree. A third of the letter carried their postgraduate studies. From the above results, it can be implied that only a minor proportion were interested in pursuing higher degrees.

**Question three: Which level do your teach?**



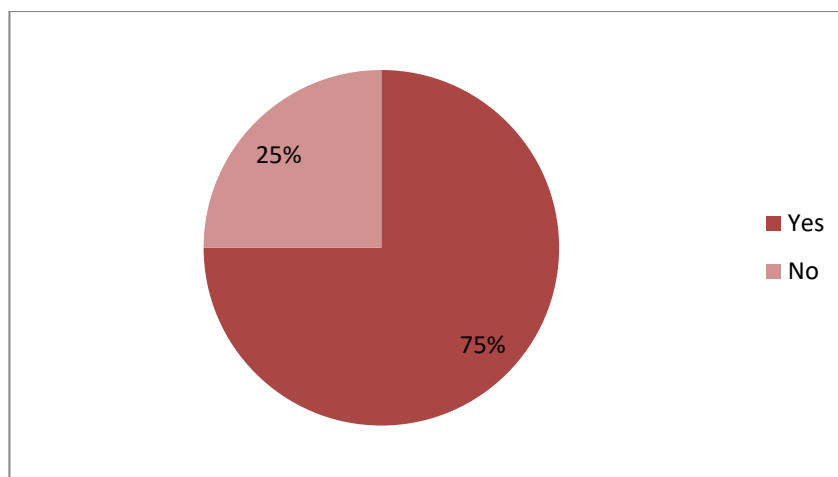
**Figure 3: Levels That Teachers Teach**

Options	Number	Percentage
First Year	8	40%p
Second Year	4	20%
Third Year	8	40%
Master One	0	0
Mater Two	0	0
Others	0	0

**Table 3: Levels That Teachers Teach**

The data demonstrated that most of the teachers were in charge of teaching either fresher's or Second Year while third of them concentrated on Second and Third Year. The remaining proportion taught the Second and final Year. This varied scale in the teaching range confirmed the importance given by teachers to build a conducive learning environment according to the subsequent educational levels.

**Question four: Do you have any idea about what is conducive teaching ? If yes , can you define it into a maximum of 02 lines .**



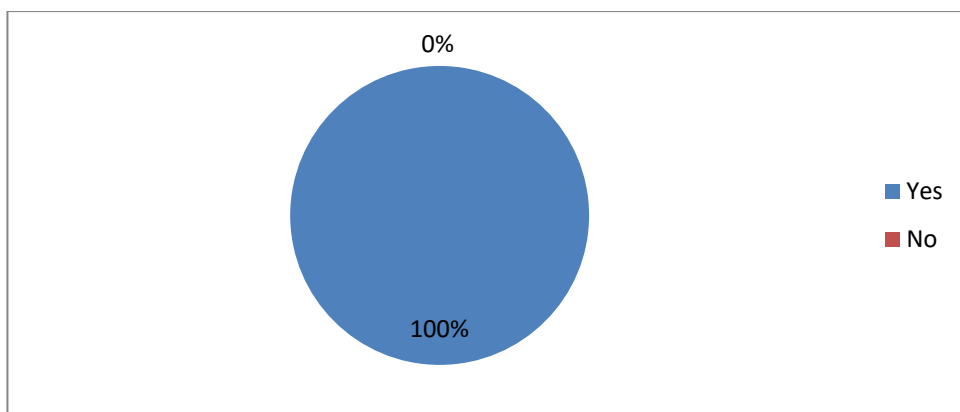
**Figure 4: The Definition of Conductive Teaching by Teachers**

Options	Number	Percentage
Yes	15	75%
No	5	25%

**Table 4: The Definition of Conductive Teaching**

A large proportion of the teachers were positive to this request .Most of them Fifteen teachers(15) linked it with a method to foster learners skills and competences. This may indicate again a considerable aspect in the teachers' attitude to stress and help some existing disabilities amongst the learners.

**Question five: Are you introducing any aspect of conductive teaching /learning at all in your class ?**



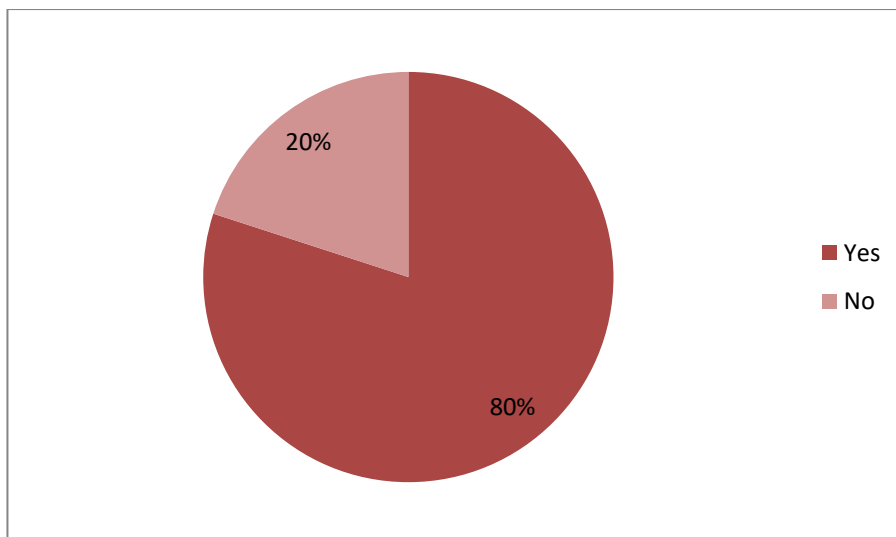
**Figure 5: The introducing of Conductive Teaching Learning's aspects in teachers' class**

Options	Number	Percentage
Yes	20	100%
No	0	0%

**Table 5: Introducing aspects of CTL at Teachers' Class**

All the participants declared that they did implement aspects of conductive teaching / learning.

**Question six: Do you consider that promoting conductive teaching / learning is vital in your teaching ?**



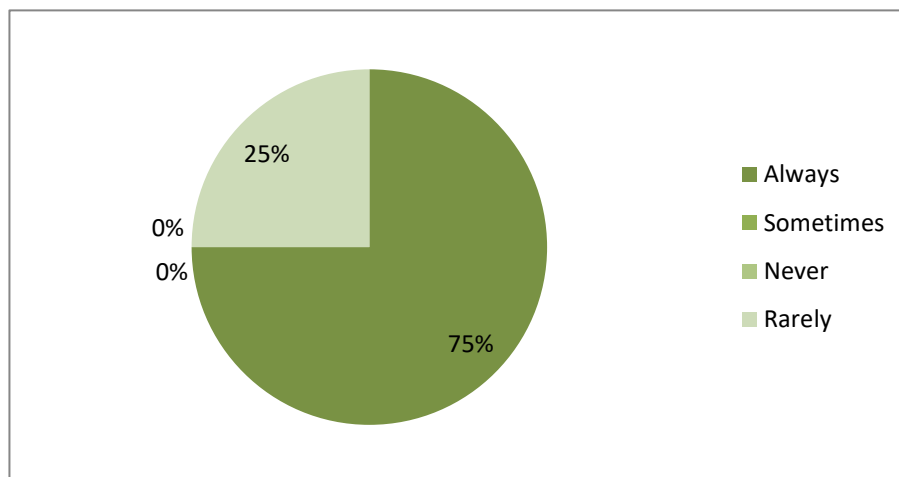
**Figure 6: The importance of Conductive Teaching Learning Education in Teaching**

Options	Number	Percentage
Yes	16	80%
No	4	20%

**Table 6: The importance of Conductive Teaching Learning Education in Teaching**

The majority of the teachers Eighty per cent(80)were in favor in presenting conductive teaching .

**Question seven: During your teaching sessions; do you recall any technique of conductive learning/ teaching and use it ?**



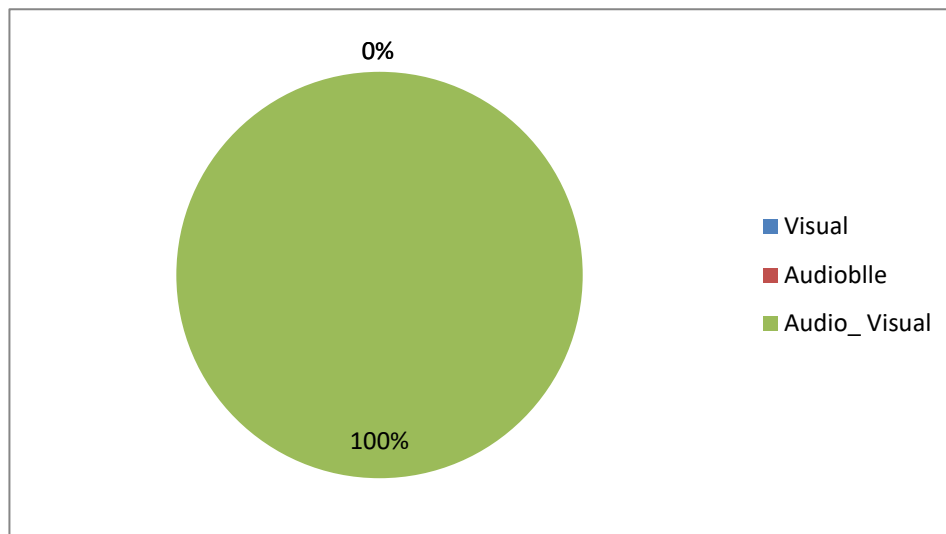
**Figure 7: The importance of Technique in Conductive Learning Teaching**

Options	Number	Percentage
Always	15	75%
Sometimes	0	0%
Never	0	0%
Rarely	5	25%

**Table 7: The importance of Technique in Conductive Learning Teaching**

The data indicated that a large proportion of EFL teachers were always highly interested in recalling techniques of CTL (15 ).

**Question eight: In your teaching which method do your students enjoy the most ?**



**Figure 8: The Method Which Students Enjoy the Most**

Options	Number	Percentage
Visual	0	0%
Audible	0	0%
Audio_Visual	20	100%

**Table 8: The Method Which Students Enjoy the Most**

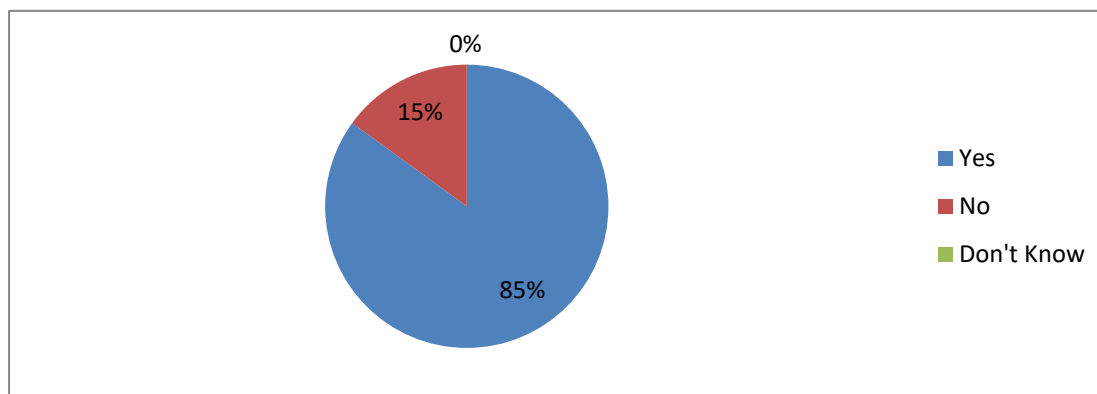
A large proportion of Eight teachers (8) declared that that their students enjoyed the Audio-Visual method. This result suggests that the Knowledge of the appropriate teaching method is really important.

**Question nine: What problems do confront you in your teaching environment conductive teaching?**

A total number of twenty teachers (20) mentioned some problems that confront them in their teaching environment when introducing conductive teaching learning. The following list indicated the most common :

- ❖ Classrooms with huge number of learners
- ❖ Learner's differences.
- ❖ Different learning styles .
- ❖ Learner's lack of interest to learn .
- ❖ Some learners prefer to learn individually.
- ❖ Some learners are not motivated.

**Question Ten: In your opinion ,do you think that the majority of the teachers must conduct a teaching /learning environment ?**



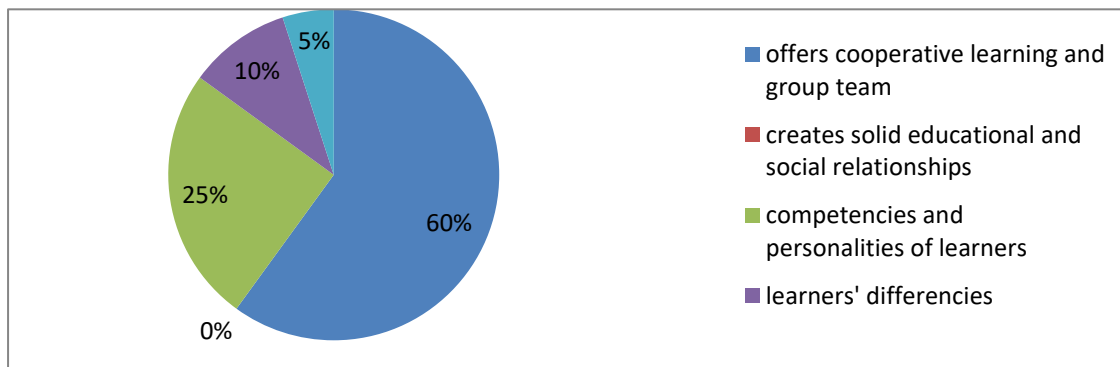
**Figure 9: The need of Conducting Teaching Learning Education in Teachers**

Options	Number	Percentage
Yes	17	85%
No	3	15%
Don't Know	0	0%

**Table 9: The need of Conducting Teaching Learning Education in Teachers**

The table clearly showed that the majority of EFL teachers Seventeen (17) representing 85% of the population investigated agreed that teachers must conduct a teaching /learning environment. From these results the totality of teachers thought that the introduction of conductive teaching in their curriculum is recommended

**Question eleven:** The following list shows some of the advantages of making **conductive teaching learning environment pleasant. ease select the ones you think are:** Offers cooperative learning and group team, creates solid educational and social relationships Competencies and personalities of learners, Learner's differences or others.



**Figure 10: The Advantages of Conductive Teaching Learning Education in teaching**

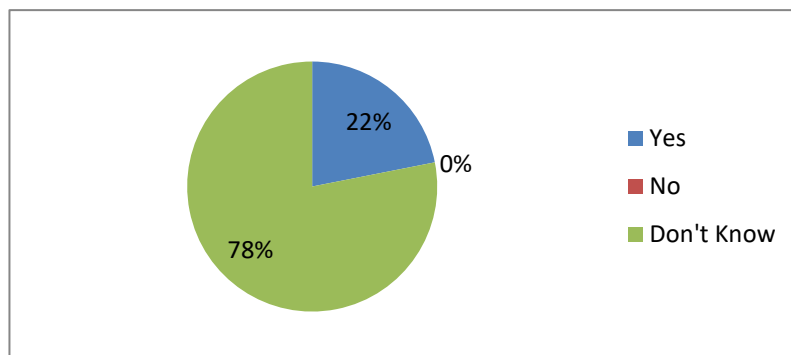
Options	Number	Percentage
Offers cooperative learning and group team	12	60%
Creates solid educational and social relationships	0	0%
Competencies and personalities of learners	5	25%
Learners' differences	2	10%
Others	1	5%

**Table 10: The Advantages of Conductive Teaching Learning Education in teaching**

When teachers were asked about are advantages of making conductive teaching /learning environment pleasant ,12 of them answered that it offers cooperative learning and group team; and 5 of the participants representing 20% declared that it fosters competencies and personalities of learners .Only 2 teachers stated that it is good and it regards learner's differences .fortunately one teacher answered by choosing all the above

mentioned choices and declared that CTL has a lot with improving learners knowledge , skills , and competencies and takes into consideration learner's interests and needs .

**Question twelve: Do you consider that school need to configure teaching /learning environment as a top priority ?**



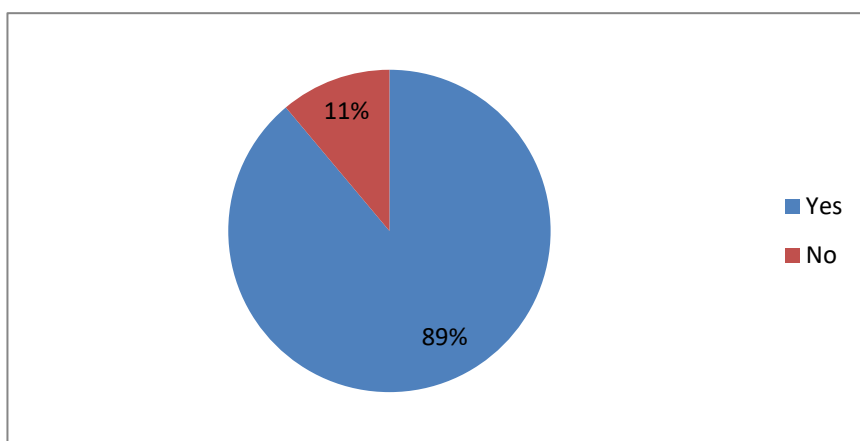
**Figure 11: Schools Need to Configure Teaching Learning Education as a Top Priority**

Options	Number	Percentage
Yes	15	75%
No	0	0%
Don't Know	5	25%

**Table 11: Schools Need to Configure Teaching Learning Education as a Top Priority**

The above results showed that Seventy per cent (75 %) of the teachers strongly agree that the school needs to configure the teaching learning environment as a top priority.

**Question thirteen :Do you think that learners could be conductive individuals ?**



**Figure 12: Student's role in Conductive Individuals**

Options	Number	Percentage
Yes	20	100%
No	0	0%

**Table 12: Student's role in Conductive Individuals**

The data shown in the table and figure Twelve certified that the total of the teaching staff asserted that the learners could be conductive individuals themselves. This is a positive attitude towards encouraging conductive teaching and learning environment.

**III-6-Finding and Recommendations**

Obviously the study concludes with general findings, as follow:

1/EFL teachers play an important role in building more conducive teaching and learning environment.

2/most of the EFL teachers are aware of their roles and responsibilities to great extent.

3/Algerian secondary schools do not prioritize building conducive teaching environment unfortunately.

4/Algerian syllabus designers do not really spread the American pedagogy of "No learner is left behind "

5/ the study results in the reality that the more teachers play their roles and responsibilities the better education will be .

**Recommendations:**

set of recommendations is needed basically :

- Designers should enhance the role of teachers , goverment should set clear standard of practice ensuring high quality initial teacher preparation programmes , it must attract better candidates, professionalising the recruitment , it should select and evaluate teachers ;and must link teachers and their professional development more directly to school's needs.

- teachers should work on strengthening leadership and management requires setting clear school director standards , providing training , professionalising recruitment , supporting with stable sources of funding that respond to their specific needs .

-Teachers have to set clear goals , related to students outcomes , that focus not only on quality but also on equity .

-Government should focus on accountability and reporting systems that support goals and provide professional and objective information to the outcomes and paying attention to the work of individual schools , which is where teaching and learning take place .

Based on the data gathered , teachers encountered many challenging obstacles while implementing conducive teaching /learning environment .All the teachers provided useful recommendations to each other to reach conducive learning /teaching environment .The following educational tips are highly recommended:

-Teachers had better use cooperative learning tips .

-Monitors should let learners work in groups , use ICT's inside the classroom to engage than in learning process .

-Teachers must accept learner's differences and difficulties and try hard to find solutions .

-Teachers should accept all the new ideas even why they sound strange or fishy

-Facilitators had better encourage CTL and encourage their learners , support and give them feedback whenever it is necessary .they should develop : group team work , self -esteem self-confidence and self-motivation and reduce individual work , anxiety by avoiding complaining about learner's ideas .

-Teachers should reward learners for their work , guide them to words the best and have to implement formative assessment to document improvements in learner's skills and competencies .

-Facilitators must give up power to empower .They should provide learners with space to express themselves. -Teachers have to engage to all learners in learning with acceptance of all their disabilities.

- Teachers should never forget about providing learners with accessible feedback .
- Teachers should celebrate learner's success and teach learners the spirit of team work, empathy and support among the group members and competition among groups.
- Teachers have to left hand more room for divergent thinking .
- teachers and inspectors should provide seminar meetings , training and workshops for EFL teachers to better build conductive teaching and learning environment .
- teachers should encourage all learners implement (no one is left behind) educational policy ; and let learners celebrate their success .
- educators should think about an effective, productive and conductive school .

In short , we are creative conductive teachers , we can lead learners with disabilities to.

.

### III-7-Conclusion

The results and the collected data from the teacher's questionnaires indicated that EFL teachers at the playlist a vital role in building conducive teaching and learning environment , teachers were highly aware about their role . Through activating the role of teachers learners will be able to develop their abilities , skills and needs .The positive results indicated that the researchers options in this study have confirmed the hypothesis; the more or the less EFL teachers do their role , the more on the less they build conducive learning /teaching environment thus teachers play interesting role in building CTL environment .



## **General conclusion**

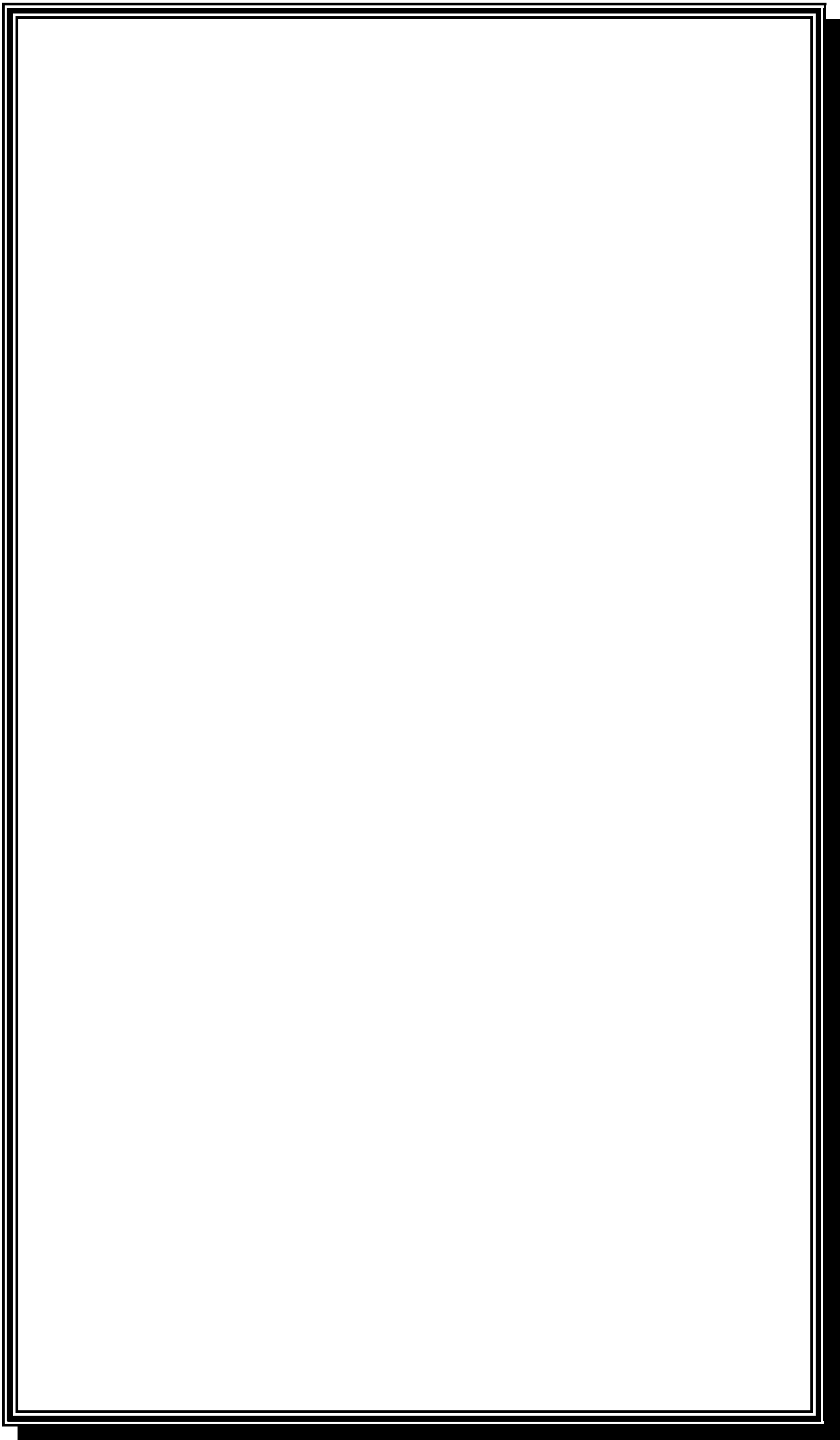
## **General conclusion**

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### **Conclusion**

This dissertation attempted to investigate the role of EFL teachers in building more conducive teaching and learning environment .It was clearly mentioned that many researchers have conducted studies before about the role of teachers and students to conduct teaching and learning environment .Therefore, the expectations linked to the role of teachers was proven with certain restrictions.

The study ended up with top recommendations proposed by the researchers to promote the role of EFL teachers to build a high quality of education to foster student's futures and competencies efficiently .As pedagogical effectiveness depends on the quality of learning /teaching environment , EFL teachers and students should collaborate as one team to face-up the challenging problems.



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# Appendix

### **Teacher's questionnaire**

Dear teachers, we would be grateful if you could fill in the questionnaire. The information you will provide will help us for our dissertation. Its title is "The role of teachers in building conducive teaching/learning environment" .

#### **Question one :How long have you been teaching ?**

less than five years

from five to ten years

more than ten years

#### **Question two :What is your degree ?**

Ba (license)

Ma (master, magister)

PHD (doctorate)

Professional

#### **Question three :Which level do you teach ?**

First year

Second year

Third year

Master one

Master two

**Question four: Do you have any idea about what is “conductive teaching” ?**

Yes

No

**if yes, can you define it into a maximum of 02 lines**

.....  
.....

**Question five :Are you introducing any aspect of conductive teaching and learning at all in your class?**

Yes

No

**Question six Do you consider that promoting conductive teaching/learning is vital in your teaching ?**

Yes

No

**Question seven: During your teaching sessions, do you recall any technique of conductive learning/teaching and use it ?**

Always

Sometimes

Never

Rarely

**Question eight : In your teaching which method do your students enjoy the most ?**

Visual

Audible

Audio-visual

**Question nine: What problems do confront you in your teaching environment  
conductive teaching/learning ?**

.....  
.....

**Question ten : In your opinion, do you think that the majority of the teachers must  
conduct a teaching/learning environment ?**

Yes

No

Don't know

**Question eleven :The following list shows some of the advantages of making  
conductive teaching/learning environment pleasant. Please select the ones you  
think are :**

offers cooperative learning and group team

creates solid educational and social relationships

competencies and personalities of learners

learner's differences

**Question twelve : Do you consider that school need to configure teaching/learning environment as a top priority ?**

Yes

No

Don't know

**Question thirteen : Do you think that learners could be conductive individuals ?**

Yes

No

Don't know

**Question fourteen : What recommendations do you offer to EFL teachers regarding conductive learning/teaching environment?**

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