

STYLES OF TEACHING AND PROCESS OF LEARNING ENGLISH IN 6^E IN NIAMEY 1 SCHOOL DISTRICT

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Abstract

This study explores the issues related to the styles of teaching and learning processes of the English language in the 6^e classes in Niamey 1 school district. To achieve this objective, we adopted a qualitative approach including data collection based on questionnaires, classroom observations, and interviews. The study revealed that teachers had serious problems about what teaching techniques and teaching styles are, how to use them or what a learning process is. The study also disclosed that the methods mostly used by teachers are the Grammar Translation Method, the Teacher-centered Method and the Active Method. This shows that teachers have serious pedagogical problems due mainly to the fact that most have not received any initial training or lack an in-service training. Another issue worth being mentioned is that the teachers seemed overwhelmed by the teaching conditions caused by the very large classes they deal with preventing from mastering the teaching styles and their students' learning process. Therefore, the goals assigned to teaching English in this level are hardly met. Consequently, recommendations and suggestions consisting mainly of allocating more financial means have been proffered.

Key words: teaching, learning, styles, methodology, performance.

Résumé

Cette étude explore les problématiques liées aux styles d'enseignement et aux processus d'apprentissage de l'anglais dans les classes de 6^e de la circonscription scolaire de Niamey 1. Pour atteindre cet objectif, nous avons adopté une approche qualitative comprenant la collecte de données par questionnaires, des observations en classe et des entretiens. L'étude a révélé que les enseignants éprouvaient de sérieuses difficultés à définir les techniques et les styles d'enseignement, leur utilisation et la définition d'un

processus d'apprentissage. L'étude a également révélé que les méthodes les plus utilisées par les enseignants sont la méthode de traduction grammaticale, la méthode centrée sur l'enseignant et la méthode active. Cela montre que les enseignants rencontrent de graves difficultés pédagogiques, principalement dues à l'absence de formation initiale ou continue. Il convient également de souligner que les enseignants semblent dépassés par les conditions d'enseignement, dues à des classes très nombreuses, qui les empêchent de maîtriser les styles d'enseignement et le processus d'apprentissage de leurs élèves. Par conséquent, les objectifs assignés à l'enseignement de l'anglais à ce niveau sont difficilement atteints. Des recommandations et suggestions, visant principalement à allouer des moyens financiers accrus, ont été formulées.

Mots clés : enseignement, apprentissage, styles, méthodologie, performance

Introduction

English language education has been introduced in Niger since the independence of the country as a subject in the secondary school syllabus and later at the university level. As teachers, we often deal with questions such as: why use models? How to teach? How do our students learn best? Answers to these questions generally come from experience over years. Good teachers nurture their knowledge and skills through constant and deliberate efforts.” (Sequeira, 2012). In fact, a good teacher must have motivation, vocation, open-mindedness and with a minimum of knowledge on how to teach. Thus, it is quite important to know during a teaching stage, what a teaching style is, and what a learning process is. Based on the fact that teaching is not an easy task and aware of the importance of teaching itself, we have chosen to study the different teaching styles and the process of learning English in 6^è from which students begin learning English in Niger. This stage is decisive in their schooling as the basics of the language are learnt at this level. Therefore, a teacher should know his students and their learning styles very well in order to have them perform effectively in his subject. Then, a teacher is expected to show all his talents at this

crucial stage as his students' future depends on the knowledge and efforts he uses during his teaching. Unfortunately, the fact that our teachers lack experience and expertise makes it difficult for them to achieve their goals.

Our study concerns two of the largest schools of the secondary school district of Niamey 1 (DDES Niamey I) that are CES Koira Kano Nord I and CES Yantala. The target population are the teachers of both schools and the ELT advisers of the same district.

The methodology used mainly consisted of the qualitative approach as questionnaires, lesson observations and interviews were the data collection instruments. Using numerical data, we gathered the different participants' opinions on the teaching styles and learning processes and analyzed them. Finally, suggestions, recommendations are proffered to help reach the educational goals in English language education for this particular level.

1. Problem Statement

Through the ministry of Education, the government has implemented the teaching of the English language in its educational system since 1960 (Halilou, 1993: 17) with two fundamental aims:

-Make the learner be capable of expressing his/her daily needs and describing the realities of his/her environment.
-Enable the learner to open progressively to the outside world, particularly to the English world. In order to achieve these two basic and important goals, the teaching of the English language has been assigned three purposes:

- Practical
- Cultural

➤ Educational

To realize these objectives, teachers must master how to teach and convey the message correctly. However, it is commonly known in Niger that many teachers lack the expertise to teach as they are contractual ones and most did not receive the adequate initial training. Therefore, they are unable to know the basic pedagogical skills or to know their students' learning styles which are fundamental in any teaching/learning situation. As a result, their students poorly perform in English as it is reflected in their low grades, and this prevents the goals assigned to English education from being reached. That is the why we have decided to investigate on this issue in order to understand the teaching styles of the teachers and the learning styles of their students which may be one of the causes since they are crucial in any teaching situations. Therefore, the following research questions have been formulated:

1. Which teaching styles do teachers use when conducting their lessons?
2. Which teaching styles can best enhance learners' learning process?

Our hypothesis is that understanding teachers' teaching styles and the students' way of learning will make the learners' learning process more effective. Therefore, the main purpose of this study is to investigate the effectiveness of the styles of teaching in the process of learning English in 6^e and to identify the possible problems hindering the students' learning in order to eventually make recommendations.

2. Review of relevant literature

It is widely believed that understanding students'

learning process and preferences can benefit both students and teachers. As students learn in various ways, it appears difficult to change the learning style of each student in the classroom. Instead, teachers might modify permanently their teaching style so as to match their students learning style.

2.1. The styles of teaching

Different terms have been used in literature such as learning style, cognitive style, sensory preference, and personality types. Some of these terms, in some other instances, have been used interchangeably, while in other occasions they have been differentiated (Cassidy, 2004).

A teaching style is used to describe the pedagogy and strategies that are used by teachers in the classrooms to instruct students. There are different styles of teaching, within which Grasha (1996) identified five potential approaches for classroom teachers: Expert, Formal Authority, Personal Model, Facilitator, and Delegator.

According to Flanders (1959), teaching is an interaction process involving the participation of both teacher and student in order to achieve desired objectives. Sternberg (1997) contends that teaching styles refer to a preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching, and, besides differing from individual to individual, may sometimes differ between different groups, for example schools. Teaching styles are supposed to define the behaviors that teachers exhibit as they interact with learners (Kaplan & Kies, 1979). However, students' full participation in this district is a big challenge due to the class sizes.

According to Trowbridge and Bybee (1996), the assumption underlying teaching style is that it is the most effective and efficient means of presenting the material as long as the style is appropriate for the subject and the students. Teaching styles develop understanding, skills, and values

relative to the subject. In other words, a teaching style describes the manner in which a teacher manages instruction and classroom environment. Unfortunately, in our context, teachers face challenges in managing their classes.

2.2 Teaching Style and Cognitive Style

Cognitive styles are broad, systematic characteristics that influence people' response in different situations. Cognitive style was described by Messick (1984) as characteristic modes of perceiving, remembering and problem solving, reflective of information-processing regularities that develop in congenial ways around underlying personality trends. Witkin et al. (1977) describe cognitive style as individual differences in the way people perceive, think, solve problems, learn and relate to others. According to Riding (2013) a teacher's natural teaching style will be the reflection of his/her own cognitive style.

2.3. Learning Style and Cognitive Style

Learning styles are defined as “the complex manner in which and under which, learners most effectively perceive, process, store, and recall what they are attempting to learn” (Gurdner & Wuynne, 1995), while cognitive styles are defined as “an individual, natural, habitual, and preferred way(s) of absorbing, processing and retaining new information and skills.” (Reid, 1995: 8). Mortimore (2003) makes a distinction between learning styles and cognitive styles. He indicates that learning styles are seen in terms of the strategies that learners use to deal with learning, and are considered to be less stable. On the other hand, cognitive styles are relatively stable. Thus, the distinction between cognitive and learning style is not crystal clear as some authors employ cognitive style as a more general term that includes learning styles (Williamson & Watson, 2006). McCarthy (2008) described “learning styles” as the individual’s perception and use of the knowledge.” He takes the fundamental

of the Learning model from Kolb's learning style and categorizes learning styles into four groups. The learners of the first group are the imaginative learners, of the second group are the analytical learners, of the third group are the common-sense learners and the fourth group are the dynamic learners.

According to Kaplan and Kies (1979), the learning style is an inborn characteristic which does not easily change during the lifetime, but can change and be developed during the life of the individual through the experiences. This affects the individual while walking, lying, sitting, speaking, playing and writing. Actions are made according to these characteristics. Besides this, learning style has an important place in learning how to study.

Gerald (1991), argues that there are four (4) types of teachers: authority/expert, salesperson/motivator, facilitator and delegator. Furthermore, he adds that there are four kinds of students: Self-Directed learner, Involved learner, Interested learner, Dependent learner.

2.4. Teaching Style and Learning Style

Learning and teaching are the two sides of the same coin; one side involving the learner while the other side involves the teacher. McCarthy (2008) categorizes learning styles into four groups. The learners of the first group are the imaginative learners, of the second group are the analytical learners, of the third group are the common-sense learners and the fourth group are the dynamic learners. According to Trowbridge and Bybee (1996), the assumption underlying teaching style is that it is the most effective and efficient means of presenting the material as long as the style is appropriate for the subject and the students. Teaching styles develop understanding, skills, and values relative to the subject. In other words, teaching style describes the manner in which a teacher manages instruction and classroom environment.

The most effective teachers are those who use their students preferred learning styles as the basis for instruction as a learning style is an individual's way of learning. When an instructor's style matches with a student's learning style, that student typically experiences greater satisfaction and a more positive attitude toward the course.

The similarities between teaching style and learning style are that both consider preferred attitudes and behaviors, both involve application of cognitive styles, both are measurable variable and both are styles rather than abilities.

To the above teaching styles, we can add some other frequent approaches or methods used by teachers in their day-to-day teaching process such as Grammar Translation Method, the Structural Approach, Suggestopedia Approach, Total Physical Response, Community Language Learning, and Task Based Language Learning. The main difference between learning style and teaching styles are given in the following table.

Table 1: Difference between Teaching Style & Learning Style

N°	Learning Style	Teaching Style
1	Learning style considers how learner learns i.e. the learning behavior	Teaching style considers how teacher teaches i.e. the teaching behavior
2	Learning style describes the manner in which the learner manages the learning	Teaching style describes the manner in which a teacher manages instruction and classroom environment
3	Learning style consists of an internalized cognitive process	The learning style and cognitive style affect one's teaching style
4	Learning style is a general tendency to adopt similar set of learning strategies	A teaching style is an identifiable set of classroom behaviors
5	Learning style is the way each individual collects, organizes and collects, organizes and transforms information into useful knowledge	Teaching style is the preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching

This table describes the differences between the teaching styles and learning processes even if there is not too much to be underlined.

3. Methodology

In this study, the qualitative approach was used as the instruments are questionnaires, classroom observations, and interviews. The questionnaires contain close and open questions that enable us to get more information.

The purpose of the classroom observation is to have an objective and obvious opinion of the ways teachers deal with the styles of teaching they use. Three (3) teachers with pedagogical training and one (1) without pedagogical training were observed.

The interview is another method used for data collection. The interviews with teachers were unstructured and consisted of questions ranging from general to specific and were conducted after each classroom visitation. This was followed by discussions that allowed us to have more clarifications

The study took place in DDES Niamey I which covers seventy (70) schools, fifteen (15) public and fifty-five (55) private ones. The direction has seventy-two (72) English teachers and nine (9) English language teaching (ELT) advisers. In the fifteen (15) public schools, we have chosen to work in two (2) schools that are CES Koira Kano Nord I and CES Yantala. The participants include eleven (11) randomly chosen teachers of these schools and the nine (9) ELT advisers of the DDES.

4. Presentation and interpretation/discussion of data

4.1 Results of the questionnaire

The questionnaire distributed gives us the following results.

Table 2: Number of Teachers' answers

Number of questionnaires	11	Percentage
Number of answers	9	81.82%
No answers	2	18.18%
total	11	100%

Number of questionnaire answers received from advisers

Table 3: advisers' answers

Number of questionnaires	9	Percentage
Number of answers	6	66.67%
No answers	3	33.33%
total	9	100%

Table N°2 and table N°3 present the number of questionnaires distributed to teachers of the two schools of our study and the ELT advisers from Inspectorate Niamey I.

From a total number of 11 teachers and 9 advisers, 9 teachers and 6 advisers answered the questionnaire, respectively 81.82% and 66.67%.

Thus, the analysis of the different answers of the questionnaires submitted to ELT advisers and teachers permitted us to have their opinions on both their teaching styles and the learning processes.

Table 4: advisers' years of experience

Years of experience	number	Percentage
1-5	5	83.34%
6-10	1	16.66%
10-12	0	0%
Total	6	100%

This table shows us that the majority (83.34) of the advisers have experience in the function. This fact has permitted us to work and take into consideration their point of view.

4.2 Advisers' answers interpretation

From the 9 advisers who received the questionnaire, 6 (66.67%) advisers answered the questionnaire. It appears from the interpretation of the advisers' questionnaire results that most of the advisers check the different methods of teaching used by teachers while teaching. The questionnaire answered also reveals that the methods mostly used by teachers are: Grammar Translation Method, Teacher-centered Method, Active Method, Yes/No questions.

They all answered that teachers were collaborative when they were visited. 100% of the advisers mentioned that teachers with pedagogical training as well as those with more experience teach better than the ones with no initial training or with less experience.

To the question “What teaching styles (strategies) do you think is best for today's students?” they all answered “the Eclectic Method” as it combines multiple methods, and it is the most used by teachers. They also mentioned the Communicative Language

Teaching (CLT) and the Audio-Lingual Approach. All of them answered that they advise teachers on how to improve their teaching after each classroom visitation. They also answered by stating that the teachers did not follow the step-by-step procedure of lesson presentation which includes presentation, practice, and production, i.e. the 3Ps. They affirmed that teachers can achieve the objectives provided that they could follow the procedures.

To the question “what can be done to enhance the teaching styles of English languages teachers?”, most of them answered that teachers are in need of pedagogical training with more workshops, classroom visitations, and also more collaboration between them. They believe that teachers should take into account advisers’ observations.

In consideration of the advisers’ answers, we notice that the Eclectic Method is the most teaching technique used by teachers in their day-to-day teaching.

4.3 Teachers’ teaching experience

Table 5: years of experience

Schools	1-5	6-10	11-12	12+
CES Koira Kano Nord I	00	2	3	1
CES Yantala	1	1	2	1
Total	1	3	5	2
Percentage	9.09%	27.27%	45.46%	18.18%

This table shows us that the majority of the teachers (45.46%) have 11 to 12 years of experience. Those situated between 6 and 10 years of experience are about 27.27%, and the most experienced teachers are only 18.18% of the total number. The

table also shows us that the ones with less experience are only 9.09%.

Table 6: Degree of Teachers

Schools	BAC	DAP/CEG	DUEL	LICENCE	MAITRISE	OTHERS
CES Koira Kano Nord I	00	2	00	4	00	00
CES Yantala	00	1	00	4	00	00
Total	00	3	00	8	00	00
Percentage	0%	27.27%	0%	72.73%	0%	0%

Table 7: Place of study

Schools	FLSH (Faculty of arts)	ENS (School of education)	OTHER HIGH/FOREIGN SCHOOLS
CES Koira Kano	4	2	00
CES Yantala	3	1	1
Total	8	3	1
Percentage	63. 64%	27.27%	9. 09%

Table N°6 and table n°7 indicate clearly that the majority of the teachers (72. 73%), have high degrees as they were trained at the Faculty of Arts and Human Sciences. The degrees can enable them to master the phonology, the grammar and the literature of the English language, but they will have problems in pedagogy as they do not have a pedagogical training. Only 27. 27% of the teachers have the DAP/CEG which is the degree

obtained by pedagogical trained teachers at the School of Education (ENS) and only 9.09% studied in other high/foreign schools.

Table 8: Teachers' administrative situation

Schools	Permanent Teachers	Contractual	ASCN
CES Koira Kano Nord I	5	1	00
CES Yantala	4	1	00
Total	9	2	00
Percentage	81. 82%	18. 18%	0%

Table n°8 tells us that only two teachers are contractual ones; there are no ASCN (*Appelés du service civique national*) teachers, and the permanent teachers are the most represented ones with 81.82%.

4.4. Teachers' questionnaire answers interpretation

We have submitted 34 questions to 11 teachers, and we received the responses of 9 teachers that represents 81.82%. The questionnaire submitted to teachers shows that the majority (81.82%) are permanent ones, the most representative teachers (63. 64%) studied at the Faculty of Arts and Human Sciences, have high degrees, know the phonology, the grammar, and the literature of the English language. However, since they did not have any pedagogical training, it will be difficult for them to convey knowledge. In fact, these teachers without pedagogical training face some serious teaching problems. Most of them do not know how to plan a lesson, how to manage a class or how to vary activities in their day-to-day teaching. The questionnaire also reveals that most teachers are experienced ones (45. 46%),

but among these experienced teachers, only one teacher has a pedagogical training from the school of Education (ENS). Moreover, only 27. 27% of the teachers have the DAP/CEG degree, which is the degree obtained by the pedagogical trained teachers at the ENS.

From the teachers' answers of the questionnaire, it can be concluded that most of the teachers have difficulties about the teaching styles as only two teachers gave answers related to this point. Their answers are: "teacher-centered methods", "student-centered learning", Grammar Translation Method, and their combination that gives the Eclectic Method, which is the combination of all these strategies. The follow-up discussions enabled us to discover that they did not master the methods they pretended they were using. For the questions related to the learner learning processes or classroom environment we did not get any answers.

In view of all the above problems there is no doubt that these teachers are in urgent need of pedagogical training.

4.5 Results of the observations

During the observation sessions, we focused on the techniques that were used during the teaching and also the interactions between the students and the teachers in the class. Moreover, we were interested in the procedures through which the teachers tried to convey the message and how they involved their students in the teaching and learning process.

4.5.1 First Classroom Observation

We conducted our first classroom observation at CES Koira Nord I in a 6^e class of 81 students. The teacher was a man with 7 years of experience and had a pedagogical training from ENS. The adviser who was observing him was a woman with 4 years of experience. The teacher started the lesson by greeting and asking the date, and continuing on the review of the

prepositions (in, on, at). Then, he continued with a presentation of a vocabulary lesson with the words (a window, to know, first year, a shirt and red).

During the presentation, he used different techniques: first, he well presented the words using dramatization, visual aids, and class objects. Then, he let students practice the words on their own and intervening only to guide and correct errors. Later, he moved to a lesson about introducing someone. He explained this briefly before asking the students to open their books on page 29 of their textbook (EFTS First year) to see the different expressions used to present oneself. He ended by having the students copy down the lesson in their note books. During the feedback session, the teacher explained and justified the relevance of the different parts of his lesson. Afterwards, the adviser told the teacher all the positive aspects of the lesson and points that needed improvement.

4.5.2 The second observation

We did our second classroom observation at CES Yantala again in a class of 6^è with 61 students. The teacher was a former primary school teacher who passed the test of DAP/CEG, and she had 3 years of experience in teaching at secondary school. The adviser was a lady with 4 years of experience again. The lesson was on “have got”. She began by doing a review of the negative form of “have got”; then, she presented its interrogative form. The teacher had no voice projection nor eye contact. During the presentation of the lesson, the teacher allowed all the late students to come in the class up to 25 minutes after time. We tried to take note about the objectives of our observation purpose, but it so difficult to follow with the noise in the classroom. When the teacher finished the lesson, we went into the staffroom for the feedback where the adviser started by asking the teacher what she thought about her lesson and whether she reached her lesson objectives. The

teacher was very confused in her answers. Then, the adviser went on telling her the positive aspects of her lesson and the points that needed improvement. Thus, the adviser told her to do her best to keep discipline in her class. She also advised her to have more eye contact, a loud voice projection and not to accept late students all the time.

4.5.3 The third and last classroom observation

Our third and last classroom observation was held at CES Yantala also in a class of 6^e with 65 students. The teacher was a lady with 15 years of experience; the adviser was also a lady with 4 years again of experience. The teacher did not have a training from ENS. She started with a review of the affirmative form of “have”. After this point, she went on presenting the negative and interrogative of “have”. At this point we noticed that the teacher had problems with the syllabus as she was too confused in her presentation. Then, she moved to a function lesson with counting from one to twenty. At the end of the lesson, we came in the staffroom for the feedback. It is important to point out that the teacher has a degree in computer science. The teacher was asked to give her feeling about her lesson and was given advice on how to improve it.

During all these observations, we focused our interests on the teaching styles teachers used, and how they interacted with their students. We also tried to see how the teachers managed to make their teaching interesting to the learners. What comes out is that teachers know some of the teaching styles, but they do not use them always. At this level, the problem is that they do not know if there is a particular way of learning for each student. It was noticed that teachers are also at the center of all activities. They worked a lot and transferred knowledge to students by teaching just the textbooks which do not necessarily represent the curriculum, but they are used as resources to help teachers plan the lesson more effectively.

4.6. Results of the interviews

During both the observations and the interviews, we noticed that the traditional learning environment consists of “discipline, listening, obeying, repeating and reproducing”. This way of teaching is commonly used by most teachers that we observed. The dominant method of teaching the traditional method (teacher-centered method) is “chalk and talk”, and it is the most utilized by teachers.

During the interviews, we found that for the teachers, the notion “teaching styles and learning process are complex”. They did not even know if there is a difference between the two concepts. All what they know is that there are “a teacher-centered technique and a student-centered one.” The majority taught from first year level of junior secondary school (6^e) to the last year of senior secondary school which is the “terminale” level.

For our interviews, we used the following questions:

- a- How long have you been teaching?
- b- What grades are you teaching?
- c- What materials, in addition to the textbook, do you use in your classes?
- d- Are you using and varying the teaching styles? Give examples.
- e- Did you observe any change (interests, willingness, motivation) in your class after varying your teaching styles?
- f- What are the different learning processes you know?

Concerning the answers we got from our questions, we were surprised to find out that for the questions (d, e, and f), the interviewed teachers did not have any responses. But one of the

female teachers tried to explain the changes she noticed after participating to a pedagogical training. She confessed that before taking a pedagogical training, only a few students participated in the class activities, and the rest were quiet, unfocused or silent sitting mostly in the back of the class. She acknowledged that her lessons were mostly boring for her students, and they were waiting for her to say the “time is up!”. So, she was confused and did not know what to do in order to draw their attention to the lessons. After attending the training, she learned many new ways to engage all the students in the learning process. Now, she is confident as she uses group-work, pair work, elicitation and have students move from one seat to another one. She is happy to see her students’ willingness to learn as they are now excited about the class.

Another teacher said that he liked to use students’ talking time (STT) more than teacher talking time (TTT) in class, but because of the lack of class-time, the level of students and the high number of students in the classroom, it was difficult for him to achieve it.

Thus, the interviews were an opportunity for teachers to express themselves freely regarding the different challenges they were facing in their career especially the ones pertaining to the teaching styles and the learning styles for the 6^e level.

5. Suggestions and recommendations

As teachers, we need to explore different methodologies to enhance our shared understanding of the teaching methods. It is important to get to know our students and use our skills and instincts to discover the most effective ways to engage both the individual student and the entire classes with our curriculum. Also, teachers should try to be up to date by surfing the internet whenever it is possible to see the different styles of teaching and

also the various learning processes so as to apply them in order to improve their teaching.

An important recommendation for teachers is to set up a close collaboration between experienced teachers and novice ones through the pedagogical units (*Unités Pédagogiques*) in order to help each one and reinforce their teamwork with the ELT advisers who should multiply classroom visitations and workshops.

As for the government, it should provide advisers with means to organize workshops to teachers on pedagogical issues and allow a great number of teachers without pedagogical training to be trained at the school of education (ENS) in order to become pedagogical trained teachers.

Conclusion

This study has attempted to investigate the issues related to the styles of teaching and the learning processes of the English language in the 6^e classes. It revealed that teachers had serious problems about what teaching techniques and teaching styles are, what a learning process is and how to use them. The study also showed that the methods mostly used by teachers are the Grammar Translation Method, the Teacher-centered Method, the Active Method and to some extent the eclectic method without understanding them very well. This reveals a serious problem as they need to master the appropriate methods that would allow them to meet their students' needs and achieve their lesson objectives. Consequently, the findings also disclosed that teachers' pedagogical challenges are mainly due to the fact that most have not received any initial training. Moreover, even the ones who did receive the training seemed overwhelmed by the teaching conditions such as the overcrowded classes as the students in 6^e often feel unmotivated, unenthusiastic and unexcited about the classes. It is not, therefore, surprising that

this situation impacts the effectiveness of their teaching. Therefore, our hypothesis is confirmed as teachers do not fully master the different teaching styles and their students' ways of learning, and this is mainly due to not only their lack of initial training but also to their lack of in-service training. Unfortunately, this situation prevents the system from reaching the goals assigned to English language teaching for this particular and decisive level. Thus, some recommendations and suggestions were made to teachers, ELT advisers and the decisions makers. They mainly consisted of allocating more financial means to education that would allow to train more qualified teachers, build more schools and provide them with more didactic materials.

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